



CENTRAL IDEA:

OUR CHOICES IMPACT OUR PLANET

KEY CONCEPTS

- Change- How is it transforming?
- Causation- Why is it like this?
- Responsibility- What are our obligations?

LINES OF INQUIRY

- Focus on the Earth's change and life cycle
- Consequences and impact of pollution
- Make correct decisions to be more knowledgeable about the environment

LEARNING OUTCOMES

SCRIPTURE

Look beyond ourselves with a sincere love for others to benefit the community and our planet

~Psalm 24:1

LITERATURE/GRAMMAR

-Show curiosity and ask questions about pictures or text
-Participate in shared reading and ask and respond to questions
-Demonstrate the beauty of the earth and how we take care of it

MATH

- Demonstrating basic addition and subtraction skills
- Story problems and how it connects to our lives

science

"Have a servant's heart"

Pick up trash on playground to be servants of God

STEM

- ~Using recycled items for various projects and experiments
- ~Discuss why recycling is important

ART

~student input on the use of art projects using recycled materials

PHYSICAL EDUCATION

~Using a variety of movement that expresses emotions

SPANISH



Inquiring about Houses and Places Spanish Vocabulary using sign language.

Reflecting and conversing about the way we use our homes and city.

Being **open-minded** about other cultures' ways of living.

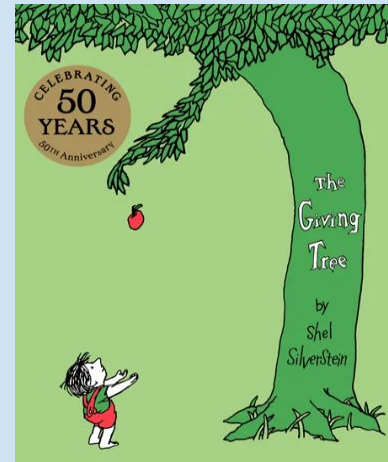
"Él será tu cimienta seguro toda tu vida"

(He will be the firm foundation for their entire lives. Isaiah 33:6 NIRV)

MUSIC

- ~different learning styles
- ~music expressed in different ways

LIBRARY



Learning Objective:

God tells us to take care of the earth and living things.

Learner Profile:

We Are Caring

Ways we care for the earth and living things:

- Turn off water and lights when you're not using them
- Learn what plants and animals need to survive



CENTRAL IDEA:

HOUSES ARE MADE TO MEET THE NEEDS OF PEOPLE

KEY CONCEPTS

- Form- What is it like?
- Causation- Why is it like this?
- Connection- How is it linked to other things?

LINES OF INQUIRY

- Different types of houses
- Factors that determine the types of houses that people live in
- Materials and processes involved in making a home

LEARNING OUTCOMES

SCRIPTURE

Building our lives on a firm
foundation will withstand any storm
Luke 6: 48-49

LITERATURE/GRAMMAR

- Connecting truth through literature
- Using books to teach reflection and problem solving skills
- Development of language skills through discussion

MATH

- Problem solving
- Measurement
- Making predictions

science

- Animal habitats
- Natural vs. man-made resources

stem

~activity/experiment to build houses out of different materials to see which one is the strongest and can stand up to wind

ART

~Students will be exposed to structures of buildings and homes in different areas of the world

PHYSICAL EDUCATION

~Games from different areas of the world

SPANISH



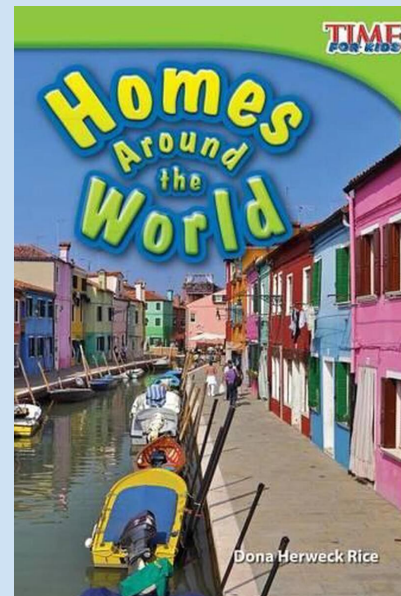
Inquiring about Houses and Places Spanish Vocabulary using sign language.
Reflecting and conversing about the way we use our homes and city.
 Being **open-minded** about other cultures, architecture and ways of living.

*“Él será tu cimiento seguro toda tu vida”
 (He will be the firm foundation for their entire lives. Isaiah 33:6 NIV)*

MUSIC

- ~tell stories through music
- ~learning to listen

LIBRARY



Learning Objective:

Houses are made to meet people’s needs.

Learner Profile:

We Are Thinkers

How are houses around the world different?

- What would a house on a river have that a house on land doesn’t have?
- What building materials do people in different parts of the world use?



CENTRAL IDEA:

LIVING THINGS ADAPT TO SURVIVE AND THRIVE

KEY CONCEPTS

- Change- How is it transforming?
- Connection- How is it linked to other things?
- Responsibility- What are our obligations?

LINES OF INQUIRY

- Life Cycles
- Recognize relationships between individuals and the environment
- Have the responsibility to understand that all living things have access to the necessary habitat for survival

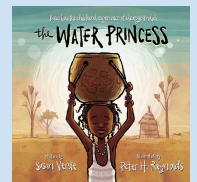
LEARNING OUTCOMES

SCRIPTURE

What does it mean to thrive in Christ? When our roots are planted deep into the soil of God's Word, and we are positioned to be nourished by Him, we will not wither but thrive.
~ Psalm 1:1-3

LITERATURE/GRAMMAR

- ~ Making inferences and drawing conclusions
- ~ Considering new perspectives
- ~ Asking “what if” questions



MATH

- ~ Using strategies to problem-solve
- ~ Recognizing the relationship between addition and subtraction

Science

- ~ Animal Adaptations and Habitats
- ~ Immigration

STEM

- ~ Patterns/sequence in math and science

ART

- ~ Butterflies and Life Cycles
- Spiritual life cycles: conversion, resurrection, transfiguration

PHYSICAL EDUCATION

- ~ How physical activities change throughout life

SPANISH



Inquiring about Houses and Places Spanish Vocabulary using sign language.
Reflecting and conversing about people’s home needs vs animal habitat.
 Being **open-minded** about meeting needs accordingly.

*“Él será tu cimienta seguro toda tu vida”
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MUSIC

- ~cycles in music
- ~repetitive patterns
- ~time periods

LIBRARY



Learning Objective:

Living things change in order to survive.

Learner Profile:

We Are Thinkers

How do animals change to survive their environment?

- Where to insects go in the winter?
- Why do you think God made each stage of a ladybug’s life cycle look so different?



GRADE 3 NEWSLETTER

SHARING THE PLANET

“EMPOWERING STUDENTS TO GLORIFY GOD”



CENTRAL IDEA:

ALL LIVING SPECIES ARE INTERDEPENDENT AND INTERCONNECTED IN AN ECOSYSTEM

KEY CONCEPTS

- Function- How does it work?
- Connection- How is it linked to other things?
- Responsibility- What are our obligations?

LINES OF INQUIRY

- Define ecosystems, food chains, and webs
- Understanding the components of an ecosystem and determine how the different parts have an effect on one another
- Students will understand their responsibility in caring for the planet, God’s creation

LEARNING OUTCOMES

SCRIPTURE

Despite any breakdown or force of nature, the strength of God will prevail
~Psalm 89:10

LITERATURE/GRAMMAR

~ Refer to details when talking about a text, mentioning characters, setting, and plot
~ Draw inferences and make connections to form ideas not explicitly stated in text
~ Themes of friendship and empathy in shared literature

MATH

- ~ Studying reliable sources to find data relating to biodiversity; interpreting and recording data
- ~ Looking for and recognizing patterns in animal interactions and the natural world

Science

- ~ Appreciating biodiversity and understanding connections between living things and their environment

STEM

- ~ Coding
Each part works together to accomplish a task

ART

- ~ Biotic and abiotic features of different habitats

PHYSICAL EDUCATION

- ~ Games that promote team building

SPANISH



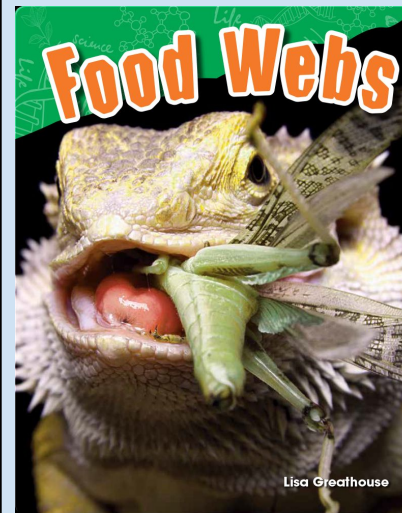
Inquiring about Houses and Places Spanish Vocabulary using sign language.
Reflecting and conversing about parts of the house and areas in the city and its functions.
 Being **open-minded** about making space for other cultures.

"Él será tu cimiento seguro toda tu vida"
(He will be the firm foundation for their entire lives. Isaiah 33:6 NIV)

MUSIC

- ~ Different components of music
- ~ How components work together

LIBRARY



Learning Objective:

Ecosystems contain interconnected and interdependent living things.

Learner Profile:

We Are Caring

- How do we care for plants and animals that depend on each other for survival?
- What happens when one part of a food chain disappears?
 - How can we protect plants and animals in the food chain?



GRADE 4 NEWSLETTER

SHARING THE PLANET

“EMPOWERING STUDENTS TO GLORIFY GOD”



CENTRAL IDEA:

FINDING RESOLUTIONS TO CONFLICTS LEAD TO A BETTER QUALITY OF LIFE

KEY CONCEPTS

- Form- What is it like?
- Causation- Why is it like this?
- Responsibility- What are our obligations?

LINES OF INQUIRY

- Types of conflict
- Reasons why conflicts happen and the impact it has on the quality of life
- Resolving conflicts peacefully

LEARNING OUTCOMES

SCRIPTURE

Jesus is not a band-aid to fix a temporary solution.
He is our eternal solution.

“Be kind and compassionate to one another,
forgiving each other, just as in Christ God has
forgiven you”
~Ephesians 4: 32

LITERATURE/GRAMMAR

~ Participate in group discussions about the
role and importance of values
~ Practice respecting the views and values of
others through literature circles and discussions
~ Demonstrate an understanding of respectful
and responsive communication

MATH

- ~ Ability to reason and predict
- ~ Utilizing flexible thinking in creating a solution
- ~ Solve non-routine, open-ended, and real-world problems

HISTORY

- ~ Understanding the challenges and risks of exploration; discuss themes of courage, betrayal, and greed
- ~ Connecting exploration to community, culture, problem-solving, and conflict-resolution
- ~ Connecting past events to solve current conflicts

STEM

- ~Coding
- ~Collaboration/problem solving toward peaceful solutions

ART

- ~Qualities in individuals that contribute to peace
- ~Drawing to understand moods/emotions and have empathy toward others

PHYSICAL EDUCATION

- ~Building relationships through cooperation and team building

SPANISH



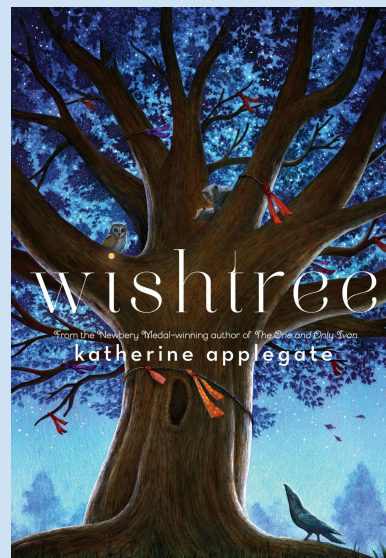
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Reflecting and conversing about different ways to use a space while sharing.
 Being **caring and respectful** about other cultures' housing needs.

"Él será tu cimiento seguro toda tu vida"
(He will be the firm foundation for their entire lives. Isaiah 33:6 NIV)

MUSIC

- ~Presentation of music from different periods, events

LIBRARY



Learning Objective:

Conflicts happen when different people want different things.

Learner Profile:

We Are Caring

How can we express God's love to people who disagree with our beliefs?

- What does tolerance look like?
- How do we show respect to people who are different?



CENTRAL IDEA:

INEQUALITY BETWEEN GROUPS OF PEOPLE LEAD TO CONFLICT

KEY CONCEPTS

- Perspective- What are the points of view?
- Causation- Why is it like this?
- Responsibility- What are our obligations?

LINES OF INQUIRY

- Learning to respect others’ opinions and think from another’s perspective
- Causes of inequalities; analyze the impact on society, community, and the world
- Focus on choices to treat all people with dignity and fairness

LEARNING OUTCOMES

SCRIPTURE

Treat everyone you meet with dignity
1 Peter 2:17

LITERATURE/GRAMMAR

- Understanding perspective through various ethnicities, races, and beliefs
- Understanding differentiated class systems based on socioeconomic status, the fantastical realm, and religious beliefs
- Understanding how literature reflects faith and culture
- Analyzing themes of compassion, equality, and dignifying others

MATH

- Strategies to solve real world problems
- Making predictions

Science

Know that humans are made in the image of God and possess a dignity among other animals.

STEM

- ~Coding
- ~Collaboration/teamwork- each part must work perfectly-standing alone, the parts have no purpose

ART

~Art Appreciation-create works of art that reflect various cultures

PHYSICAL EDUCATION

~Sportsmanship and fair play

SPANISH



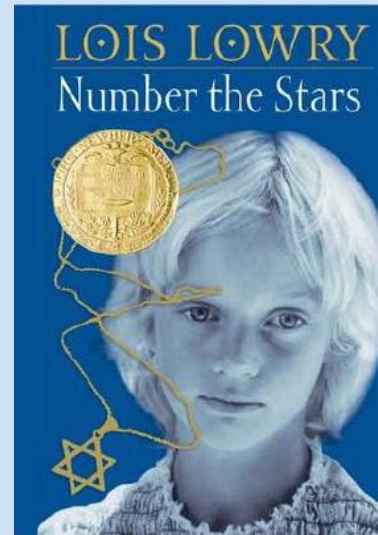
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MUSIC

~Music Appreciation-music that reflects various cultures

LIBRARY



Learning Objective:

Inequality between groups of people leads to conflict.

Learner Profile:

We Are Caring

What can we do to make a positive impact in the lives of others?

- What would you risk to save your friends and neighbors?
- How does trust or lack of trust affect communities as a whole?