

4th Grade Syllabus
Mother Teresa of Calcutta Catholic School
2017-2018 School Year



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Welcome to fourth grade! Our goal as fourth grade teachers is to provide a rigorous curriculum that will enhance and develop skills and concepts in all academic areas. Students will do this through a variety of activities including analysis of text, writing workshop, and hands-on learning. Please keep this syllabus to refer to with any questions throughout the year. Email is the best way to reach us, and we will make every attempt to respond within 24-48 hours during the school day. We are looking forward to a fantastic year with you and your child!

THIS SYLLABUS IS SUBJECT TO CHANGE DUE TO THIS BEING OUR FIRST YEAR WITH TRIMESTERS, NEW INSTRUCTIONAL MATERIALS BEING USED, AND THE TIMING OF THE IOWA TESTS.

SUBJECT: Literature & Language Arts

Literature

Textbook: Houghton Mifflin Harcourt Journeys (please note, we do not use the textbook story by story, week by week)

Novel Studies: Completely Clementine by Sara Pennypacker
Who Was Mother Teresa? by Jim Gigliotti
Love That Dog by Sharon Creech

Reading Course Division

First Trimester: main idea, details, summarizing, theme, character, setting, sequencing, point of view, connections between text and visuals, determine meaning of words or phrases in text, read and comprehend informational texts, read and comprehend literature, engage effectively in a range of collaborative discussions, paraphrase portions of a text, identify reasons and evidence a speaker provides

Second Trimester: main idea, details, summarizing, explain events, procedures, or concepts in nonfiction text, determine meaning of words or phrases in text, describe the overall structure of a text, compare and contrast firsthand and secondhand accounts of the same event or topic, explain how an author uses reasons and evidence to support particular points, integrate information from two texts on the same topic, read and comprehend informational texts, read and comprehend literature, engage effectively in a range of collaborative discussions, paraphrase portions of a text, identify reasons and evidence a speaker provides

Third Trimester: allusions, explain differences between poems, drama, and prose, structural elements of poems and drama, point of view, connections between text and visuals, compare and contrast treatment of similar themes and topics in stories, myths, and traditional literature, determine meaning of words or phrases in text, read and comprehend informational texts, read and comprehend literature, engage effectively in a range of collaborative discussions, paraphrase portions of a text, identify reasons and evidence a speaker provides

Additional Vocabulary

Sadlier Vocabulary Workshop Level Orange

Writing and Grammar

Textbook: Sadlier Grammar Workshop

Writing Workshop: Memoir, Narratives, Informative, Persuasive and Opinion pieces

English Grammar Course Division

First Trimester: cursive writing, complete sentences, fragments, run-on sentences, capitalization, punctuation

Second Trimester: cursive writing, relative pronouns, relative adverbs, progressive verb tenses, modal auxiliaries

Third Trimester: cursive writing, order adjectives, prepositional phrases, confusing words, commas, quotation marks, conjunctions

Spelling

Spelling Words are taken from the Journeys textbook

SUBJECT: MATHEMATICS

Textbook: Progress in Mathematics Grade 4

Mathematics Course Division

First Trimester: Chapters 1 Lessons 1-13

Students will understand Place Value of Whole Numbers

Students will Read, Write, and Compare Whole Numbers

Students will Apply Place Value to Round Whole Numbers

Chapter 2 Lessons 1-11

Students will use place value to Round multi-digit whole numbers to any place.

Students will be able to Add and Subtract Money.

Chapter 3 Lessons 1-12

Students will be able to Add and Subtract Fluently with whole Numbers.

Chapter 4 Lessons 1-16

Students will be able to multiply whole numbers and use the Properties of Multiplication

Chapter 5 Lessons 1-18

Students will be able to divide by whole numbers and use the Properties of Division

Second Trimester: Chapter 6 Lessons 1-14

Students will be able to Convert Customary Measurement Units

Students will know relative sizes of measurement units including km, m, cm, kg, g, lb, oz, l, ml, hr, min, and sec.

Chapter 7 Lessons 4 and 7

Students will be able to create a line plot to display a data set of measurements.

Students will be able to predict probability.

Chapter 8 Lessons 1-12

Students will be able to understand equivalent fractions.

Students will be able to write equivalent fractions.

Students will be able to compare two fractions.

Chapter 9 Lessons 1-12

Students will be able to add and subtract fractions with like denominators.

Students will be able to add and subtract mixed numbers with like denominators.

Students will be able to multiply fractions by whole numbers

Students will be able to add fractions with denominators of 10 and 100.

Third Trimester: Chapter 10 Lessons 1-13

Students will be able to understand angle measures.

Students will be able to use a protractor to measure angles.

Students will be able to draw and identify points, lines, and angles.

Students will be able to classify two-dimensional figures.

Students will be able to identify lines of symmetry.

Chapter 11 Lessons 1-9

Students will be able to apply the area and perimeter formulas for rectangles, squares, and equilateral triangles in real world and mathematical problems.

Students will be able to identify solid figures and their attributes.

Students will be able to find the volume of solid figures by counting cubes and find the volume of a rectangular prism by using a formula.

Chapter 12 Lesson 1-12

Students will be able to analyze division patterns.

Students will be able to divide whole numbers with divisors of tens.

Students will be able to solve division problems with two, three, and four digit quotients.

Students will be able to solve division problems with zero in the quotient.

Chapter 13 Lessons 1-12

Students will be able to write and compare decimals and fractions.

Students will be able to compare decimals with symbols

Students will be able to order, add, and subtract decimals

Student will understand decimal place value.

Chapter 14 Lesson 1-8

Students will be able to write equations to solve problems.

Students will be able to solve for a single variable in an equation.

Students will be able to use a function table to graph an equation on a coordinate grid.

Students will be able to use parenthesis and the order of operations to simplify expressions.

SUBJECT: SOCIAL STUDIES

Textbook: Studies Weekly (Newspapers)

Social Studies Course Division

First Trimester: Florida government, Florida's land and early people

Second Trimester: exploration and colonization of Florida, early history of Florida

Third Trimester: Florida in modern times, people and economy of Florida

SUBJECT: SCIENCE

Textbook: Scott Foresman Science

Science Course Division

First Trimester: LIFE SCIENCE: Chapter 1 Classifying Plants and Animals, Chapter 2 Energy From Plants, Chapter 3 Ecosystems, Chapter 4 Changes in Ecosystems, Chapter 5 Systems of the Human Body EARTH SCIENCE: Chapter 6 The Water Cycle and Weather, Chapter 7 Hurricanes and Tornadoes

Second Trimester: Chapter 8 Minerals and Rocks, Chapter 9 Changes to Earth's Surface, Chapter 10 Using Natural Resources, PHYSICAL SCIENCE: Chapter 11 Properties of Matter, Chapter 12 Heat, Chapter 13 Electricity

Third Trimester: PHYSICAL SCIENCE: Chapter 14 Sound and Light, Chapter 15 Objects in Motion, Chapter 16 Simple Machines SPACE AND TECHNOLOGY: Chapter 17 Earth's Cycles, Chapter 18 Inner and Outer Planets, Chapter 19 Effects of Technology

SUBJECT: CHRISTIAN FORMATION

Textbook: We Believe- Sadlier

Students will be taught material to help them form into disciples of Jesus Christ.

They will learn about Jesus Christ and their Catholic faith through Scripture and tradition

*Fourth graders will learn that the Ten Commandments and the teachings of Jesus help us live a life of love and happiness.

Students will celebrate their faith by learning about and participating in the liturgy and the sacraments

*Fourth graders will reflect on the Eucharist as the center of the Church's life and the wonder of God's forgiveness in the Sacrament of Penance.

Students will choose to follow Jesus' example and his teachings, to live the commandments and the spirit of the Beatitudes.

*Fourth graders will strengthen their understanding of what it means to develop a good conscience, and how doing so allows us to make choices that show our love for God, for ourselves, and others.

Students will pray to God the Father, the Son, and the Holy Spirit every day and in many different ways.

*Fourth graders will look to Jesus as a model of holiness and prayer

Students will share in the lives of their families, parish, and school, and participate in the mission of the Church to share the Good News of Jesus Christ.

*Fourth graders will practice ways to cooperate with those who lead the Church and to participate more fully as members of the Church.

Students will live their faith by giving witness to the life and teachings of Jesus Christ through their words and deeds.

*Fourth Graders will consider how Mary is a model of discipleship and explore ways they can be faithful witness to Jesus by practicing the virtues of faith, hope, and love.

Christian Formation Course Division

First Trimester: Growing in Jesus Christ Chapters 1-7, The Commandments Help us to Love God Chapters 8-12

Second Trimester: Seasonal Chapters 13 and 14 Advent and Christmas, The Commandments Help Us To Love Others Chapter 15-19, Seasonal Chapters 20 and 21 Lent and Triduum

Third Trimester: We Are Called to Holiness Chapters 22-26 Seasonal Chapter 27 Easter

ACADEMIC SUPPLIES:

- 2 highlighters
- enclosed pencil sharpener
- large eraser or pencil toppers
- soft pencil case
- white wide ruled loose-leaf paper (600 sheets)
- 4 boxes of tissues
- small backpack
- small PE bag
- scissors
- 12" ruler with inches/centimeters/millimeters
- crayons
- 2 packages markers
- 2 packages colored pencils

- 2 24pk pencils
- 3 glue sticks
- 4 one subject spiral notebooks
- 2 composition notebooks
- 1 roll paper towels
- 1 package scotch tape
- 1 package graph paper

BEHAVIOR POLICY:

Indicators of conduct and approaches to learning are in the table below. When a student does not meet an expectation, an indication will be recorded on the corresponding form.

Conduct	Approaches to Learning
1. Has a good attitude 2. Is respectful to adults and peers in speech and action 3. Maintains positive peer relationships 4. Respectful of personal, peer, and school property 5. Exhibits self-control 6. Follows rules and directions and does not need constant reminders 7. Socializes only at appropriate times 8. Takes ownership for behavior 9. Follows the uniform policy	1. Prepared for class 2. Homework completed 3. Classwork completed 4. Punctual with assignments 5. Participates in Class 6. Attentive and engaged during instruction 7. Demonstrates helpfulness and teamwork 8. Seeks help when needed (from teachers or peers) 9. Open to teacher help and correction 10. Makes effort to improve behavior/performance 11. Produces quality work 12. Makes time for personal study and improvement

The following is the rubric for recording conduct and approaches to learning. The student will receive weekly scores for conduct and approaches to learning. The average scores will be reported on the quarterly report card.

No Indicators – 4

One Indicator – 3

Two to Three Indicators – 2

Four or More Indicators, or a Detention – 1

Extreme behavior may result in an automatic detention and/or trip to the principal’s office

Rubric Score	Conduct	Approaches to Learning
4	Consistently meets standards of respect and responsibility	Consistently organized, collaborates, and communicates, and reflects and takes personal initiative
3	Frequently meets standards of respect and responsibility	Frequently organized, collaborates, and communicates, and reflects and takes personal initiative
2	Occasionally meets standards of respect and responsibility	Occasionally organized, collaborates, and communicates, and reflects and takes personal initiative

1	Rarely meets standards of respect and responsibility	Rarely organized, collaborates, and communicates, and reflects and takes personal initiative
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GRADING POLICY:

While assessments will take many forms and types, they will be grouped under two broad categories.

Formative

Whenever a student learns new material, he or she needs time to practice and gain familiarity with the material. It is expected that the student will make mistakes during this learning process. Any work done during this learning period is considered *formative*. The purpose of a *formative* assessment is not to judge a student’s final competency on a topic or unit, but to evaluate where he or she is in the learning process, diagnose any problems, and motivate and help the student learn the material. Formative assessments also inform the teacher of learning areas that may need reinforcement or re-teaching.

Summative

After a student has had sufficient instruction and practice on a topic, including assessments of a formative nature, it is then reasonable to judge mastery of understanding, content or skills. The purpose of a summative assessment is to evaluate how well a student knows and understands the material after sufficient engagement and practice with it.

Assessments are *Formative* or *Summative* based on their intended use and purpose and not by form. A quiz for example, may be formative if the teacher is having the students use new concepts to ascertain their level of understanding. A quiz would be a summative assessment if used at the end of a learning section or curriculum chunk after the students have had adequate instruction and practice. In the same way, a trial test is formative, while an end of chapter test is summative. Projects contain both formative and summative elements. They include the ongoing nature of practice, reflective thinking and reworking, before the final summative rendition. Homework is mainly formative in nature as students get familiar with or reinforce what was learned in the classroom

In order to represent an accurate measure of what a student knows, understands and is able to do, the academic trimester/semester grade needs to be based primarily on work that is evaluated for appropriate content, understanding and correctness, at a time when the student has had sufficient instruction and practice to be responsible for the material. Summative assessments will therefore be the primary constituent of the trimester/semester grade. They will account for no less than 80% of the trimester/semester grade. Formative assessments will account for no more than 20% of the trimester/semester grade. There will be a minimum of four graded summative assessments per trimester and each graded summative assessment will have four graded formative assessments.

GRADING SCALE:

Letter Grade	Descriptor	% Score
A	The student provides evidence of deep understanding and fluent application of the target standard(s).	90-100

B	The student is close to meeting the target standard(s).	80-89
C	The student meets part of the target standard(s).	70-79
D	The student is just beginning to address the basic ideas of the target standard(s).	60-69
F	The student provides little to no evidence of addressing the target standard(s), including missing or incomplete work.	50-59

SUMMATIVE RETAKE POLICY:

Criteria for Retakes

Grades K-5

1. The teacher will post retake dates on RenWeb.
2. A student may retake a summative once.
3. Students may be required to participate in additional practice in order to qualify for a retake.

Limitations and Deadlines (K-12)

1. Only one retake will be allowed per summative.
2. All graded formative assessments must be completed prior to the original summative.
3. The retake for any summative in a unit must be completed before the date of the first summative of the following unit.
4. Semester/Trimester exams and summatives that are extended projects with ongoing feedback and clear completion deadlines do not qualify for retakes.
5. The student will forfeit the retake opportunity if either the scheduled retake date or a scheduled teacher required additional practice is missed, unless excused or rescheduled by the teacher.

Teacher Facilitations (K-12)

1. Teachers will group summative assessments around specific learning standards to help the student identify deficiencies and plan a successful retake. Teachers will post retake dates when the summative assessments are returned.
2. The retake will only assess the deficient standards, allowing the student to focus on closing the learning gap and improving the assessment score. The higher grade (out of the retake or the original grade) will be recorded for credit in the grade book.
3. Teachers have discretion and may require that a student complete missing ungraded assignments correlated to the deficiencies before the retake is administered.
4. Teachers have discretion over the format of the retake assessment.

*Teachers reserve the right to deny a student from a retake before, during, or after the retake form is completed if the teacher can show due cause as to why there should not be a retake. This may include, but is not limited to, situations that involve academic dishonesty.

MAKE-UP WORK:

Make-Up of Academic Work during Absence

Students who are absent are required to make up work missed in each class. If a student is out for only one or two days, upon return to school, the student should meet with the teacher about the work

missed. The student will be given a deadline by the teacher to complete and turn in these assignments. It is the responsibility of the student to see that the work is completed. The student may log on to the portal to check the homework missed. If work is not made up by the deadline specified by the teacher, the grade for work missed will be recorded as a 50.

In the case of prolonged absence, three or more days, parents should call the office before 8:30 a.m. for missed class work and homework so that the work can be prepared and be ready for pickup at dismissal time or sent via e-mail. Based on the number of days absent and the amount of work missed, a reasonable amount of time will be allowed for its completion.

Homework assignments for extended absences should be arranged with the teacher. Parents may pick up textbooks, if necessary, at the end of the school day but should email the teacher by 10am to arrange this. Requests for homework should be made by contacting the classroom/subject teacher. Due to teaching schedules requests may take up to twenty-four hours to be completed.

Make-Up of a Scheduled Summative Assessment during Absence

Any student who is absent on the day of a scheduled summative assessment will be expected to make it up upon his/her return to school. For every day a student is absent, he/she has that number of days to make up the summative assessment (Ex. 1 day missed = 1 day for summative assessment.) It is the student's responsibility to speak with his/her teacher regarding missed assessments. In the event of multiple-day absences, the teacher will determine when all assessments will be taken.

TRIMESTER DATES:

- Trimester 1: 8/9/17 – 11/2/17
- Trimester 2: 11/3/17 – 2/20//18
- Trimester 3: 2/21/18 – 5/25/18

MISCELLANEOUS:

- Homework assignments will be posted on RenWeb
- Summative Assessments will be posted on Renweb at least a week in advance.
- Parent Teacher Conference Days: We have two scheduled days this year. They are 9/22 from 12:00 pm – 4:00 pm and 4/25 from 4:00 pm – 8:00 pm. As each date gets closer, we will send information regarding the sign up process.
- Grades will be updated weekly and can be accessed 24/7 on RenWeb
- Progress Reports will be emailed to parents at the halfway point of each trimester
- Report Cards will be sent home with the child at the end of the trimester