

## **Fourth Grade Syllabus for Spring Semester 2007**

D. Benzur  
A. Burnes  
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### **Expectations for Classwork and Homework**

Students' papers should be properly headed including the student's first and last name, date, subject, and book page number, if applicable. All work should be neat, legible, complete, and represent the child's best effort. Correct grammar, sentence structure, and spelling are expected. Students will be asked to do again work that is unsatisfactory.

Students should expect to spend a minimum of one hour per day (including home reading) on homework, Monday through Thursday. All students are required to read 100 minutes per week of self-selected reading. Students are expected to have a minimum of forty Accelerated Reader points per semester.

### **Schedule**

Our schedule has been arranged to make the most of our academic day. The core subjects of Language Arts, Math, Science, and Social Studies are taught every day. Specials, including Physical Education, Music, Chorus, Band/Strings, and Spanish, are taught mainly between 8:40 and 9:40. The Discovery Model is pull out and interdisciplinary. Separate teachers, using a departmentalized model, teach Math, Social Studies, and Science.

### **Language Arts**

Language Arts includes reading, spelling, grammar, writing, listening, and speaking skills. Textbooks include Scott Foresman's Reading, Wordly Wise, and Junior Great Books.

These are widely supplemented with library and trade books. Again this year, the Sagamore Hills schoolwide program is emphasizing Accelerated Reader books and comprehension tests. Ten percent of each child's Language Arts grade is based on accomplishing the Accelerated Reader goal for the semester. The fourth grade teachers teach Language Arts to their homeroom. Please see the attachment for the Georgia Performance Standards.

## **Math**

First semester math topics include place value, money, addition, subtraction, statistics, graphing, multiplication, and division. We use the McGraw-Hill Mathematics text and Arithmetic Developed Daily. McGraw Hill's web site is located at [www.mhschool.com](http://www.mhschool.com) It contains many teacher, student, and parent activities to reinforce the lessons. The math and science textbooks are online at <http://www.mhln.com/>. Students also have worksheets and tests from the computerized "Accelerated Math" program, which will count as 5% of the Math grade. Manipulatives and computers are used to increase understanding and mastery. We are particularly emphasizing speed and accuracy in computation. Mrs. Jacobs teaches the math objectives. Please see the attachment for the Quality Core Curriculum.

## **Social Studies**

During the first semester, we study regions, geography, and history of the United States. The textbook is A Young Nation. With our States Project, we are teaching research, note taking, map and diagram reading, and writing skills. Mr. A. Burnes teaches the Social Studies objectives for fourth grade. Please see the attachment for the Quality Core Curriculum.

## **Science**

Topics this semester include plants, animals, earth history and rocks, ecology, the solar system and astronomy, and ecosystems. Our textbook is McGraw-Hill Science. The McGraw-Hill Science web site is [www.mhscience02.com](http://www.mhscience02.com). This site contains chapter summaries and on line quizzes for each chapter. Hands on activities, experiments, laser disc technology, and Fernbank programs supplement the text. Mrs. D. Benzur teaches the Science objectives for fourth grade. Please see the attachment for the Quality Core Curriculum.

## **Late Work**

All homework and classwork is due the following day, unless indicated otherwise by the teacher. Late work will be accepted one day beyond the original due date, but there will be a deduction of 10% as a penalty.

Work will not be accepted after it is one day late.

## **Absence Procedure**

We must have a parent note, e-mail, or phone call explaining an absence when a student returns to school. Work following an excused absence must be made up within two school days.

*DeKalb County School System*

# **Elementary Standards & Grading Procedures**

## ***Georgia Performance Standards English Language Arts Grade Four***

**Teacher: Kathleen Jacobs, Debbie Benzur, Andrew Burnes**

**School Phone Number: 678-874-7502**

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[Deborah P Benzur@fc.dekalb.k12.ga.us](mailto:Deborah_P_Benzur@fc.dekalb.k12.ga.us)  
[Andrew W Burnes@fc.dekalb.k12.ga.us](mailto:Andrew_W_Burnes@fc.dekalb.k12.ga.us)**

**School Website Link: [www.dekalb.k12.ga.us/~sagamore/](http://www.dekalb.k12.ga.us/~sagamore/)**

DeKalb County School System students are taught the **Georgia Performance Standards (GPS)**, the state curriculum. It is the guideline for instruction that enables teachers, students, and parents to know what topics must be covered and mastered for a particular subject area. A performance standard informs teachers, students, and parents what students are expected to know, understand, and be able to do by the end of the school year. There are eleven performance standards in Grade Four English Language Arts. Each performance standard has sub-parts called elements. These elements specify the specific knowledge and skills that are a part of each standard. There are 96 elements in Grade Four English Language Arts. The specific standards and elements for Grade Four can be viewed at the following link:

<http://www.georgiastandards.org/english>

**Course Description: GPS/ Curriculum Standards and Elements (Yearlong Overview):**

In the fourth grade, students expand and deepen their knowledge of reading, writing, and speaking, as well as their understanding of the connections among different types of communication. Fourth grade students read and comprehend texts from a variety of genres (fiction, nonfiction, poetry, and drama), and they can understand and learn from texts without having a teacher preview the material for them. Students also read and understand informational texts from other subject areas in addition to language arts. As they read, students in the fourth grade independently use a variety of metacognitive strategies to deepen and expand their understanding of the material. These strategies include using self-questioning techniques when reading materials seem contradictory or hard to understand. Students use writing as a tool for learning, and they write for a variety of purposes and audiences. Fourth graders write daily in order to maximize and formalize their writing skills. Students communicate their personal voices in writing, expressing ideas through journals, notes, and e-mail. Students are aware of the connections between reading and writing, and they begin to use reading and writing strategies interchangeably. These students are ready for opportunities to discuss books and to expand their vocabularies for deeper comprehension of texts. They understand and articulate how authors use a variety of techniques and craft in their writing, and they show evidence of the author's craft in their own writing. In their verbal interactions, students communicate effectively with different audiences. Fourth graders engage in student-to-student and student-to-teacher interactions about a variety of texts and concepts. They use appropriate

conversational skills, and they speak in turns rather than all at once during group interaction. Students participate in a cooperative learning environment, and they move independently around the room to gain information from other students.

Fourth graders are also ready for more complex assignments that ask them to use resources to inform their oral and written discussions of topics.

### **Reading**

In reading a text closely, the student works carefully to discern the author's perspective and the particular facts and details that support it. The student reads thoughtfully and purposefully, constantly checking for understanding of the author's intent and meaning so that the interpretation will be sound.

### **Writing**

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions).

### **Conventions**

Conventions are essential for reading, writing, and speaking. Instruction in language conventions will, therefore, occur within the context of reading, writing, and speaking, rather than in isolation. The student writes to make connections with the larger world. A student's ideas are more likely to be taken seriously when the words are spelled accurately and the sentences are grammatically correct.

Use of Standard English conventions helps readers understand and follow the student's meaning, while errors can be distracting and confusing. Standard English conventions are the "good manners" of writing and speaking that make communication fluid.

### **Listening/Speaking/Viewing**

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

### **Core Instructional Materials and Resources (Textbook/Publisher/web links):**

Scott Foresman Reading Program – Price: Replacement Cost  
NetTrekker classic  
Netrekker di (Differentiated Instruction)  
CompassLearning  
CompassLearning Odyssey

### **Web Links for Parental Support**

Scott Foresman Reading Program  
<http://www.sfsuccessnet.com> The Know Zone

CompassLearning  
CompassLearning Odyssey  
<http://www.compasslearning.com>

NetTrekker classic  
Netrekker di (Differentiated Instruction)  
<http://www.nettrekker.com>

Information on standards-based education  
<http://edinformatics.com/parents.htm>

Georgia Department of Education  
<http://www.doe.k12.ga.us>

Homework Help  
<http://school.discovery.com>

Got a question? Ask Jeeves  
<http://www.ask.com>

Resources, research tools, and grade-specific activities  
<http://lightspan.com>

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

### **Assessments**

Scott Foresman Georgia Unit and End-of-Year Benchmark Tests in CRCT Format  
Scott Foresman Placement Test  
Lexia Comprehensive Reading Test (Lexia CRT)  
Developmental Reading Assessment (DRA)

### **Grading Scale: Weighted Averages (Board Policy)**

A = 90% – 100%	Excellent
B = 80% - 89%	Good
C = 71% - 79%	Fair
D = 70	Passing
F = below 70	Failing

### **Grading Policy:**

- A. Classwork/Participation 50 %
- B. Tests & Quizzes 30%
- C. Projects 10%
- D. Homework 10%

*DeKalb County School System*

# Elementary Standards & Grading Procedures

*Georgia Performance Standards Math  
Grade Four*

**Teacher:** Kathleen Jacobs, Debbie Benzur, Andrew Burnes

**School Phone Number:** 678-874-7502

**Email Address:** [Kathleen B Jacobs@fc.dekalb.k12.ga.us](mailto:Kathleen_B_Jacobs@fc.dekalb.k12.ga.us)

**School Website Link:** [www.dekalb.k12.ga.us/~sagamore/](http://www.dekalb.k12.ga.us/~sagamore/)

**Course Description:**

Shaded areas and brackets around standard numbers indicate benchmarks. Benchmarks are standards that are critical to successful performance in subsequent grade level courses. However, the Criterion Referenced Competency Test (CRCT) will assess student understanding of all standards for identified grade levels and content areas.

**Strand:** Whole Number Computation; Estimation; Whole Number Operations

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**[1] Topic:** Rounding

**Standard:** Rounds two-, three-, or four-digit numbers to the nearest ten, hundred, or thousand.

**2 Topic:** Rational Numbers

**Standard:** Relates models (including number lines and sets) to wholes, fractional, and decimal numbers, and estimates the fraction represented by the shaded portion of a non-scaled bar. Understands fractions with denominators of 2, 3, 4, 5, 6, 8, or 10.

**[3]** **Topic:** Estimation

**Standard:** Uses estimation strategies such as compatible numbers to predict computation results and to predict measurements (including money).

**4** **Topic:** Mental Computation

**Standard:** Applies mental computation strategies (such as counting up and back, compatible numbers; compensation and multiples of ten, hundred or thousand) to add, subtract, multiply, and divide.

**Strand:** Number Sense & Numeration; Fractions & Decimals

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**[5]** **Topic:** Fractions

**Standard:** Adds and subtracts fractions with like denominators using models to connect to computational strategies.

**6** **Topic:** Decimals

**Standard:** Relates models (such as base ten blocks) to decimal numbers orally first, then using fractional and decimal notation.

**Strand:** Geometry & Spatial Sense; Measurement

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**7 Topic:** Coordinate Geometry

**Standard:** Uses ordered pairs of numbers to locate points on a grid or map and determine the ordered pair for a given point.

**[8] Topic:** Geometry

**Standard:** Identifies and distinguishes among point, ray, line, line segment, and angle.

**[9] Topic:** Geometric Relationships

**Standard:** Determines geometric relationships such as parallel to, perpendicular to, inside, outside, on symmetrical, same size as, same shape as, same size and shape but different positions / orientation.

**[10] Topic:** Plane and Solid Figures

**Standard:** Makes models of plane and solid figures, sorts and classifies these models according to distinguishing characteristics such as sides, angles, lines of symmetry, faces, and edges (such as triangles, quadrilaterals, circles, cones, cylinders, and rectangular prisms).

**11 Topic:** Measurement

**Standard:** Selects appropriate customary and metric units of measure. Length, Millimeter,

Inch, Centimeter, Foot, Meter, Yard, Kilometer, Mile, Capacity, Milliliter, Ounce, Centiliter, Cup, Liter, Pint(Liquid and Dry), Quart (Liquid and Dry), Gallon, Weight/Mass, Milligram, Ounce, Gram, Pound, Kilogram, Time, Second, Week, Minute, Month, Hour, Year, Day, Decade, Century, Temperature, Degree Fahrenheit, Degree Celsius

**12 Topic:** Measurement

**Standard:** Determines, through concrete experiences, perimeter by adding lengths of sides; area by counting squares; volume by counting cubes; and circumference by measuring with string.

**13 Topic:** Measurement

**Standard:** Uses customary and metric units to measure length, capacity/volume (use liquid and dry units), weight/mass, temperature, and time (including telling time to the minute, elapsed time, time before and after hour.) Length, Millimeter, Inch, Centimeter, Foot, Meter, Yard, Kilometer, Mile, Capacity, Milliliter, Ounce, Centiliter, Cup, Liter, Pint (Liquid and Dry), Quart (Liquid and Dry), Gallon, Weight/Mass, Milligram, Ounce, Gram, Pound, Kilogram, Time, Second, Week, Minute, Month, Hour, Year, Day, Decade, Century, Temperature, Degree Fahrenheit, Degree Celsius

**[14] Topic:** Money

**Standard:** Determines and estimates amounts of money up to \$20, and adds and subtracts money using decimal notation without and with regrouping.

**15 Topic:** Measurement

**Standard:** Estimates and measures using appropriate instruments, length, capacity/volume, weight/mass, money, time, and temperature (including measuring to nearest half inch and nearest centimeter). Length, Millimeter, Inch, Centimeter, Foot, Meter, Yard, Kilometer, Mile, Capacity, Milliliter, Ounce, Centiliter, Cup, Liter, Pint (Liquid & Dry), Quart (Liquid & Dry), Gallon, Weight/Mass, Milligram, Ounce, Gram, Pound, Kilogram, Time, Second, Week, Minute, Month, Hour, Year, Day, Decade, Century, Temperature, Degree Fahrenheit, Degree Celsius

**Strand:** Number Sense & Numeration; Fractions & Decimals

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**16 Topic:** Number Names

**Standard:** Identifies different names for numbers through 999,999 (e.g., standard form, word name, expanded notation, or rational form).

**17 Topic:** Place Value

**Standard:** Identifies place value for a given digit in numbers through 999,999 and determines the effect that changing a given digit will have on the value of the number.

**18 Topic:** Rational Numbers

**Standard:** Compares whole numbers and uses models to compare fractions, to identify equivalent fractions, and to compare decimals.

**Strand:** Patterns & Relationships; Algebra

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**19** **Topic:** Functions

**Standard:** Determines a pair of numbers or the missing element of a pair when given a relation or rule, and determines the relation or rule given pairs of numbers.

**Strand:** Problem Solving

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**20** **Topic:** Word Problems

**Standard:** Selects the appropriate operation(s) for a given word problem.

**[21]** **Topic:** Word Problems

**Standard:** Solves simple problems (including those involving addition, subtraction, multiplication, and division of whole numbers and money).

**[22]** **Topic:** Word Problems

**Standard:** Solves one-, two-, or three-step word problems related to all appropriate fourth grade objectives including those presented orally and in writing; those in charts, tables, and graphs; and those with extraneous or insufficient information.

**23** **Topic:** Problem Solving

**Standard:** Employs problem-solving strategies (e.g., make a chart, graph, or table; make an organized list; guess and check; make a simple problem; look for a pattern; draw a picture; or work backwards).

**Strand:** Statistics & Probability

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**24** **Topic:** Measure of Central Tendency

**Standard:** Explores the concepts of mean and median.

**[25]** **Topic:** Data Analysis

**Standard:** Collects, reads, interprets, and compares data from charts, tables, and graphs (pictographs, bar graphs, and circle graphs) using a variety of scales and estimation.

**26** **Topic:** Data Organization

**Standard:** Organizes data in charts and tables, and constructs bar graphs or pictographs using appropriate scales of one, two, three, four, five, or ten.

**27** **Topic:** Probability

**Standard:** Determines probability of a given event through use of manipulatives (equally likely, least likely, most likely, likely, and not likely).

**Strand:** Whole Number Computation; Estimation; Whole Number Operations

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**28** **Topic:** Number Theory

**Standard:** Uses the properties of addition and multiplication (commutative, associative, distributive, and identity elements).

**29** **Topic:** Number Theory

**Standard:** Identifies factors and multiples of a given number.

**30** **Topic:** Number Theory

**Standard:** Explores the concept of prime numbers and composite numbers.

**[31]** **Topic:** Addition and Subtraction

**Standard:** Adds and subtracts two- and three-digit whole numbers using vertical and horizontal presentations with and without regrouping with the horizontal rewritten vertically.

**[32]** **Topic:** Multiplication and Division

**Standard:** Recalls basic multiplication and related division facts, and identifies the missing factor in a given number sentence.

**[33]** **Topic:** Multiplication and Division

**Standard:** Multiplies (up to three-digit by one-digit or two-digit by two-digit numbers) and divides (up to three-digit by one-digit numbers) and multiplies two-digit numbers by multiples of 100 without regrouping.

**[34]** **Topic:** Number Sentences

**Standard:** Selects appropriate symbol (+, -, x, ÷, <, >, =) to make a mathematical statement true.

**Strand:** Number Sense & Numeration; Fractions & Decimals

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**35** **Topic:** Equivalent Fractions

**Standard:** Recognize and generate equivalent forms of commonly-used fractions and decimals.

**Strand:** Whole Number Computation; Estimation; Whole Number Operations

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**36** **Topic:** Multiplication and Division

**Standard:** Understand various meanings of multiplying and dividing whole numbers.

**37 Topic:** Multiplication and Division

**Standard:** Understand the effects of multiplying and dividing whole numbers.

**38 Topic:** Computation

**Standard:** Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.

**Core Instructional Materials and Resources (Textbook/Publisher/web links):**

McGraw-Hill Mathematics, Georgia Edition (2002) Price: Replacement Cost

<http://www.mhschool.com/math/2002/student/4/index.html>

NetTrekker (Classic & d.i.) <http://school.nettrekker.com/frontdoor/>

Compass Learning Odyssey <http://www.compasslearningodyssey.com/>

**Web Links for Parental Support:**

U.S. Dept. of ED. [www.ed.gov/pubs/parents/Math/index.html](http://www.ed.gov/pubs/parents/Math/index.html)

GA. Dept. of ED. <http://public.doe.k12.ga.us/parents.aspx>

GA. Math Standards <http://www.georgiastandards.org/math.aspx>

Bi-Lingual Math Ed. <http://www.aaamath.com/>

Math Education <http://www.math.com/parents.html>

Online Math Games <http://www.coolmath4kids.com/>

Homework Help

<http://www.timeforkids.com/TFK/hh/rapidresearch/0,19469,73174,00.html>

**Assessments:**

McGraw-Hill Mathematics- Cumulative and Final

Test Generator CD from MGHM

Fact Dash – School Based

Fact Dash - Download Via Web:

<http://www.mhschool.com/math/2002/student/factdash/popup.html>

Georgia CRCT Online <https://regioni.georgiaoas.org/servlet/a2l>

Accelerated Math

**Grading Scale: Weighted Averages (Board Policy)**

<b>A = 90% – 100%</b>	<b>Excellent</b>
<b>B = 80% - 89%</b>	<b>Good</b>
<b>C = 71% - 79%</b>	<b>Fair</b>
<b>D = 70</b>	<b>Passing</b>
<b>F = below 70</b>	<b>Failing</b>

**Grading Policy:**

- E. Classwork/Participation - 50 %**
- F. Tests & Quizzes 30%**
- G. Projects 10%**
- H. Homework 10%**