

Leadership Preparatory Academy

4th Grade Syllabus

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Fourth Grade students will receive instruction in Georgia Standards of Excellence (GSE) for ELA and Mathematics. Science and Social Studies will be based on the Georgia Performance Standards (GPS.) The GSE and GPS standards can be found at <http://www.georgiastandards.org>.

Fourth Grade English Language Arts Curriculum

Students in fourth grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. Fourth graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process in producing their own compositions and reports and in using technology to publish their writing. They are becoming more adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. By the end of the fourth grade, students are aware of the importance of the conventions of language. Fourth graders understand the importance of spelling and the importance of correct language usage. Fourth-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Fourth graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres. While the Fourth Grade GSE make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not to be a separate focus for instruction. Often, several standards can be addressed by a single, rich task.

Fourth Grade Mathematics Curriculum

Students are expected to:

1. Make sense of problems and persevere in solving them.

In fourth grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Fourth graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.

2. Reason abstractly and quantitatively.

Fourth graders should recognize that a number represents a specific quantity. They connect the quantity to written symbols and create a logical representation of the problem at hand, considering both the appropriate units involved and the meaning of quantities. They extend this understanding from whole numbers to their work with fractions and decimals. Students write simple expressions, record calculations with numbers, and represent or round numbers using place value concepts.

3. Construct viable arguments and critique the reasoning of others.

In fourth grade, students may construct arguments using concrete referents, such as objects, pictures, and drawings. They explain their thinking and make connections between models and equations. They refine their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?” and “Why is that true?” They explain their thinking to others and respond to others’ thinking.

4. Model with mathematics.

Students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, making a chart, list, or graph, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

5. Use appropriate tools strategically.

Fourth graders consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be helpful. For instance, they may use graph paper or a number line to represent and compare decimals and protractors to measure angles. They use other measurement tools to understand the relative size of units within a system and express measurements given in larger units in terms of smaller units.

Fourth Grade Science Curriculum

The Georgia Performance Standards are designed to provide students with the knowledge and skills for proficiency in science at the fourth grade level. The Project 2061’s Benchmarks for Science Literacy is used as the core of the curriculum to determine appropriate content and process skills for students. The GPS is also aligned to the National Research Council’s National Science Education Standards. Technology is infused into the curriculum. The relationship between science, our environment, and our everyday world is crucial to each student’s success and should be emphasized.

The performance standards should drive instruction. Hands-on, student-centered, and inquiry-based approaches should be the emphases of instruction. This curriculum is intended as a required curriculum that would show proficiency in science, and instruction should extend beyond the curriculum to meet student needs. Safety of the student should always be foremost in science instruction. Science consists of a way of thinking and investigating, as well a growing body of knowledge about the natural world. To become literate in science, therefore, students need to acquire an understanding of both the Characteristics of Science and its Content.

Fourth Grade Social Studies Curriculum

In fourth grade, students begin the formal study of United States history. At this grade, the four strands of history, geography, civics, and economics are fully integrated. Students begin their study of United States history with the development of Native American cultures and conclude with the antebellum period ending in 1860. The geography strand emphasizes the influence of geography on early U. S. history. The civics strand emphasizes concepts and rights developed during the formation of our government. The economics strand uses material from the historical strand to further understanding of economic concepts.

Policies/Regulations

- **Homework-** The scholars should already be accustomed to having regular homework. On most nights, it should average between 30-40 minutes. The purpose of homework is two-fold: to reinforce what we have learned in class and to teach responsibility. A child who has done his or her homework is prepared, and in class able to hear explanations of what he or she has had trouble with at home. Students without their homework lose twice, both in learning through reinforcement and in listening to explanations in class.

When a scholar arrives in class without his or her homework done, it is the grade level’s policy to send a “Dojo No Homework Alert” for parent notification. This is our way of communicating the importance of homework to your child. In order to receive credit for math homework, the student must turn in scratch paper to receive full credit. **Homework will be given on Monday and is due every Thursday night by 9pm.**

Late Homework WILL NOT be accepted after the given deadline. If an issue arises, please notify your child's homeroom teacher 48 hours before the assignment is due.

- **Late Work-** Students turning in their work late will receive a 10 point reduction each day it is late. Late assignments will NOT be accepted after the 3rd day of failure to turn in the assignment.
 - **Make-Up Work-** Previously announced work, such as homework, quizzes and major assessments are due upon the student's return. Students will be given the same number of days as they were absent to make up any missed assignments. *It is the student's responsibility to pick up any makeup work from his/her teacher and schedule a lunch and learn if necessary. Parents will receive a Class Dojo notification in the case of any missing assignments.*
- ❖ **Home Projects** will have all *deadlines and penalties* outlined in the assignment instructions.

*****STUDENTS MUST BRING ALL SUPPLIES AND REQUIRED MATERIALS TO CLASS EVERYDAY*****

Classroom Expectations: Students are expected to come to class prepared daily with the needed materials for each class.

- ✓ *ELA: Interactive Notebook, DGP notebook, and 2 pencils*
- ✓ *Math: Interactive Notebook, Math Journal, and 2 #2 pencils*
- ✓ *Social Studies/Science- Interactive Notebooks (2) and Vocabulary Notebooks (2)*
- ✓ *Students may use a pencils bag to house their personal writing utensils, scissors, glue sticks and crayons*

Behavior Expectations:

- EXCEL – Students are expected to put forth effort, exercise their minds, care for themselves and others, expect the best from everyone and be a leader.
- We will encourage and model positive behaviors as well as reward them.
- Please note that negative behaviors will not be tolerated and will result in consequences.

Grading Scale	Weighted Averages
A- 100-90	1) Formative Assessments (Pre-Assessments)- 0%
B- 89-80	2) Assessment During Learning- 25%
C- 79-71	<i>(homework, quizzes)</i>
D- 70	3) Guided, Independent, or Group Practice- 45%
F- 69 and below	<i>(classwork, performance tasks, in-class projects)</i>
	4) Summative Assessment- 30%
	<i>(tests, projects, midterm and final exams)</i>

Web Links for Parental Support

NetTrekker classic & NetTrekker di (Differentiated Instruction)

<http://www.nettrekker.com> Information on standards-based education

<http://edinformatics.com/parents.htm>

Georgia Department of Education (Standards for all content areas)

<http://www.doe.k12.ga.us> Resources, research tools, and grade-specific activities

<http://lightspan.com>

Educational games for students and advice for parents <http://school.discovery.com>

English Language Arts Web Links for Parental Support

Family Education	http://school.familyeducation.com/reading/cognitive-development/38329.html
Web English Teacher	http://www.webenglishteacher.com/readingmain.html http://kisdwebs.katyisd.org/campuses/PE/parentresources/Documents/Reading_Websites_For_Parents.pdf

Mathematics Web Links for Parental Support

U.S. Dept. of Ed.	www.ed.gov/pubs/parents/Math/index.html
Bi-Lingual Math Ed.	http://www.aaamath.com/
Math Education	http://www.math.com/parents.html
Online Math Games	http://www.coolmath4kids.com/

Science Web Links for Parental Support

Released test items from state testing program

<http://www.edinformatics.com/testing/testing.htm>

Ask-a-scientist. <http://www.madsci.org/>

Genetics Resources written at the Elementary Level <http://learn.genetics.utah.edu/>

<https://www.freckle.com/>

Social Studies Web Links for Parental Support

National Geographic <http://www.nationalgeographic.com/kids/>

World Almanac for Kids <http://www.worldalmanacforkids.com/explore/timeline.html>

Statistical data for countries that are a part of the United Nations Social Studies Sites for Elementary Students <http://www.ortegaelementary.org/socialstudiessites.htm>

Learn about everyday habits and customs from various cultures around the world.

<http://www.netlaputa.ne.jp/~tokyo3/e/>

<https://www.freckle.com/>