

4th Grade Syllabus

Mrs. Angelica Gomez-Contreras
St. Anthony of Padua
2016-17

Welcome

Dear Parent and Guardians,

Welcome to Back-to School Night! I want to thank you for your attendance and interest this evening. Tonight's activities will help you become better acquainted with our school, the staff, and the academic program in which your child is involved. Tonight is not intended to talk about individual students, but rather to explain our 4th grade program as a whole. However, should you at anytime desire a conference concerning your child's progress and behavior, please feel free to make arrangements for an appointment with me.

As most of you all may know I am Mrs. Gomez-Contreras and I am your child's fourth grade teacher. I am a graduate of Cal State Long Beach University where I received my bachelor's degree in Liberal Studies. There I began their credential program and I am looking forward to pursuing it at LMU or Mt. St. Mary's next semester along with my Master's in education. I have been working in the education field for about 20 years, of which 7 years were teaching Kindergarten and 2nd grade.

Within my classroom, I want to emphasize the extreme importance of respect for all individuals. This means that our classroom environment will consist of a compassionate community of learners who will work together to achieve results. I hope to foster a positive environment in which students respect each other, as well as members of their world community. Similarly, it is very important for me to respect the students as worthwhile individuals, and I will ensure that they are treated as such at all times.

Born and raised in Los Angeles, I understand that we live in a diverse and multicultural society. Therefore, the cultures and ethnicities represented in our classroom will be celebrated throughout the year. Additionally, students will learn about the beauty of various cultures worldwide, as well as those represented in our community.

As a tremendous advocate for Catholic Social Teaching, I expect the students to become advocates for social change and kind citizens who exemplify Christ's teachings. Students will continue to do community service outside the class, but they will be doing services within our classroom that will put them in solidarity with those who need help.

My goal with this class is for each student to receive a well- rounded education. I truly believe that the purpose of school is to learn how to live. As a team we can help them in their educational development academically, socially, and spiritually in order to create the best community possible.

Prayer

Dear God,

As the school year begins we humbly ask you to protect our children. Give them courage to live out faith, give them strength to make the right choices, give them wisdom to know your will. Guide their steps, guard their hearts and let them know your presence in everything they do.

Amen

Student Learning Expectations

Students of St. Anthony of Padua in order to live out the Christian calling pledge to be...

Followers of Jesus who

- *practice their Catholic Faith
- *serve others
- *respect self and others

Academically prepared who

- *accept challenges
- *are self motivated and confident
- *are appreciative of the fine arts
- *use science and technology wisely

Socially aware who

- *embrace all cultures
- *care for God's earth
- *help make the world better

Totally healthy in mind, body, and spirit who

- *are eager learners
- *live a healthy lifestyle
- *are responsible for their choices

Tribes

- *Mutual Respect
- *Attentive Listening
- *Right to Pass
- *Personal Best
- *Appreciations/No Put Downs

Grade 4 Rules, Policies, and Procedures

- *We come prepared.
- *We point out the good I others.
- *We support each other.
- *We stand up for others.
- *We complete all assignments.
- *We arrive on time.

If You Choose to Break a Rule- The following **consequences** are not punishment. It is what happens when a person does something. The issue is *choice*. Life's about choices. Students need to learn how to make a better choice. If you choose to break a rule, you have to accept whatever happens. The school wide **BEHAVIOR CODE** will be applied for keeping track of detention slips. I keep track of behavior and work habits on a daily and weekly basis. For the most part we are all on the pin up pin down system. Our fourth grade chart works as follows...

PURPLE: I have been a Superstar today!

BLUE: I have gone above and beyond today.

GREEN: I am ready to be a respectful, and good classroom citizen.

YELLOW: I need to slow down and think about my actions.

RED: I need to stop and reflect on my behavior.

Students will begin the day on green and with their work habits and behavioral actions; whatever choices they make will determine where they get placed on the chart throughout the day. Everyday they will log their behavior on their student planners. They will receive a weekly behavior grade on Gradelink for

that week. For the most part the consequence to pinning down to red will result in a conduct slip; which three will equal a detention. Poor work habits will result in an effort slip which in excess will lead to a detention as well. Not being in uniform code will result in a uniform notice which if it becomes a habit; will result in a detention. Students who pin up will be rewarded with points that can be exchanged for a prize from the prize box.

OTHER REWARDS: Foster intrinsic motivation and teach self-discipline. The best reward is the satisfaction of a job well done.

*Earn good grades, including music P.E. (First Honors: All A's or Second Honors: Ranges from A to B-)

*Citizenship (A in Behavior and Work Habits)

*Good work is posted

*First to be dismissed or begin certain activities

*Participate in a special event

*An enjoyable, interesting, and challenging class

*A smile

*A high five, handshake, or fist bump

*Words of encouragement

*Praise

*Positive call/note home

*Prize Box

*Homework Pass

*Free Dress Pass

*Certificates

Additionally, all school wide policies as mentioned in the parent/student handbook will be enforced within the fourth grade class.

BEHAVIOR CODE

of Misconducts

Consequences

1	Warning
2	Warning
3	First Detention
4	Warning
5	Warning
6	Second Detention/Parent Notification
7	Warning
8	Warning
9	Third Detention/ First Referral /Two Detentions/Parent Notification

10	Warning
11	Warning
12	Fourth Detention
13	Warning
14	Warning
15	Fifth Detention
16	Warning
17	Warning
18	Sixth Detention/ Second Referral /Conference/One day out of school suspension
19	Warning
20	Warning
21	Seventh Detention
22	Warning
23	
24	Warning
25	Eighth Detention
26	Warning
27	Warning
28	Ninth Detention/ Third Referral /Three days out of school suspension
29	Warning
30	Warning
31	Tenth Detention
32	Warning
33	Warning
34	Eleventh Detention
35	Warning
36	Warning
37	Twelfth Detention/ Fourth Referral/Expulsion

Curriculum

The lessons in our class are structured and standard/objective-driven. When planning curriculum, I first look at standards that must be touched upon in order for students to gain that knowledge they need in order to be successful in the fourth grade. Once the essential standards have been identified, curriculum is

based upon objectives. Each unit of study in all subjects is mapped out through an innovative long-term curriculum-mapping method used throughout Saint Anthony of Padua School. Curriculum is varied and requires use of iPads, textbooks readings, activities, quizzes, tests, performance assessments, and other varied methods of assessment. As a firm believer in constructive educational theory and the theory of multiple intelligences, our curriculum is varied and touches upon learners of all types. This means that your children will learn through auditory, kinesthetic, interpersonal, and other means; and assess through writing, artistic interpretations, traditional tests, and other innovative and exciting measures.

Standards Covered

Religion Standards:

1. Scripture/Christian Life
2. Sacrament/Worship
3. Morality/Social Justice
4. Christian Faith and Practice

Common Core Math Standards:

1. Operations and Algebraic Thinking
2. Number and Operations in Base Ten
3. Number and Operations-Fractions
4. Measurement and Data
5. Geometry

Reading Strategies:

1. Word analysis, fluency, and systematic vocabulary development
2. Reading comprehension
3. Literary response and analysis

Writing Standards:

1. Writing Strategies
 - *Organization and focus
 - *Penmanship
 - *Research
 - *Evaluation and revision
2. Writing applications-genres and their characteristics

Written and Oral Language Conventions Standards:

1. Sentence Structure
2. Grammar
3. Punctuation
4. Capitalization

5. Spelling

Listening and Speaking Standards:

1. Comprehension
2. Organization and delivery of oral communications
3. Analysis and evaluation of oral and media communications
4. Speaking applications

Science Standards

1. Physical science- energy, matter, and light
2. Life sciences- plants and animals
3. Earth science- solar system
4. Investigation and Experimentation- scientific method

Social Studies Standards

1. Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.
2. Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods
3. Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.
4. Students explain how California became an agriculture and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850's.
5. Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.

Homework

Homework is usually assigned nightly but typically not on weekends. Usually all homework is assigned on Mondays for the week and due on Friday. It is the child's responsibility to copy down the assignment from the homework board. All homework will be posted on my blog. Homework is subject to change as the week progresses; assignments can be added if classwork doesn't get completed etc. Homework will usually consist of Spelling, Math, and Reading. Students must read at least 20 minutes every night. A book report will be due every last Friday of every month. A book report form will be provided along with a list of 4th grade books options. Homework is based on effort

not accuracy. If homework is not being turned in, is incomplete, or clearly lacks effort, student will receive an effort notice. All homework is graded on a point scale.

Take Home Folder

This folder will come home weekly on Tuesdays. It will contain graded work from the previous week. Spelling homework usually gets graded over the weekend and their grade will be in there. **Please only sign and return if there is a sign and return stamp on the assignment and discuss it with your child!** If you are not satisfied with a grade, please don't hesitate to write me a note or email. Students will have opportunities to earn extra points when needed based on individual needs.

Bulletin

The school bulletin goes home with the oldest child every Tuesday along with other school announcements. Please remove all contents from folder and return the next day signed with any correspondences inside.

Student Planners

Each student is responsible for his or her own student planner. We will use them daily for homework, reminders, important dates, behavior logs and test dates.

Pennies for Cancer

In order to make the classroom more meaningful for your child, I have decided to implement a year long service project, "Pennies for Cancer." As a student of St. Anthony of Padua School, it is expected that your child is a follower of Jesus, academically prepared, socially aware, and totally healthy in mind, body, and spirit. By participating in this project, these learning

expectations, as well as links to content standards, will be met. However we need your support from home.

As a Catholic School, the purpose of Pennies for Cancer is to help our brothers and sisters who are victims of cancer. Pennies will be collected in a big labeled jug throughout the year and during Lent we will count and cash in all coins to send a check to St. Jude's Children Hospital which most of you ay know provide medical care to children with cancer at no cost.

This is an easy project. We always run into spare pennies. I truly believe that working together as families to help raise money for our brothers and sisters in need will help us embrace unity and diversity. Serving others is a priceless gift of pure happiness. Take pride in bringing in your pennies, knowing you are positively affecting another human being. Thank you for your support!

School Projects

1. California Mission Project (Date TBA): Information will go out this month.
2. Book Reports: Due every last Friday of the month. Reading list and book report form will be given.

*Assignments and dates are subject to change

St. Anthony of Padua School
4th Grade Class Schedule 2016-2017
Teacher: Mrs Gomez-Contreras

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:50-8:00am	<i>Assembly Morning Prayer Attendance</i>	<i>Assembly Morning Prayer Attendance</i>	<i>Assembly Morning Prayer Attendance</i>	<i>Assembly Morning Prayer Attendance</i>	<i>Attendance</i>
8:00-8:15am	<i>Business/Writer's Notebook</i>	<i>Business/Writer's Notebook</i>	<i>Business/Writer's Notebook</i>	<i>Business/Writer's Notebook</i>	<i>Mass</i>
8:15-8:45am	<i>Religion</i>	<i>Religion</i>	<i>Library/Learning Lab 8:15-9:00am</i>	<i>Religion</i>	<i>Mass</i>
8:45-10:00am	<i>Reading</i>	<i>Reading</i>	<i>Reading</i>	<i>Reading</i>	<i>Reading 9:00-10:00</i>
10:00-10:15am	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>	<i>Recess</i>
10:15-10:30am	<i>Language Arts/Spelling</i>	<i>Read Aloud</i>	<i>Language Arts/ Spelling</i>	<i>Read Aloud</i>	<i>Language Arts/Spelling</i>
10:30-11:00am	<i>Language Arts/Spelling</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
11:00-12:05	<i>Math</i>	<i>Math Music 11:30- 12:00pm</i>	<i>Math</i>	<i>Math Music 11:30- 12:00pm</i>	<i>Math</i>
1:00-1:15pm	<i>Physical Education</i>	<i>Science</i>	<i>Silent Reading</i>	<i>Social Studies</i>	<i>Read Aloud</i>
1:15-2:00pm	<i>Physical Education</i>	<i>Science</i>	<i>Pack up/Prayer 1:30 Dismissal</i>	<i>Social Studies</i>	<i>Social Studies/Science</i>
2:00-2:50	<i>Silent Reading/ELA</i>	<i>Silent Reading/ELA</i>		<i>Silent Reading/ELA</i>	<i>Art</i>
2:50-3:00	<i>Pack up/prayer</i>	<i>Pack up/prayer</i>		<i>Pack up/prayer</i>	<i>Pack up/prayer</i>

Total Daily Minutes per subject

Religion 30 min. Language Arts (Reading/ English/ Writing) 2 hrs 45 min

Math 65 min

Science 60 min (2X a week) Social Studies 60 min(2X a week)

****The teacher reserves the right to make changes to the schedule. *****

4th Grade Math Curriculum Map

WEEKS 1-6 (Standards CC.4.NBT1-4)

Students can...

- Can model place value relationships
- Read and write numbers
- Compare and order numbers
- Round numbers
- Rename numbers
- Add whole numbers
- Subtract whole numbers
- Problem solving with addition and subtraction

WEEKS 7-12 (Standards CC.4.OA1-3 and CC.4.NBT.5)

Students can...

- Can do algebraic multiplication comparisons
- Can do algebra to compare problems
- Multiply 10's, 100's and 1000's
- Estimate products
- Multiply using the distributive property
- Multiply using expanded form
- Multiply using partial products
- Multiply using mental math
- Multistep multiplication problems
- Multiply 2-digit numbers with regrouping
- Multiply 3-digit and 4-digit numbers with regrouping
- Solve multistep problems using equations

WEEKS 13-18 (CC.4.OA.3, CC.4.NBT.5)

Students can...

- Multiply by ten
- Estimate products
- Investigate area models and partial products
- Multiply using partial products
- Multiply with regrouping
- Choose a multiplication method
- Problem solve using 2-digit numbers

WEEKS 19-24 (Standards CC.4.OA.3, Cc.4.NBT.6)

- Estimate quotients using multiples
- Investigate remainders
- Interpret the remainder
- Divide 10's, 100's and 1000's

- Estimate quotients using compatible numbers
- Investigate division and the distributive property
- Divide using repeated subtraction
- Divide using partial quotients
- Model division and regrouping
- Place the first digit
- Divide by 1-digit numbers
- Multistep division problems

WEEKS 25-30 (Standards CC.4OA.4-5)

Students can...

- Model factors
- Understand factors and divisibility
- Problem solve common factors
- Understand factors and multiples
- Understand prime and composite numbers
- Solve number patterns using algebra

WEEKS 31-36 (Standards CC.4.NF.1-2)

Students can...

- Investigate equivalent fractions
- Generate equivalent fractions
- Understand simplest form
- Describe common denominators
- Problem solve finding equivalent fractions
- Compare fractions using benchmarks
- Compare fractions
- Compare and order fractions

WEEKS 37-42 (Standards CC.4.NF.3a, CC.4.NF.3b-3d)

- Add and subtract parts of a whole
- Write fractions as sums
- Add fractions using models
- Add and subtract fractions
- Rename fractions and mixed numbers
- Add and subtract mixed numbers
- Subtract and rename
- Solve fractions and properties of addition using algebra
- Problem solve using multistep fraction problems

WEEKS 43-48 (Standards CC.4.NF.4a-4c)

Students can...

- Understand of unit fractions

- Understand multiples of fractions
 - Multiply a fraction by a whole number using models
 - Multiply a fraction or mixed number by a whole number
 - Problem solve by comparing problems with fractions
- WEEKS 49-55 (Standards CC.4.NF.5-7, CC.4.MD.2)

Students can...

- Relate tenths and decimals
- Relate hundredths and decimals
- Understand equivalent fractions and decimals
- Relate fractions, decimals, and money
- Problem solve using money
- Add fractional parts of 10 and 100
- Compare decimals

WEEKS 56-61 (Standards CC.OA.5, CC.4.G.1-3)

Students can...

- Define lines, rays, and triangles
- Classify triangles
- Define parallel lines and perpendicular lines
- Classify Quadrilaterals
- Define line symmetry
- Find and draw lines of symmetry
- Problem solve using shapes and patterns

WEEKS 61-66 (Standards CC.4.MD.5a-b, CC.MD.6-7)

Students can...

- Investigate angles and fractional parts of a circle
- Define degrees
- Measure and draw angles
- Investigate joined and separate angles
- Problem solve using unknown angle measures

WEEKS 67-73 (Standards CC.4.MD.1-2, CC.4.MD.4)

Students can...

- Identify measurement benchmarks
- Define customary units of length
- Define customary units of weight
- Define customary units of liquid volume
- Line plots
- Investigate metric units of length
- Identify metric units of mass and liquid volume
- Identify units of time

- Problem solve elapsed time
- Understand mixed measures
- Identify algebraic patterns in measurement units

WEEKS 74-80 (Standards CC.4.MD.3)

Students can...

- Define perimeter
- Define Area
- Define area of combined rectangles
- Find unknown measures
- Problem solve and find the area

4th Grade Reading/ELA Curriculum Map

WEEKS 1-13

<u>Domain</u>	<u>Skills</u>
Comprehension	<ul style="list-style-type: none"> -Students can identify character traits and motivations. -Students can compare and contrast. -Students can comprehend grade level text.
Vocabulary	<ul style="list-style-type: none"> -Students can define robust vocabulary -Students can compare synonyms and antonyms.
Writing	<ul style="list-style-type: none"> -Students can apply personal narrative in writing. -Students can apply voice and word choice.
Grammar	<ul style="list-style-type: none"> -Students can write and identify all types of sentences. -Students can identify the subject and predicate in a sentence. -Students can understand simple subjects and predicates
Spelling	<ul style="list-style-type: none"> -Students can spell words with short vowels -Students can spell words with long vowels and vowels digraphs -Students can spell words with variant vowels and diphthongs. -Students can spell words with inflections <i>-ed</i> and <i>-ing</i>.
Fluency	<ul style="list-style-type: none"> -Oral Reading Fluency

(Standards LS1.6, LS1.8, LS2.1, LS2.1a, LS2.4, R2.2, R3.3, R2.3, R3.2, R1.1, LC.1.7, LC1.1, W1.2a, W2.1a-1b, W2.1c, W2.1d, W1.10)

WEEKS 26-38

Domain

Skills

Comprehension	-Students can understand plot; conflict and resolution -Students can understand author's purpose and perspective -Student can comprehend grade level text.
Vocabulary	-Students can define robust vocabulary
Research/Study Skills	-Students can locate information
Writing Form	-Students can response to literature
Writing Traits	-Students can organize ideas
Grammar	-Students can identify compound subjects and predicates -Students can identify simple and compound sentences -Students can identify prepositional phrases -Students can identify clauses and phrases; complex sentences
Spelling-	-Students can spell words with -le -Students can spell words with VCCV: same medial consonants -Students can spell words with VCCV: different medial consonants -Students can spell words with VCCCV
Fluency	-Students can read orally fluently

(Standards LS1.4, LS1.6, LS1.7, LS2.2a, LS2.3, R2.2, R3.2, R1.6, R2.1, R2.3, R2.6, R3.1, R3.3, R1.1, LC1.7, LC1.1, LC1.3, W1.1, W1.2a, W1.10, W2.1a, W1.3, W2.1d, W2.4)

WEEKS 39-51

Domain

Skills

Comprehension	-Students can identify cause and effect -Students can draw conclusions -Students can predict outcomes -Students can comprehend grade level text
Vocabulary	-Students can define robust vocabulary
Research/Study Skills	-Students can reference resources

Writing Form	-Students can write explanatory essay
Writing Traits	-Students can form conventions
	-Students can identify sentence fluency
Grammar	-Students can identify common and proper nouns
	-Students can identify singular and plural nouns
	-Students can identify possessive nouns
	-Students can identify pronouns and antecedents
Spelling	-Students can spell words with VCV
	-Students can spell words with pre-fixes <i>re-</i> , <i>un-</i> , <i>non-</i>
	-Students can spell words with suffixes <i>-able</i> , <i>-ible</i> , <i>-ness</i> , <i>-ment</i> , <i>-less</i>
Fluency	-Students can read orally fluently

(Standards LS1.4, LS1.6, LS1.7, LS2.1b, LS2.1c, LS2.3, R2.1-2.4, R2.6, R3.2, R3.3, R1.1, LC1.7, LC1.4, LC1.6, W1.1, W1.3, W1.6, W1.10, W2.1a, W2.3b)

WEEKS 52-64

<u>Domain</u>	<u>Skills</u>
Comprehension	-Students can understand fact and opinion
	-Students can understand theme and narrative forms
	-Students can comprehend grade level text
Vocabulary	-Students can define robust vocabulary
Research/Study Skills	-Students can follow written directions
Writing Forms	-Students can write persuasively
Writing Traits	-Students can include voice and ideas in writing
Grammar	-Students can identify possessive nouns
	-Students can identify subject and object pronouns
	-Students can identify adjectives and articles
	Students can compare using adjectives
Spelling	-Students can spell words with /el/ and /er/
	-Students can spell words with parts <i>over-</i> , <i>under-</i> , and <i>sub-</i>
	-Students can spell words with irregular plurals and possessives
Fluency	-Students can read orally fluently

(Standards LS1.4, LS1.6, LS1.7, LS2.1a, LS2.1b, LS2.1c, R2.2, R2.6, R3.3, R2.1, R2.3, R3.4, R3.5, R1.1, LC1.4, LC1.7, W1.1, W1.2, W1.2a, W1.2d, W1.3, W1.10, W2.1b)

WEEKS 65-77

Domain

Skills

Comprehension

-Students can identify character, setting, and plot

-Students can sequence

-Students can comprehend grade level text

Vocabulary

-Students can define robust vocabulary

-Students can use context clues

Writing Form

-Students can write stories

Writing Traits

-Students can choose word for writing and can make convections

Grammar

-Students can identify main and helping verbs

-Students can identify action and linking verbs

-Students can distinguish verb tense and subject agreement

Spelling

-Students identify past and future tenses

-Students can spell word with suffixes *-ant, -ent, -eer, -ist, -ian*

-Students can spell words with word parts *in-, out-, down-, up-*

-Students can spell word with suffixes *-ation, -al, -ial*

-Students can spell words with suffixes in combination

Fluency

-Students can read orally fluently

(Standards LS1.1, R2.1-3, R3.2, R2.6, R3.3, R3.5, R1.1, LC1.7, LC1.3, W1.1, W1.3, W1.10, W2.1a, W2.1b, W2.1c, W2.1d)

WEEKS 78-80

Domain

Skills

Comprehension

-Students can identify main idea and the supporting details

-Students can use figurative language

-Students can paraphrase

Vocabulary	-Students can comprehend grade level text
Writing Form	-Students can define robust vocabulary
Writing Traits	-Students can do a research report
	-Students can write using sentence fluency and organization
Grammar	-Students can identify irregular verbs
	-Students can identify contractions and possessive pronouns
	-Students can identify adverbs
	-Students can use proper punctuation
Fluency	-Students can read orally fluently
Spelling	-Students can spell words with silent letters
	-Students can spell words with Greek and Latin word parts
	-Students can spell homophones
	-Students can spell words with prefix + base + suffix

(Standards LS1.1, R3.5, R2.3, R3.3, R3.5, R1.1, LC1.7, LC1.(2-6), W1.2, W1.2a, W1.2b, W1.2c, W1.4, W1.8, W1.9, W2.1, W2.1b, W2.3c)