



4th Grade Curriculum Standards
Forest Hills Lutheran Christian School

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Math

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that math instruction should be grounded in number sense and a solid understanding of basic math facts as well as an ability to apply those facts in real-life settings. These skills are developed by continuous review, enabling the students to build new knowledge on prior learning. Math concepts are first presented in concrete, hands-on form. Then, deeper understanding develops as students are challenged by more abstract concepts. Throughout instruction, students will be encouraged to reflect on the orderliness and dependability of God, exemplified by His creation.

Fourth grade students should continue to master previously acquired concepts and procedures, applying them to higher-level problem solving and deductive reasoning. Emphasis is placed on consistent practice and multiple approaches to solving different types of problems.

Forest Hills Lutheran Christian School has formally adopted the curriculum standards outlined in the program, Math in Focus. These standards can be found at [here](#).

4th Grade Math Standards

Number and Operations

Number Representation

- Represent numbers to 100,000 in various contexts.

Count

- Count by thousands and ten thousands.

Compare and Order

- Compare and order whole numbers to 100,000

Place Value

- Write numbers to 100,000 in standard, expanded, and word forms.

Fraction Concepts

- Recognize, write, name, and illustrate mixed numbers and improper fractions in various forms.
- Find a fraction of a set.
- Generate equivalent fractions.
- Compare non equivalent fractions by creating common denominators or numerators, or by comparing with benchmark fractions. Use $<$, $>$, $=$ symbols.
- Convert among mixed numbers and improper fractions.

Decimal Concepts

- Model decimals using tenths and hundredths.

- Understand decimal notation through hundredths as an extension of the base-ten system.
- Read and write decimals that are greater than or less than 1.
- Compare and order decimals.
- Identify equivalent fractions and decimals.

Whole number Computation

- Model regrouping in addition and subtraction using place value strategies.
- Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- Apply understanding of models for multiplication and division.
- Recall multiplication facts and related division facts.
- Develop fluency in multiplying multi-digit numbers.
- Multiply a four-digit whole number by a one-digit whole number, and multiply two two digit numbers using strategies based on place value and the properties of operations.
- Divide by a 1-digit number, with a remainder.
- Multiply or divide to solve word problems involving multiplicative comparison by using drawings and equations with a symbol for the unknown number to represent the problem.
- Solve multi-digit multiplication and division problems.
- Solve division problems that involve interpreting the remainder.

Fraction/Decimal Computation

- Add and subtract unlike fractions.
- Solve word problems involving multiplication of a fraction by a whole number.
- amounts. Add and subtract decimals.
- Solve problems with addition and subtraction of decimals.

Estimation and Mental Math

- Use mental math and estimation strategies to find sums, differences, products, and quotients.
- Decide whether an estimate or exact answer is needed.
- Use estimation strategies to determine relative sizes of amounts or distances.
- Round and estimate with decimals.

Algebra

Patterns

- Identify, describe, and extend numeric and non-numeric patterns.
- Use a rule to describe a sequence of numbers or objects.

Properties

- Represent division as the inverse of multiplication.

Number Theory

- .Find the greatest common factor and least common multiple.
- Determine if a whole number is prime or composite.

Functional Relationships

- Understand the relationships between the numbers and symbols in formulas for area and perimeter.

- Describe number relationships in context.

Expressions/models

- Use a variety of concrete, pictorial, and symbolic models for multiplication and division; and addition and subtraction with fractions and decimals.
- Understand how to use letters as variables.

Number Sentences and Equations

- Write and solve number sentences for multi-step word problems.
- Use bar models and number sentences for multi-step real-world problems.
- Determine the missing parts (quantities or symbols) in number sentences.

Geometry

Lines and Angles

- Draw perpendicular and parallel lines.
- Draw and measure angles.
- Understand the relationship between angles and circular measurement (360°).
- Recognize that angles can be broken down into smaller parts.

Two-Dimensional Shapes

- Apply the properties of squares and rectangles.
- Find unknown angle measures and side lengths of squares and rectangles.
- Identify figures that form tessellations.
- Understand the relationships between the numbers and symbols in formulas for area and perimeter.

Congruence and Symmetry

- Recognize line and rotational symmetry.
- Relate rotational symmetry to turns and congruency.

Transformations

- Use transformations to form tessellations.

Measurement

Length and Distance

- Write a larger unit of length in terms of a smaller unit.
- Solve real-world problems in measurement involving length.

Weight/Mass

- Write a larger unit of length in terms of a smaller unit. Solve real-world problems in measurement and estimation involving weight/mass.

Volume/Capacity

- Determine the relative sizes of measurement units within a system.
- Solve real-world problems in measurement involving capacity/volume.
- Write a larger unit of volume in terms of a smaller unit.

Angles

- Estimate and measure angles in whole-number degrees with a protractor.
- Classify angles by angle measure and recognize angle measure as additive.
- Apply the idea that vertical angles are equal in measure.
- Relate $\frac{1}{4}$ -, $\frac{1}{2}$ -, $\frac{3}{4}$ -, and full turns to the number of right angles.
- Understand the relationship between angles and the 360 degrees o

Perimeter

- Find the perimeter of composite figures.
- Solve problems involving the perimeter of squares, rectangles, and composite figures.

Area

- Understand that area is an attribute of two-dimensional figures.
- Connect area measure to the area model for multiplication; use it to justify the formula for the area of a rectangle.
- Estimate and measure area in square units.
- Select appropriate units, strategies, and tools to solve area problems.
- Explain the relationships among area formulas of different polygons.
- Recognize area as additive.

Data Analysis

Classifying and Sorting

- Construct line plots, stem and-leaf plots, tables, and line graphs.

Interpret/Analyze Data

- Make a line plot to display a data set of measurements in fractions of a unit.
- Interpret tally charts, bar graphs, picture graphs, tables, line graphs, and line plots.
- Read bar graphs with scales.
- Find the mean (average), median, mode, and range of a data set.
- Decide whether an outcome is certain, more likely, equally likely, less likely, or impossible
- Write the probability of an event as a fraction.

Problem Solving

Build skills through problem-solving

- Build skills in multiplication, division, fraction concepts, data analysis, and measurement through problem solving.

Solving Real World Problems

- Solve real-world problems involving addition, subtraction, multiplication, division, and measurement, including time and money

Using Appropriate Strategies and thinking skills to solve problems

- Use appropriate strategies to solve real-world problems.

Apply and Explain problem Solving

- Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.

Explore Concepts

- Explore concepts more deeply and justify reasoning in Let's Explore and Hands On activities.
- Apply Thinking Skills in Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.

Investigative Mathematical Ideas

- Further investigate mathematical ideas by completing critical thinking skills activities.

Identify, Demonstrate, and Explain Mathematical Proof

- Demonstrate that figures and their flip, slides, and turn images are congruent.
- Demonstrate that some figures have rotational symmetry.
- Use properties of squares and rectangles to solve problems.
- Analyze line plots with fractions of a unit.
- Identify, describe, and extend numeric patterns involving all operations.

Use a variety of Reasoning skills

- Use properties of squares and rectangles to solve problems about area and perimeter.
- Explore the relationship between models for multiplication and division for whole numbers.
- Use estimation to check reasonableness (wholenumber addition, subtraction, multiplication and division).

Communication

Consolidate Mathematical Thinking

- Present mathematical thinking through Math Journal activities.

Communicate with Peers, teachers, and others

- Discuss mathematical ideas in Let's Explore activities.
- Work together in pairs or groups in Let's Explore, Games, and other activities.

Share Mathematical thinking

- Share mathematical ideas with others during Let's Explore and Hands-On activities.

Express Mathematical ideas

- Express ideas in Math Journal activities, using lesson vocabulary.
- Use chapter and lesson vocabulary correctly.

Connections

Recognize connections in mathematical ideas.

- Demonstrate that decimal notation is an extension of the base-ten system.
- Examine the relationship between fractions and decimals
- Make connections among multiplication, division, factors, and multiples.
- Convert among mixed numbers and improper fractions.

Understand how concepts build on One Another

- Describe number relationships in context.
- Identify equivalent fractions and decimals.
- Make connections among the greatest common factor, least common multiple, and operations with fractions.

Solve Real-World Problems in Contexts outside of mathematics

- Solve real-world problems involving multiplication, division, fraction concepts, data analysis, and measurement.

Representation

Use Representation to model, organize, and record

- Represent numbers to 100,000 in various contexts.
- Write numbers to 100,000 in standard, expanded, and word forms.
- Model decimals to tenths and hundredths.
- Write addition and subtraction number sentences for realworld problems with fractions and decimals.
- Use models to show relationships between improper fractions and mixed numbers.
- Define and use symbols in geometry to identify and relate geometric figures.
- Use a variety of models to represent multi-step real-world problems with whole numbers, fractions, and decimals.
- Use geometry tools (protractor, set squares, grid paper) to model problems.
- Apply understanding of models for multiplication and division.

Select and Apply representations to model problems

- Write addition and subtraction number sentences for realworld problems with fractions and decimals.
- Use a rule to describe a sequence of numbers or objects.
- Translate between equivalent improper fractions and mixed numbers
- Use a variety of models for multi-digit multiplication and division of whole numbers.
- Use a variety of models for addition and subtraction of fractions and decimals.
- Use technology (virtual manipulatives and computers) to model and draw.

Interpret Phenomena through Representations

- Measure perimeter and area in customary and metric units.
- Collect data and organize it in a table.
- Order objects according to length, height, weight, or capacity.
- Represent data in bar graphs and picture graphs.
- Create a line graph from data in a table.
- Interpret a line plot to solve problems involving addition and subtraction of fractions.

- Solve real-world problems involving multiplication, division, fraction concepts, data analysis, and measurement.
- Use technology (virtual manipulatives and computers) to model and draw.

Science

Statement of Belief

Science is taught at Forest Hills Lutheran Christian School so that students gain an appreciation and respect for God's creation. By using natural curiosity, hands-on activities, and the scientific method, students will discover and express the orderliness and complexity of creation. We want our students to use science to help them explore and recognize God's involvement in creation. This recognition should lead to a sense of personal responsibility in caring for themselves, others, and the world around them.

Forest Hills has formally adopted the Next Generation Science Standards as their guiding standards for instruction. These standards can be found at

<http://www.nextgenscience.org/sites/default/files/NGSS%20DCI%20Combined%2011.6.13.pdf>. The following is a summary, taken from pages 30-36 outlining the standards in four major strands: Physical Science, Life Science, Earth Science, and Science and Technology.

Physical Science

4-PS3 **Energy**

- 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.
- 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

4-PS4 **Waves and Their Application in Technologies for Information Transfer**

- 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.

Life Science

4-LS1 **From Molecules to Organisms: Structures and Processes**

4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Earth Science

4-ESS1 **Earth’s Place in the Universe**

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2 **Earth’s Systems**

4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features.

4-ESS3 **Earth and Human Activity**

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

3-5-ETS1 **Engineering Design**

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.

Social Studies

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created the world and everyone in it, each unique with their own perspectives and cultures. It is important to prepare students to be citizens in a global community and understand the world around them. In order to do that, students must have an understanding of the past. This will help them understand how the past has shaped our present so they can go out and better shape our future. **This is done through focused studies of Oregon history, current geography, and

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

Historical Knowledge

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.

4.3. Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.

4.4 Identify the nine federally recognized Oregon tribes and their aboriginal boundaries.

Historical Thinking

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.

4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.

4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.

Geography

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.

4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.

4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.

4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.

4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.

4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

Civics and Government

Understand and apply knowledge about governmental and political systems, and the right and responsibilities of citizens.

4.14. Explain the organization and functions of Oregon government.

4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).

4.16. Explain the process of Oregon statehood.

Economics/Financial Literacy

Understand economic concepts and principles and how available resources are allocated in a market and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.

4.18. Identify key industries of Oregon.

Social Science Analysis

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social sciences.

4.19. Compare eyewitness and secondhand accounts of an event.

4.20. Describe the sequence of events in given current and historical accounts.

4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.

English Language Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created language for our good as a way to interact with the people He has placed in our lives. It is important that students become well-rounded readers of a wide range of genres and writers who implement solid expression skills (including, but not limited to, grammar, spelling, organization, and sentence fluency) with clear purpose in a variety of styles. Students also need to become researchers able to extract reliable information from both print and digital resources to back up their claims and opinions. Students must become both speakers who are clear, concise, and able to connect with an audience as well as listeners who are able to think analytically and critically about a spoken topic and offer questions, constructive feedback, and input. As students are prepared to be members of a global society, they must become collaborators who are able to work together by defining clear roles, setting clear goals, tracking progress toward those goals, investigating topics together, discussing respectfully, and presenting cohesively.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

Literature

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4.RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

4.RL.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4.RL.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

4.RL.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

4.RL.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

4.RL.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity or the reasoning as well as the relevance and sufficiency of the evidence.

4.RL.8 (Not applicable to literature)

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4.RL.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

4.RL.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Informational Text

Key Ideas and Details

Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Anchor Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

Anchor Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Anchor Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Anchor Standard 6: Assess how point of view or purpose shapes the content and style of a text.

4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

Anchor Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

Anchor Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text complexity

Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Foundational Skills

Print Concepts

Anchor Standard: There are no anchor standards associated with Foundational Skills.

4.RF.1 There is not a grade 4 standard for this concept. Please see preceding grades for more information.

Phonological Awareness

Anchor Standard: There are no anchor standards associated with Foundational Skills.

4.RF.2 There is not a grade 4 standard for this concept. Please see preceding grades for more information.

Phonics and Word Recognition

Anchor Standard: There are no anchor standards associate with Foundational Skills.

4.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

Anchor Standard: There are no anchor standards associated with Foundational Skills.

4.RF.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing

Text Types and Purposes

Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.

Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

4.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

Anchor Standard 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Anchor Standard 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

Anchor Standard 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

4.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skill to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge

Anchor Standard 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

4.W.7 Conduct short research projects that build knowledge through investigation or different aspects of a topic.

Anchor Standard 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

Anchor Standard 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

4.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Range of Writing

Anchor Standard 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

Anchor Standard 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Anchor Standard 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Anchor Standard 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

4.SL.3 Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

Anchor Standard 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Anchor Standard 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English

Anchor Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).

Anchor Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

Anchor Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

Anchor Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

Anchor Standard 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Anchor Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation.)

Christian Studies

Statement of Belief

At Forest Hills Lutheran Christian School, we believe that Christian Studies is the most important subject we teach, because this subject has eternal implications. We pray that each student knows Jesus as their personal Savior, and we accept the responsibility of opening God’s Word and training children in the way they should go. Throughout their time at Forest Hills, students will read the truths as outlined in Scripture, and be provided with practical, meaningful ways that they can shine the light of Christ in their school, their home, and their community.

Forest Hills Lutheran Christian School uses the program, “[One in Christ](#),” as a guideline for student learning. In Fourth Grade, students explore the lives of key Old Testament individuals, the life of Christ, and the ministry of Paul. Additionally, students engage in regular prayer and devotion, while also learning skills of using the Bible in their daily lives.

Old Testament

Unit 1—God Blesses His Family of Believers (Creation—Isaac)

1. Creation (Genesis 1:1–2:3)
2. The Fall Into Sin (Genesis 3)
3. Cain and Abel (Part 1) (Genesis 4:1–16)
4. Cain and Abel (Part 2) (Genesis 4:1–16)
5. Tower of Babel (Part 1) (Genesis 11:1–9)
6. Tower of Babel (Part 2) (Genesis 11:1–9)
7. God’s Promise to Abram (Genesis 12–13)
8. Abraham and Lot (Genesis 13)
9. Abraham Prays (Genesis 18:22–33)
10. Sodom and Gomorrah (Genesis 19:1–29)
11. Offering of Isaac (Part 1) (Genesis 22:1–19)
12. Offering of Isaac (Part 2) (Genesis 22:1–19)

Unit 2—God Makes a People for Himself (Jacob—Ten Commandments)

13. Jacob Runs Away (Genesis 27:1–46)
14. Jacob’s Dream (Genesis 28:10–22)
15. Joseph and His Brothers (Part 1) (Genesis 37)
16. Joseph and His Brothers (Part 2) (Genesis 37)
17. Job (Job, especially chapters 1, 2, and 42)
18. Baby Moses (Exodus 1:1–2:10)
19. Plagues (Exodus 7–11)
20. Passover (Exodus 12:1–51)
21. The Exodus (Exodus 13:17–14:31)
22. Songs of Moses and Miriam (Exodus 15:1–21)
23. God Appears on Mount Sinai (Exodus 19:1–25)

24. Ten Commandments (Exodus 20: 1–26)

Unit 3—Israel in the Promised Land (Snake on the Pole– David and Goliath)

- 25. Snake on the Pole (Part 1) (Numbers 21:4–9)
- 26. Snake on the Pole (Part 2) (Numbers 21:4–9)
- 27. Israel Crosses the Jordan (Part 1) (Joshua 3–4)
- 28. Israel Crosses the Jordan (Part 2) (Joshua 3–4)
- 29. Gideon Leads God’s People (Part 1) (Joshua 6)
- 30. Gideon Leads God’s People (Part 2) (Joshua 7)
- 31. Samson (Part 1) (Judges 13–14)
- 32. Samson (Part 2) (Judges 15–16)
- 33. God Gives Hannah a Son (1 Samuel 1–1:28)
- 34. God Gives Israel Its First King (Saul) (1 Samuel 9–11; 13–15)
- 35. David and Goliath (Part 1) (1 Samuel 17)
- 36. David and Goliath (Part 2) (1 Samuel 17)

Unit 4—God’s Faithfulness to His People (David–Elijah)

- 37. Jonathan Warns David (Part 1) (1 Samuel 20)
- 38. Jonathan Warns David (Part 2) (1 Samuel 20)
- 39. David and Saul (1 Samuel 17:55–18:30; 24, 26)
- 40. David Becomes King (2 Samuel 1:1–6:23)
- 41. David and Bathsheba (Part 1) (2 Samuel 11–12)
- 42. David and Bathsheba (Part 2) (2 Samuel 11–12)
- 43. Solomon Builds a Temple (Part 1) (1 Kings 5–8)
- 44. Solomon Builds a Temple (Part 2) (1 Kings 5–8)
- 45. Elijah and the Prophets of Baal (Part 1) (1 Kings 18)
- 46. Elijah and the Prophets of Baal (Part 2) (1 Kings 18)
- 47. Elijah Goes to Heaven (Part 1) (2 Kings 2:1–14)
- 48. Elijah Goes to Heaven (Part 2) (2 Kings 2:1–14)

New Testament

Unit 5—Looking for the Savior (Elisha–Coming of the Wise Men)

- 49. Naaman and Elisha (Part 1) (2 Kings 5:1–16)
- 50. Naaman and Elisha (Part 2) (2 Kings 5:1–16)
- 51. Jonah (Part 1) (Jonah 1:1–3:3)
- 52. Jonah (Part 2) (Jonah 3:3–4:11)
- 53. Three Men in the Fiery Furnace (Part 1) (Daniel 3)
- 54. Three Men in the Fiery Furnace (Part 2) (Daniel 3)
- 55. Daniel in the Lion’s’ Den (Part 1) (Daniel 6)
- 56. Daniel in the Lion’s’ Den (Part 2) (Daniel 6)
- 57. Prophets Tell of the Savior (Part 1) (Genesis 3:15; 12:3; Numbers 24:17, 19)
- 58. Prophets Tell of the Savior (Part 2) (2 Samuel 7:16; Psalm 22; Isaiah 7:13–14, 60; Micah 5:2–5)
- 59. Jesus Is Born (Luke 2:1–40)
- 60. Coming of the Wise Men and the Flight to Egypt (Matthew 2)

Unit 6— Jesus Begins His Ministry (John the Baptist– Jesus Raises Jairus’s Daughter)

61. John Prepares the Way (Luke 3:1–20)
62. Temptation of Jesus (Luke 4:1–13)
63. Jesus Goes to a Wedding (Part 1) (John 2:1–11)
64. Jesus Goes to a Wedding (Part 2) (John 2:1–11)
65. Nicodemus Visits Jesus (Part 1) (John 3:1–21)
66. Nicodemus Visits Jesus (Part 2) (John 3:1–21)
67. Jesus Heals the Official’s Son (Part 1) (John 4:46–54)
68. Jesus Heals the Official’s Son (Part 2) (John 4:46–54)
69. Jesus Preaches at Nazareth (Part 1) (Luke 4:14–30)
70. Jesus Preaches at Nazareth (Part 2) (Luke 4:14–30)
71. Jesus Raises Jairus’s Daughter (Part 1) (Matthew 9:18–19, 23–26; Mark 5:22–24, 35–43)
72. Jesus Raises Jairus’s Daughter (Part 2) (Matthew 9:18–19, 23–26; Mark 5:22–24, 35–43)

Unit 7— Jesus Teaches and Performs Miracles (Parable of the Sower–The Lost Sheep)

73. Parable of the Sower (Matthew 13:1–30)
74. Jesus Is Transfigured (Luke 9:28–36)
75. Jesus Feeds the Crowd (Part 1) (John 6:1–14)
76. Jesus Feeds the Crowd (Part 2) (John 6:1–14)
77. Jesus Walks on Water (Part 1) (John 6:16–24)
78. Jesus Walks on Water (Part 2) (John 6:16–24)
79. The Parable of the Rich Fool (Part 1) (Luke 12:13–21)
80. The Parable of the Rich Fool (Part 2) (Luke 12:13–21)
81. Lost Sheep (Luke 15:1–7)
82. Good Shepherd (John 10: 1–18, 27–29)
83. Jesus Raises Lazarus (Part 1) (John 11:1–45)
84. Jesus Raises Lazarus (Part 2) (John 11:1–45)

Unit 8— Jesus’ Final Teachings, Death, and Resurrection (Parable of the Banquet–Resurrection)

85. Parable of the Banquet (Part 1) (John 14:12–24)
86. Parable of the Banquet (Part 2) (John 14:12–24)
87. Jesus Clears the Temple (Part 1) (Luke 19:45–48)
88. Jesus Clears the Temple (Part 2) (Luke 19:45–48)
89. The Last Supper (Part 1) (Luke 22:7–38)
90. The Last Supper (Part 2) (Luke 22:7–38)
91. Jesus in Gethsemane (Part 1) (Luke 22:39–46)
92. Jesus in Gethsemane (Part 2) (Luke 22:47–62)
93. Jesus Dies (Luke 23:26–49)
94. Jesus Is Buried (Luke 50–56)
95. Jesus Rises from the Dead (Matthew 20:1–10)
96. Jesus Appears to Mary (Matthew 20:11–18)

Unit 9— Jesus Goes Away but Leaves His Disciples with His Power (Ascension–Timothy)

97. The Ascension (Part 1) (Acts 1:1–11)
98. The Ascension (Part 2) (Acts 1:1–11)

- 99. Pentecost (Part 1) (Acts 2)
- 100. Pentecost (Part 2) (Acts 2)
- 101. Peter and John Heal the Lame Man (Part 1) (Acts 3:1–10)
- 102. Peter and John Heal the Lame Man (Part 2) (Acts 3:1–10)
- 103. Philip and the Ethiopian (Part 1) (Acts 8:26–40)
- 104. Philip and the Ethiopian (Part 2) (Acts 8:26–40)
- 105. Paul’s Nephew Saves Paul’s Life (Acts 23:12–22)
- 106. Paul Is Shipwrecked (Acts 27:1–28:10)
- 107. Paul and Timothy (Part 1) (Acts 16:1–5; 2 Timothy 1:1–14)
- 108. Paul and Timothy (Part 2) (Acts 16:1–5; 2 Timothy 1:1–14)

Physical Education

Note: Swimming skills and water-safety activities should be taught if facilities permit.

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.1.4.1: Uses various locomotor skills in a variety of small- sided practice tasks, dance and educational gymnastics experiences.

PE.1.4.2: Runs for distance using a mature pattern.

PE.1.4.3: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

PE.1.4.4: Uses jumping & landings specific to dance, educational gymnastics and/or small-sided practice tasks or games.

Note: This outcome applies to both horizontal and vertical jumping & landing.

PE.1.4.5: Combines locomotor movement patterns to create and perform a rhythmic activity. Applies skill with cultural diversity in mind.

PE.1.4.6: Combines traveling with manipulative skills of dribbling, throwing, catching and striking in small-sided practice tasks and games.

PE.1.4.7: Balances on different bases of support on apparatus, demonstrating levels and shapes.

PE.1.4.8: Transfers weight from feet to hands, varying speed and using large extensions (e.g., kick, handstand, cartwheel).

PE.1.4.9: Applies skill in general activity.

PE.1.4.10: Moves into and out of balances on apparatus with curling, twisting & stretching actions.

PE.1.4.11: Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.

PE.1.4.12: Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

PE.1.4.13: Throws underhand to a large target with accuracy.

PE.1.4.14: Throws overhand using a mature pattern in non-dynamic environments (closed skills).

PE.1.4.15: Throws overhand to a partner or at a target with accuracy at a reasonable distance.

PE.1.4.16: Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).

PE.1.4.17: Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).

PE.1.4.18: Dribbles in self-space with both the preferred and the non-preferred hand using a mature pattern.

PE.1.4.19: Dribbles with control of ball while moving through space using a mature pattern.

PE.1.4.20: Dribbles with the feet while moving through space with control of ball and body while increasing and decreasing speed.

PE.1.4.21: Applies skill from third grade outcome in small-sided practice tasks.

PE.1.4.22: Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).

- PE.1.4.23: Kicks along the ground and in the air using mature patterns.
- PE.1.4.24: Volleys underhand using a mature pattern, in a dynamic environment.
- PE.1.4.25: Volleys a ball with a 2-hand overhead pattern, sending it upward, using a mature pattern.
- PE.1.4.26: Strikes an object with a short-handled implement while demonstrating a mature pattern.
- PE.1.4.27: Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.
- PE.1.4.28: Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while using mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).
- PE.1.4.29: Combines traveling with the manipulative skills of dribbling, throwing, catching and striking in teacher- and/ or student-designed small-sided practice-task environments.
- PE.1.4.30: Performs intermediate and advanced jump-rope skills for both long and short ropes.

Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

- PE.2.4.1: Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).
- PE.2.4.2: Applies the concept of closing spaces in small-sided practice tasks.
- PE.2.4.3: Dribbles in general space with changes in direction and speed.
- PE.2.4.4: Combines movement concepts with skills in small-sided practice tasks, gymnastics and/or rhythmic environments.
- PE.2.4.5: Applies the movement concepts of speed, endurance and pacing for running.
- PE.2.4.6: Applies the concepts of direction and force when striking an object with a short and/or long-handled implement, sending it toward a designated target.
- PE.2.4.7: Applies simple offensive strategies and tactics in chasing and fleeing activities.
- PE.2.4.8: Applies simple defensive strategies/tactics in chasing and fleeing activities.
- PE.2.4.9: Recognizes the types of kicks needed for different games and sports situations.

Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

- PE.3.4.1: Analyzes opportunities for participating in physical activity outside physical education class.
- PE.3.4.2: Actively engages in the activities of physical education class, both teacher-directed and independent.
- PE.3.4.3: Identifies the health related components of physical fitness and provides examples of physical activities to enhance those components.
- PE.3.4.4: Demonstrates warm-up & cool-down relative to the cardiovascular fitness assessment.
- PE.3.4.5: Completes health-related physical fitness assessments (pre- & post-).
- PE.3.4.6: Identifies areas of needed remediation from personal health-related physical fitness test and, with teacher assistance, identifies strategies for progress in those areas.

PE.3.4.7: Discusses the importance of hydration and hydration choices relative to physical activities.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.4.1: Exhibits responsible behavior in independent group situations.

PE.4.4.2: Reflects on personal social behavior in physical activity.

PE.4.4.3: Listens respectfully to corrective feedback from others (e.g., peers, adults).

PE.4.4.4: Explain and demonstrate safety, rules, procedures, and etiquette to be followed during participation in physical activities.

PE.4.4.5: Works safely with peers and equipment in physical activity settings.

Standard 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.4.1: Examines the health benefits of participating in physical activity.

Fine Arts

Statement of Belief

At Forest Hills Lutheran Christian School, we believe, “We all have different gifts, according to the measure of grace God has given us.” (Romans 12:6) It is important for students to be given opportunities, for both mental and spiritual development, to explore and develop their gifts in the arts. Each student will develop their gifts in music, whether it be singing or playing an instrument, as God asks us to worship Him using our gifts of music (Psalm 100, Psalm 150).

In Fifth Grade, students are taught the Fine Arts using Oregon State Standards.

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)