

The following reflect student practice in skills and concepts learned in earlier years as well as new skills and concepts:

Language Arts

The language arts curriculum has been aligned with the California English Language Arts Framework. It is designed to develop skills to enable students to apply a variety of strategies in reading, writing, speaking, listening, and critical thinking. At all grade levels, students read and discuss high quality literature selections appropriate to their maturity and interests. Enrichment activities are an integral part of the program, with opportunities for extended reading, making connections to other disciplines, and incorporating critical thinking and problem-solving skills. At all levels, vocabulary development and spelling practice are based upon words taken from students' reading and writing and from lists of words frequently used in writing.

Listening and Speaking

- Perform a task involving several directions
- Listen to and record information transmitted orally such as:
 - taking dictation of 10 word sentences
 - recording orally transmitted math problems
- Listen in order to paraphrase the events of a story in correct sequence and be able to give an oral summary of the action
- Listen in order to respond to any oral selection with an opinion supported by details from the selection
- Listen to, identify and define fact and opinion
- Listen critically for details, main ideas, sequence, and inferences
- Listen as part of an audience to various oral presentations
- Memorize and deliver formal and informal oral presentations (poetry, speeches, reports, etc.)
- Read orally with appropriate tone, expression, rate, and with attention to punctuation signals
- Participate in creative dramatics, informal debates, choral speaking, and reading
- Listen, follow, and participate in classroom discussions
- Develop critical questioning skills

Reading and Writing

- Experience and identify a variety of literary genre: i.e. folk tales, fairy tales, fables, biographies, autobiographies, realistic fiction, historical fiction, fantasy, poetry, and plays
- Understand the elements of a novel or short story
 - determine a character's motives, feelings, beliefs, and personality characteristics
 - distinguish between major and minor characters in a story or novel
 - explain plot elements (beginning, middle, end, problem, and solution)
 - identify the theme
- Demonstrate comprehension of written material
 - summarizing a sequence of events
 - identifying the main idea
 - drawing inferences and conclusions
 - making predictions
 - expressing an opinion supported by facts or details from the story
- Utilize research skills to gather information through the use of the following: dictionary, encyclopedia, glossary, index, thesaurus, newspapers, and magazines
- Apply reading skills and meaning to self-selected works
 - Understand vocabulary through context, synonyms, antonyms, and homonyms
 - Apply writing process skills
 - linking verbs and helping verbs
 - pronouns
 - abstract nouns
 - collective and compound nouns
 - singular and plural nouns
 - Write a four paragraph essay
 - Write a friendly letter and address an envelope
 - Demonstrate critique and edit one's own written work and that of others
 - Write in cursive
 - Refine paragraph writing skills through use of expanded sentences, and descriptive words,
 - using a variety of syntax and vocabulary
 - using a variety of syntax and vocabulary
 - Write in complete sentences with proper usage and punctuation, i.e., quotation marks, apostrophe, capitalization, commas, subject/verb agreement

Mathematics

The priority of the mathematics curriculum is the development of students' thinking and understanding through direct personal and interactive experiences.

Concepts are taught through real-life situations and the use of a variety of tools, manipulatives, and materials.

Enrichment activities are an integral part of the program.

Students participate in instructional activities based upon the following mathematical strands:

Logic and Language

- Solve problems in a variety of ways
- Use mathematical strategies and ideas effectively
- Explain orally and in writing how problems are solved
- Explain orally and in writing why a solution makes sense
- Use charts, graphs, tables, symbols, number, diagrams, and logical reasoning

Measurement

- Determine area and perimeter of shapes on a geoboard
- Estimate areas using grid paper
- Compare areas of shapes with same perimeter
- Compare perimeter of shapes with same area
- Read a centimeter scale
- Learn metric units of length

Geometry

- Explain relationship between faces, vertices, and edges of a polyhedron
- Name, define, and understand the properties of polyhedra and polygons
- Identify parallel and perpendicular lines, and right angles
- Identify the radius and diameter of a circle

Functions

- Use mathematical terms, procedures, and symbols
- Use calculators, rulers, graph paper, and other tools to do accurate work
- Predict the number of blocks needed to extend a pattern

Algebra

- Use order of operations to solve equations
- Use multiple attributes to generate new rules
- Identify the unknown number in an equation

Statistics and Probability

- Gather, organize, report sets of data in a variety of ways
- Read and make bar graphs, pictographs, Venn diagrams
- Compare data
- Express probability of an event in fractional notation
- Predict, test, record results of probability events using spinners

Numbers

- Read, write and identify any number to 999,999
- Add, subtract, multiply, and divide whole numbers
- Add and subtract decimals
- Read and write decimals to the hundredth
- Recite multiplication facts
- Illustrate and explain equivalent fractions
- Use fraction circles to add and subtract fractions
- Change fractions to mixed numbers

History/Social Science

The MCCS curriculum is based on the California History/Social Science Framework which includes major goals and interrelated strands that are the same for all grade levels. The major goals are:

Knowledge and Cultural Understanding

Incorporate what is learned from historical, ethical, cultural, geographical, economic, and sociopolitical accounts.

Democratic Understanding and Civic Values

Incorporate an understanding of our national identity, constitutional heritage, civic values, and rights and responsibilities.

Skills Attainment and Social Participation

Incorporate basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

Students in Fourth Grade participate in units of study based upon the theme of "California, A Changing State":

The Physical Setting: California and Beyond
California Indians: Settlements and People
European Exploration and Map Routes
Missions, Ranchos, and Mexican War for Independence

- Religious and geographical influences in Spanish settlement of California

Westward Movement, Gold Rush, Statehood

- Culture of the period - songs, literature, writings of the time

Growth in California After 1850

- Immigration and cultural diversity
- California's economy - agriculture, technology
- California's issues and the public's role in influencing decisions

Christian Education

Mid County Christian School offers Bible instruction. Biblical principles are fully integrated into all subjects and students learn and memorize Bible verses. The Bible is used to help students understand how to apply biblical truths to daily living.

STEWARDSHIP: We Are Responsible for Caring for God's World

Relationships with God

- Love God
- Identify the attributes of God
- Identify Jesus as the only way to heaven
- Acknowledge that Jesus, the Savior, is both true God and true man
- Define the terms *grace* and *faith*
- Enjoy prayer
- Confess their sins to God, trusting that He will forgive them because of His Son, Jesus
- Realize that God gives them faith so that they may live as His children
- Recognize the Word of God as a practical tool for daily living

Relationships with Others

- Know why we give
- Know why we should be part of a church
- Acknowledge that God desires all people to receive eternal life and salvation
- Express their love for God in acts of forgiveness and service towards others
- Witness the Christian faith in their daily lives
- Know that we are stewards of God's creation

Science/Health

The ultimate goal of science education is that of science literacy for all students. Science literacy means that students will:

- Be familiar with the natural world and recognize both its diversity and its unity
- Understand key concepts and principles of science
- Be aware of some of the important ways in which science, mathematics, and technology are interdependent
- Have a capacity for scientific ways of thinking
- Use scientific knowledge and ways of thinking for individual and social purposes

Students will be active participants in learning to incorporate the scientific processes of observing, communicating, comparing, ordering, and categorizing. They will make connections with other disciplines and develop the capacity to relate science to everyday life. Major concepts include:

General Science

- Methods and tools of science

Physical

- Transfer of energy

Life

- Living things are composed of parts that perform certain functions

Earth

- Forces are constantly changing the surface of the earth

Health

- Health includes scientific information, social, and individual responsibilities

Environmental

- Conservation is wise use of resources

Physical

MCCS physical education activities are based on the California Physical Education Framework. The framework contains three major goals with interrelated curriculum strands for all grades.

Movement Skills and Movement Knowledge

Develop motor skills and an understanding of the fundamentals of movement through practice. Areas of study and practice may include:

- Locomotor skills - walking, running, hopping, jumping, skipping, sliding, galloping, leaping
- Non-locomotor skills - bending, rocking, swinging, twisting, stretching, pushing, pulling
- Exercises for conditioning heart, lungs, and muscles
- Exercise and nutrition for strength and endurance

Social Development and Social Interaction

Students develop appropriate social behaviors by working independently and with others during planned physical activity and at play. Comply with game rules and fair play

Self-Image

Activities are designed to develop and maintain positive self-image and an understanding of sportsmanship and team skills.

Visual, Performing and The Arts - Vocal Music

MCCS encourages integrating instruction in the visual and performing arts as a means of enhancing and extending the curriculum for students at all grade levels. Instruction in the historical origins and cultural influences of the visual and performing arts is promoted to develop knowledge, appreciation, and performance skill for students.

Assessment of Learning

Teachers assess academic progress regularly to support student learning, a process which includes daily checking for understanding, formal and informal testing, and observation.

Mid County Christian School
A ministry of Twin Lakes Church

Highlights of the Core Curriculum

Grade 4

MISSION STATEMENT

Encouraging, equipping, and empowering the whole child to positively impact God's world by providing, in partnership with the home, a balanced education in a loving, Christ-centered environment.