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| Belair K-8 School **Welcome to Fourth Grade** Belair K-8 School | |
| **Course Description** | |
| **Math**: In **Fourth Grade**, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) 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.  **Science:** The **Fourth Grade Georgia Standards of Excellence** for science engage students in constructing meaningful models that allow them to gain understanding of the natural world. They speculate about observations they make. They add, subtract, multiply and divide whole numbers on paper, mentally, and with calculators. They list common materials for making simple mechanical constructions and for repairing things. Fourth graders gather and interpret data and use records, tables, or graphs to identify patterns of change. They write instructions and make sketches that allow others to carry out a scientific investigation. They determine whether or not a comparison is fair if conditions are different for each thing being compared. They question claims or statements made by people outside their field of expertise. The students will use these skills to compare and contrast the physical attributes of stars and planets, model the effects of the relative motion of the Earth and moon around the sun, use weather charts/maps to predict weather events, conduct investigations about the water cycle and understand their relationship with heat energy, communicate information about the nature of light and sound, study the effects of balanced and unbalanced forces on an object, and describe the flow of energy in an ecosystem and the roles organisms play in a community.  **ELA:** Students in fourth grade read on a variety of topics, with a focus on increasing their ability to read aloud with fluency and comprehension. Third graders read thoughtfully, discover details, extract meaning from what they read, and read more complex texts. They enjoy a variety of genres, including fiction and non-fiction texts and poetry. Fourth graders are working independently on research projects and making all of their writing more sophisticated and meaningful. With some guidance, they use all aspects of the writing process in producing their own compositions and reports and in using technology to publish their writing. They are becoming more adept at summarizing main points from literary and informational texts, and they use more abstract skills of synthesis and evaluation in writing. By the end of the fourth grade, students are aware of the importance of the conventions of language. Fourth graders understand the importance of spelling and the importance of correct language usage. Fourth-grade responses to questions are more logically developed as students show evidence of expanding language with increased vocabulary and a wider range of language structures. Fourth graders are aware of the many registers of language, and they become flexible in their ability to vary language patterns in both speaking and writing. These students are ready to engage in abstract discussions as they respond to text and to life experiences. Students also write in a variety of genres. While the Fourth Grade GSE make clear specific expectations for reading, writing, speaking, listening, and language, these standards need not to be a separate focus for instruction. Often, several standards can be addressed by a single, rich task.  **Social Studies:** In fourth grade, students continue with year two of a three year study of United States history in which all four strands (history, geography, civics/government, and economics) are integrated. Students begin the year learning about the French and Indian War and end with the Reconstruction period. The geography strand emphasizes the influence of geography on U.S. history during these same time periods. In the civics/government strand, students learn about concepts and rights contained within our founding documents. The economic strand uses material from the history strand to deepen understanding of economic concepts.    **Classroom Management -Teacher Contact Information - Grading Percentage** | |
| **Daily Supplies/Materials** | **Contact Information** |
| **-**Students should have all supplies needed for each class.  -Laptops are expected to be charged and ready for use at the beginning of each day. | **Main Office Number: (706) 821-2766**  **Mrs. Nasrullah- Math/Science/ELA/SS**  [**nasrura@boe.richmond.k12.ga.us**](mailto:nasrura@boe.richmond.k12.ga.us) |
| **Classroom Expectation** | **Classroom Management/Grade Level Discipline Plan** |
| **Before you walk in the classroom…..**I expect that all students are;   1. Ready to learn with a positive attitude 2. On time 3. Well-rested 4. Nourished from a healthy breakfast 5. Prepared with materials/supplies/homework needed for the day   **When you‘re in the classroom…..** I expect that all students:   1. Respect and value all members of the Belair K-8 community and visitors. 2. Follow directions of adults the first time they are given. 3. Raise hands and wait for permission before speaking or leaving their seat. 4. Remain focused and listen to peers and adults. 5. Participate actively and give their all to the lessons.   **Grading weights for Math, ELA, Science, and Social Studies**:  Assessments 40%  Quizzes/ projects: 30%  In-class work/participation: 20%  Participation 10%  **Grading scale:**  **A= 100-90**  **B=89-80**  **C= 79-75**  **D=74-70**  **F=69 and below**  **Grading policy**  Visit this link <https://www.rcboe.org/domain/9409> for instructions to access your child’s grades in infinite campus. | In class, students will be recognized for their positive behavior as well as receive consequences for disruptive behavior. Students who consistently demonstrate appropriate behavior will be positively rewarded with praise, positive notes sent home, small rewards, and other special privileges. On the other hand, students who demonstrate distracting, disruptive, or disobedient behavior will have consequences as follows:  **Grade level discipline plan**  **Physical fight-Automatic Office Referral**   * 1st Offense - Verbal Warning * 2nd Offense – Think Sheet * 3rd Offense - Teacher choice during recess * 4th Offense - Parent conference (by phone or in person) * 5th Offense – Parents contacted and Discipline Referral * 6th Offense-Time out in another class on the same team or  another team for 15 minutes. * 7th Offense- Office Referral   **Projects:**  Projects will be counted twice. Late work will be accepted for projects. Five points will be taken off if the assignment is not turned in when due. Students have one week to turn the assignment in to the teacher. After one week, the assignment will no longer be accepted.  **Homework Policy**  **Homework will be assigned Monday- Thursday and should take students no more than one hour to complete. Some long- term projects may require time on Friday or weekends.**  **We believe that learning happens everywhere and in order to reinforce the day’s lessons and achieve mastery of our objectives, they will be crucial for students to spend time after school with their homework. We will not give homework just for the sake of given homework-like our lessons, homework will be purposeful.**  **At Home Expectations:**  In order to reach the maximum learning potential, students will be expected to complete regular homework assignments and they should have a quiet place and designated time for this. We strongly recommended parents regularly consult their student’s homework sheet to understand what students are accomplishing and what needs to be turned in. |

**Parent-Teacher Communication:**

We are always available by email and class Dojo. Appropriate hours for phone calls are before school (8:30 am) or during planning. If you would like to have an in person conversation about your child’s progress, please contact the teacher to set up an appointment. We appreciate open communication and enjoy contact even when things are going right, so don’t be surprised if we call home to share good news!