



**Class Syllabus
Fourth Grade**



The Learning Castle
&
La Cañada Preparatory
4490 Cornishon Avenue
La Canada, Flintridge, CA 91011

LANGUAGE ARTS for Fourth Grade

TEXT(S): Workbook Plus, Houghton Mifflin
 Reteaching Workbook, Houghton Mifflin
 Vocabulary Workshop, Sadlier-Oxford
 Various novels throughout the year

COURSE DESCRIPTION

This course aims to guide fourth-grade students to a proficient or advanced level of mastery of the Common Core English Language Standards. Throughout the year, students will explore new and more advanced concepts in grammar, vocabulary, spelling, speaking and listening, writing, and various literary genres encompassing non-fiction and fiction works from classic and modern literature as well as various current and content-related articles. This rigorous course will not only be rewarding but will prepare students for their academic future.

GOALS AND OBJECTIVES

1. Mastery of grade-level grammar concepts and grammar vocabulary.
2. Practice and mastery of grade-level and above grade-level vocabulary.
3. Improvement of reading fluency, comprehension, and the ability to identify the various elements in a story and/or novel including theme.
4. Incorporation of various writing elements in written text (narratives, instructional, opinion, informative/explanatory, research).

COURSE OUTLINE

I. Language Conventions (Grammar)

- A. Classwork
- B. Homework will be assigned
- C. Assessments will occur during the course of the semester.

II. Vocabulary

- A. Classwork will include introduction of new word lists.
- B. Homework will be assigned on Tuesdays and worksheets will be due the next day.
- C. Assessments will be on Mondays.

III. Reading

- A. Classwork will include reading out loud of the class book.
- B. Homework consists of an assigned book each term concluding with a book report and/or test.
- C. Assessments will occur during the course of the semester.

GRADING

Percentage Breakdown

Literature	30%
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Classwork (discussions & activities)	10%
Homework	5%
Assessments	15%

Vocabulary	30%
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Classwork	5%
Homework	10%
Assessments	15%
Language Conventions	25%
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Classwork	15%
Assessments	10%
Writing	15%
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Classwork	10%
Homework	5%



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MATHEMATICS for Fourth Grade

COURSE DESCRIPTION:

TEXTS: Math Steps 4, Houghton Mifflin (Consumable provided by LCP)
Math Steps 5, Houghton Mifflin (Consumable provided by LCP)
Pre-Algebra, Richards, McDougal Littell

COURSE DESCRIPTION:

Mathematical skills and lessons based upon California State Standards for the fourth grade level will be taught. These will include addition, subtraction, multiplication, division, problem solving, place value, time, graphing data, geometry, measurement, data analysis, probability, and introduction to fractions and decimals. Upon the completion of grade-level curriculum, students will begin working on above grade-level work.

COURSE GOALS AND OBJECTIVES

By the end of the fourth grade, students will:

1. Calculate and solve problems involving addition, subtraction, multiplication, and grade-level appropriate division.
2. Read and write whole numbers.
3. Compare and order whole numbers and decimals.
4. Identify place value.
5. Round off numbers to the nearest tens, hundreds, thousands, ten-thousands or hundred-thousands.

6. Read and interpret various graphs including pictographs, bar graphs, and line graphs.
7. Graph points on a grid.
8. Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares.
9. Identify lines that are parallel and perpendicular.
10. Identify the radius and diameter of a circle.
11. Identify congruent figures.
12. Know the definitions for right angle, acute angle, and obtuse angle.
13. Know the definitions for different triangles and identify their attributes.
14. Know and identify different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, and trapezoid).
15. Choose the appropriate tools and units (metric and customary) to estimate and measure the length, liquid volume, and weight/mass for given objects.
16. Carry out simple unit conversions within a system of measurement (e.g., centimeters and meters, hours and minutes).
17. Compare fractions represented by drawings or concrete examples to show equivalency.
18. Add and subtract simple fractions.
19. Write the fraction represented by a drawing of parts of a figure and represent a given fraction by using drawings.
20. Understand that many whole numbers break down in different ways (e.g., $12 = 4 \times 3 = 2 \times 6 = 2 \times 2 \times 3$).
21. Identify prime and composite numbers.
22. Use concepts of negative numbers.
23. Write tenths and hundredths in decimal and fractional notation and know the fractional equivalents for halves and fourths.
24. Add and subtract simple decimals.
25. Evaluate mathematical expressions using the order of operations.
26. Round two-place decimals to one decimal or the nearest whole number.
27. Demonstrate an understanding and the use of the concept of a variable.
28. Understand the necessity of data.

29. Comprehend the basic principles of probability.

COURSE OUTLINE

- I. Lecture and classwork
 - a. Every student is required to receive a lecture on all sections of the current math book they are using.
 - b. Once the student understands and can verbally repeat key points from the lecture, then they are allowed to work on the pretest.
 - c. If additional reinforcement is required, supplements can and will be assigned. Students will then take the posttest.

- II. Homework
 - a. On Mondays and Wednesdays, students must complete their assigned homework and obtain a parent signature.
 - b. Failure to complete homework or signature will result in a deduction of points and homework room during lunch.

- III. Tests
 - a. Once the student has finished all requirements plus review sections from their current chapters and can show a thorough understanding of the lessons, he/she will then take a chapter test.
 - b. If the student does not pass the chapter test, he/she will be allowed to retake another version of the test upon additional review and corrections to their first test. The test scores will be averaged, but the highest allotted average can be no higher than 80%.
 - c. In order for a student to progress to the next chapter, the average score of the original test and the retake must be a passing mark.

- IV. Exams
 - a. At the end of every term, the students will be required to take an exam.
 - b. Exams are given cumulatively on chapters that the students have passed

over that term.

V. Class Progress

- a. The class-progress grade is designated to show how close students have come to a preset term goal. Every term, a new chapter goal is set, which allows the student to earn 100 points if he/she has passed the predetermined number of chapters.
- b. The 100-point goal will depreciate if the trimester target is not reached. For example, if the by the end of a term, a student is two chapters short of the target, then the student will receive 80 points.

GRADING

Student's grades will be determined by the following percentages:

Percentage Breakdown

- 40% Exams
- 30% Tests
- 15% Homework
- 15% Class progress



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CALIFORNIA HISTORY for Fourth Grade

TEXTS:

Our Golden State

Macmillan McGraw-Hill Publishing

ISBN# 0-02-150512-8

Selected excerpts from various history and reference books

COURSE DESCRIPTION:

The fourth grade history course is based on the California History Content Standards. The main text for this course will be *California Studies Weekly* along with selected chapters and lessons from *Our Golden State*. This year, students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with emphasis on the U.S. Constitution and the relationship between state and federal government.

COURSE OUTLINE

- I. California's Geographic Features
- II. Pre-Columbian Societies, Spanish Missions, and Mexican Ranchos
- III. Bear-Flag Republic, Mexican-American War, Gold Rush, and Statehood
- IV. California's Economic, Political, and Cultural Development Since the 1850s
- V. Structures, Functions, and Powers of Local, State and Federal Governments

GRADING POLICY:

It is important to know that the grade received for the class will be determined by:

1. Classwork and Homework-50%
2. Tests, Quizzes, and Projects-50%



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SCIENCE for Fourth Grade

TEXT(S): Science Fusion
 Houghton Mifflin Harcourt

COURSE DESCRIPTION

This course explores the world of science in a more detailed manner, expanding on knowledge gained in prior elementary grades. In addition to learning facts, students will begin to develop an ability to put facts together thereby learning how to derive many of the principles of science. Concepts will be discovered through hands-on scientific investigations, combined with reading of the textbook and a variety of Internet resources.

GOALS AND OBJECTIVES

1. Develop an understanding of how science relates to everyday life
2. Provide a variety of learning experiences that promote the students' understanding of themselves and their environment
3. Foster the development of creative thinking skills and abilities
4. Encourage students to ask meaningful questions and conduct careful investigations

COURSE OUTLINE

- I. The Nature of Science and S.T.E.M.
 - a. Studying Science
 - b. The Engineering Process
- II. Life Science
 - a. Plants and Animals
 - b. Energy and Ecosystems
 - c. Fast Changes on Earth
- III. Earth and Space Science
 - a. Weather
 - b. Earth and Space
- IV. Physical Science
 - a. Properties of Matter
 - b. Changes in Matter
 - c. Energy
 - d. Electricity
 - e. Motion
- V. Investigation and Experimentation
 - a. Students will participate in a variety of lab work in class.

GRADING POLICY

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|-----|-----------|
| 50% | Tests |
| 20% | Classwork |
| 15% | Quizzes |
| 15% | Homework |

