



4th Grade Information 2019-2020

<p>Jane Park (ELA, Math) Email: jypark@cps.edu</p> <p>Joanne Schmidt (ELA, Science, Social Studies) Email: jmschmidt@cps.edu</p> <p>Daniel White (Diverse Learners- ELA, Math) Email: dwhite6@cps.edu</p>	<p>The main office is: 773-534-1189 Ext: 0</p>	<p>DELIVERY OF INSTRUCTION: Teacher modeling, Balanced Literacy Structure, Classroom discussion, Independent and cooperative group work, Peer Teaching, Experimentation and Discovery</p> <p>EVALUATION: Checklists and rubrics, Teacher observation, Projects, Informal & Formal assessments</p>
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Specials

	Room 211	Room 212
Monday	Physical Education*	Art
Tuesday	Art	Physical Education*
Wednesday	Physical Education*	Library
Thursday	Library	Music
Friday	Music	Physical Education*

*GYM (sneakers) shoes are a must during Physical Education

Absentee Policy: Students are allowed one school day per day of absence to make up class work or homework. (Example – One day absent, one day to make up missed work) If absent for a Test/Assessment, students must make arrangements with the teacher for a make-up test. This make-up test must be taken within one week of the absence. Students are responsible for visiting each teacher before or after school to obtain any make-up work or to reschedule tests. If parents would like to get homework for their absent child, they must request it through the office or clasdojo before the end of the morning homeroom period (8:10 A.M.).

Homework Policy: All work should be turned in **ON TIME**. If work is turned in late, students will have a one day grace period to turn in the assignment. In cases that a student needs more time to complete, please attach a parent note to the assignment.

Grading Scale:

- Ø A (90-100)
- Ø B (80-89)
- Ø C (70-79)
- Ø D (60-69)
- Ø F below 60

****Reading/Writing Curriculum**

Categories:

READING & WRITING

- Assessments 40% (5 grades)
- Homework 10% (10 grades)
- Participation/Classwork 50% (20 grades)

Our Language Arts Curriculum is organized into units, following our new curriculum: Lucy Calkins Reading & Writing. Each unit targets multiple Common Core State Standards, including those specific for Literature, Informational Text, Writing, Language and Speaking/Listening. Our curriculum follows the Literacy Content Framework developed by Chicago Public Schools- Department of Literacy. We use a variety of short texts as well as novels. Students will read both as a whole group and in small groups. Because our curriculum is differentiated, all students may not be reading the same book at the same time. Independent Reading is a supplement to the work done in the classroom and should be completed. For spelling and vocabulary tests, we will use Wordly Wise books and test every two weeks on each lesson.

Writing: Narrative, Informative and Persuasive Papers

RESOURCES:

Lucy Calkins Curriculum, Novels, Whole Class Read Alouds, Short Stories, Nonfiction texts

Tentative 4th Grade Curriculum Timeline

Introduction: Building a Reading Life (ten days)

Unit 1: Interpreting Characters (1st quarter)

Unit 2: Reading the Weather, Reading the Reading the World (2nd quarter)

Unit 3: Reading History: The American Revolution (3rd quarter)

Unit 4: Historical Fiction Book Clubs (4th quarter)

Unit 5: Biography (4th quarter)

****Math Curriculum:**

Instructional time will focus on three critical areas:

- Developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends.
- Developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers.
- Understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Critical areas have been identified at each grade level. Although these are not the ONLY skills students are responsible for mastering, it does focus the work at each grade. In 4th grade, there are 3 critical areas under which many standards are encompassed.

Math in Focus (application practices) and multiplication drills

Math Categories:

<p>-Assessments 40% (5 grades) -Homework 10% (10 grades) -Participation/Classwork 50% (20 grades)</p>	<p>RESOURCES: Math in Focus textbook and workbook, various online sources (ie. Xtramath.org and Khanacademy.org.) Real Life Applications</p>
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Social Studies Curriculum:

Social Studies will be taught for the first and second quarters of the school year. The Illinois Social Studies Standards have been recently revised. There are common definitions for all grade levels that are included for Social Studies as follows:

- Inquiry—An ongoing cycle of learning to use knowledge at increasingly complex levels as a way to integrate content. Through the inquiry process, students (individually and or collaboratively) identify issues, pose questions, investigate answers, pose more questions, weigh the evidence, come to conclusions, and take action on their learning.
- Inquiry skills—Skills and dispositions that students need to meet the challenges of college, career, and civic life in the 21st century. Inquiry skills are used by students while applying disciplinary concepts to construct essential and supporting questions and determine helpful sources to conduct investigations and take informed action.
- Essential questions—Open-ended questions that focus on a big idea. These questions are enduring and centered on unresolved issues. Supporting questions—These questions can be answered through descriptions, definitions, and processes on which there is general agreement. These questions help formulate an answer to the essential question.
- Disciplinary concepts—Ideas, principles, and content at the heart of understanding the social sciences

Social Studies Categories:

<p>Tests 30% Homework 10% Quiz 20% Reports/Presentation/Science Labs 20% Classwork 20%</p>	<p>RESOURCES: A variety of resources will be used in our classroom including a computer based program that students will be able to read a variety of information at different levels, books focusing on Chicago and Illinois, and resources from books that will bring in specific information on maps and globes.</p>
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Quarters 1 and 2 Our State, Our Nation

- **Civics - Understanding Political Systems (Emphasis on the United States)**
 - Responsibilities of the government
 - Democracy
 - Civic Virtues
 - Rules, Laws, and Society

- **Economy**
 - Goods and Service / Supply and Demand
 - Spending Choices
 - Income (earned, saved, spent, taxes)
- **Geography**
 - Cultural and Environmental / Change Over Time
 - Maps and Globes
- **History**
 - Connections among historical contexts and individuals/groups
 - What/Who contributed to the founding and development of Illinois

Science Curriculum:

Science will be taught the third and fourth quarters of the school year

The science curriculum has undergone a major shift. Last year the fourth graders piloted the new Amplify curriculum. This is the districts recommended curriculum that encompasses the Next Generation Science Standards (NGSS). The curriculum was well received by students, and allowed students to work individually and in groups. There are many “hands on” activities as well as a computer based platform which allows students to complete simulations to reach a specific objective within the lesson. There are no individual textbooks, but there are smaller information books for students to read in groups that are specific to the lesson. Amplify can also be accessed at home, so if students would like to complete assignments or review activities, they can log into their account.

Science Categories:

<ul style="list-style-type: none"> -Assessments 40% (2 grades) -Participation 10% (10 grades) -Classwork 50% (10 grades) 	<p>RESOURCES: Amplify Science Curriculum</p>
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<http://www.nextgenscience.org/>

Intro in Quarter 1 (Covered throughout):

Scientific Method
 Making Observations
 Safety Procedures
 Science Tools
 Scientific Explanations

Quarters 1 and 2

- **Energy Conversions**
 - Systems and Energy within Systems
 - Investigating Energy Sources
 - Electrical Energy
 - Forms of Energy
 - Energy Converters
 - Energy Past and Present
- **Vision and Light**
 - Animal Senses - How do animals survive?

- Investigating Light
- How does light allow animals to see?
- Exploring animal eye structures
- How do animals recognize prey?
- Receptor Sensitivity
- **Earth's Features**
 - Fossil Formation
 - Different types of rock formation
 - What is a Geologist?
 - Rock Formation and Environment
 - Rock Layers
 - Erosion
 - Environmental Changes
- **Waves, Energy, and Information**
 - Exploring Waves
 - Exploring Sound Waves
 - Visualizing How Sound Travels
 - Investigating Particles
 - Investigating Collisions
 - Energy Transfer
 - Wavelength and Amplitude

Other forms of communication:

Classdojo

Wednesday Communication Folders

Agenda

Emails

Written Notes