



4th Grade

Amber Poynter

Email: apoynter@ems-isd.net

We will be using Remind to communicate with parents.

Conference Period: 9:35-10:25

4th grade Resources:

I-station, TEAMS, stemsscopes, eduphoria, ST Math are available to students through our [Single Sign-on Portal \(SSO\)](#).

Grade Level Goals

Math:

Students who complete this course successfully will be able to:

1. Add, subtract, and represent decimals to the hundredths place.
2. Represent and solve addition and subtraction of fractions with equal denominators.
3. Solve one and two step problems involving multiplication and division.

Science:

Students who complete this course successfully will be able to:

1. measure, compare, and contrast physical properties of matter, including mass, volume, states (solid, liquid, and gas), temperature, magnetism, and the ability to sink or float
2. differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal
3. identify and classify Earth's renewable resources, including air, plants, water, and animals, and nonrenewable resources, including coal, oil, and natural gas, and the importance of conservation
4. describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web
5. explore how structures and functions enable organisms to survive in their environment

Reading:

Students who complete this course successfully will be able to:

1. Analyze plot elements, including the rising action, climax, falling action, and resolution.
2. Make inferences and use evidence to support understanding.
3. Explain the interactions of the characters and the changes they undergo.
4. Use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.
5. Differentiate between multiple genres of text.
6. Determine the main ideas, supporting details of informational texts

Writing:

Students who complete this course successfully will be able to:

1. Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

2. Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.
3. Develop drafts into a focused, structured, and coherent piece of writing.
4. Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity and/or delete repetition of language or ideas.

Social Studies:

Students who complete this course successfully will be able to:

1. Explain reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.
2. Students will need to recognize the influence of geographic factors on how and where people live. Also, students need to consider the various regions of Texas and the human and physical geographic factors that determine them.
3. Compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains).

Student Evaluation:

The grading system for 4th grade is as follows:

- 40% daily assignments (formative) and 60% summative assessments
- Homework does not need to be graded; however, it should be reviewed for understanding. At teacher discretion, homework may count for a maximum of 10% of the 40% daily assignment weighting.
- A minimum of one daily grade per week should be recorded per core content area. At teacher discretion, there may be a greater number of daily grades; however, as appropriate, there may be weeks in which a daily grade may not be taken in every subject area.
- A minimum of one summative assessment grade per three weeks per content area must be recorded.
- Grades recorded should be reflective of a student's mastery of the TEKS taught during that grading period.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

- Practice basic addition, subtraction, multiplication and division facts
- Independently read, and study spelling words

Attendance/Tardy Policy/Make-Up Work:

Students will participate in either an in-person, face to face instruction model or a remote asynchronous learning model. Both platforms will require a student to attend and engage in learning for each assigned class/course each day of the week (Monday-Friday) during normal school hours. Daily attendance will be taken, and compulsory attendance will be followed. If a student is not present in the building or engaged online each day for each class/course, the normal truancy process will be followed (TEC, §25.092). Students must be present for 90% of the required days of learning to be promoted to the next grade level or receive credit towards graduation, if in high school. Notes for absences will still be required if a student is in remote learning.

To be counted present, students in the in-person and remote learning must be engaged daily in the lessons, complete and turn assignments in on time, interact with the teacher, and show progress in the learning. A student will be considered absent if the student does not have documented engagement listed above. A student must participate in the learning platform (CANVAS/TEAMS) for EACH class period each day to be counted present per class (90% rule). Students who are receiving remote asynchronous instruction are considered enrolled on the first day the student participates through one of the engagement methods listed in this document.

WCE start time is 7:30

Doors open at 7:05.
1st bell rings at 7:25
Tardy bell rings at 7:30

Make-up work

All students shall be allowed to makeup work when they are absent from class. Students shall have a time equal to days absent from class plus one day to complete all missed assignments. Under extenuating circumstances such as long-term illness or family emergencies, teachers will work with the student to determine the due dates for make-up work missed. Teachers may reduce the length or number of assignments as long as the appropriate TEKS are covered.

Students returning to class following an absence are responsible for discussing with the teacher what is to be completed and date for such completion, along with securing necessary materials and notes. Make-up work, including tests, at teacher discretion may be an alternate version of the original work (including online) as long as it is at the same level of cognition and covers the identical learning target(s). Make-up tests should be administered before or after school to prevent a student from missing additional class time. At a teacher's discretion, tests may be made up during the school day. Work, including tests, assigned prior to an absence may be due on the first return day.

Classroom Expectations:

- Turn in assignments in a timely manner.
- Ask questions and participate in discussions.
- Uphold campus behavior expectations.

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.