



# Jackson Academy of Math & Music (JAMM)

## Grade 4 Information Sheet for 2020-2021 school year

### Teacher Information:

Teacher: Laurie Gallegos Room: 6  
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### Introduction:

The *Common Core State Standards* serve as important benchmarks to ensure that all students are receiving high-quality education and are well prepared for success in post-secondary education and the workforce. The standards are robust and provide a coherent and rich preparation for the next grade level. This requires a shift in the curriculum at all levels in order to match both the content skills and the understandings contained in the Common Core State Standards. Teachers will use a variety of materials and resources to assist in student mastery of these standards. If you would like to preview the Common Core standards please visit this website: <https://www.cde.ca.gov/re/cc/>

### District Adopted Text by Content

#### Adopted Text for English Language Arts:

- Wonders
- Love That Dog (Novel Study)
- Project GLAD (Guided Language Acquisition Design)
- LLI
- Flipgrid

#### Projected Topics Covered for Trimester 1:

- **Gist / Main Idea**  
Standard:
  - Refers to details and examples in a text when explaining what the text says explicitly and drawing inferences from the text
- **Summary / Theme**  
Standard:
  - Summarizes a text to determine a theme of a story, drama, or poem from the details of the text
- **Compare and Contrast**  
Standard:
  - Compare and contrast the point of view from which different stories are narrated
  -
- **Answering all subject questions and essays**

#### Adopted Text for Mathematics:

#### Projected Topics Covered for Trimester 1:

#### Adopted Text for Mathematics:

*Pearson Integrated*

#### Projected Topics Covered for Trimester 1:

- **Number sense (includes 3rd grade review)**
  - Groups of 10
  - Finish the pattern
  - Standard Form, Expanded Form, Written Form
  - Even / Odd
  - Place Value through 1 million
  - Number Strings
  - Rounding
- **Standards:**
  - Understands multi-digit place value
  - Performs operations with multi-digit numbers
  - Solves multi-digit numbers
  - Efficiently applies strategies to solve problems

**with a complete sentence/ sentences and evidence**

**Standards:**

- Asks and answers questions using evidence from the text
- Writes to communicate ideas and information effectively
- **Root Word, Prefix, Suffix - Vocabulary Study**  
**Standards:**
  - Knows and applies grade-level phonics and word analysis skills in decoding words
  - Acquires and uses grade-level appropriate vocabulary
  - Applies correct spelling of grade-level words in written work
- **Leveled Reading Groups**  
**Standards:**
  - Reads accurately and fluently to support comprehension
- **Writing**  
**Standards:**
  - Writing that supports a point of view
  - Writes informative text
  - Produces writing in which the development and organization are appropriate to task, purpose, and audience
  - Writes multiple paragraphs
  - Strengthens writing by planning, revising, editing and rewriting
  - Takes notes when gathering information from print/digital sources and personal experiences; categorizes information and provides a list of sources
  - Demonstrates a command of grade-level conventions of standard English grammar and usage
- **Presentation of Knowledge**
  - **Standards:**
  - Effectively engages in discussions within a variety of settings
  - Paraphrases a text read aloud or information presented in various forms
  - Presents information with appropriate facts and relevant, descriptive details
  - Speaks clearly with appropriate pace, volume, and expression ask, purpose, and audience

Clearly communicates mathematical thinking

● **Multiplication**

- Factoring
- Prime and Composite
- Arrays (large number multiplication strategy)
- Multiplication Towers

**Standards:**

Understands factors and multiples  
Knows multiplication and division facts fluently  
Solves multi-digit numbers

**Adopted Text for Social Studies:**  
**Pearson My World**  
**Project GLAD (Guided Language Acquisition Design)**

**Projected Topics Covered for Trimester 1:**

- ***Latitude and Longitude***  
**Standards:**
  - Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth
- ***Locations on Earth and California Regions***  
**Standards:**
  - Distinguish between the North and South Poles; the equator and the Prime Meridian, Tropics, hemispheres,
  - Identify the State Capital and describe the various California Regions, including how their characteristics and physical environments ( water, landforms, vegetation, climate) affect human activity
  - Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes. Explain effect on growth and towns

**Adopted Text for Science:**  
**Twig**

**Projected Topics Covered for Trimester 1:**

- ***Waves and Earthquakes***  
**Standards:**
  - Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
  - Analyze and interpret data from maps to describe patterns of earth's features
  - Generate and compare multiple solutions to reduce the impacts of natural Earth's processes on humans
- ***How landscapes change over time & what layers tell us including effects of weathering and erosion***
  - Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time
  - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation
  - Analyze and interpret data from maps to describe patterns of the Earth's features

**Curriculum:** In addition to the projected topics listed above, teachers will be reviewing content from the previous grade level in all subject areas. The review topics will help all students understand the grade-level content that will be covered during this first trimester. **Teachers reserve the right to amend the protected topics listed above based on student needs.**

We will be using a standards-based curriculum that follows the three guiding principles of JAMM: direct explicit instruction, multi-source curriculum, and the response principle. This means that we will be: conducting virtual lessons to directly teach content, using many modalities for students to learn the standards, and finally, students will be demonstrating their acquired knowledge in varied activities.

**Google Classroom Information:** For the 2020-2021 school year, we will be using Google Classroom as our virtual learning platform. This is where teachers will be posting announcements, daily/weekly assignments, videos, etc. It is important that students and families log in to google classroom on a daily basis for the most up to date information. The following unique code is what you will type in to join the class. **Google Classroom code(s): w37byev**

If you are new to google classroom, please go to this link and watch the provided tutorials on how to navigate the learning platform. Link: <https://www.youtube.com/watch?v=lgS-hoSljnw>

**Learning Environment Materials Needed:** This is a list of the materials that students will need to complete virtual learning successfully:

- 1 packs of low odor black dry erase markers (a good brand is Stanford Expo 2)
- 1 box pencils
- 5 spiral notebooks (solid color/wide ruled)
- 1 box 12 count colored pencils
- 1 pencil box or pouch
- 1 pack of glue sticks and a small bottle of Elmer's glue
- Scissors
- crayons
- markers
- ruler
- at least one ball-point pen or gel pen
- 1 Comfortable headphones/earbuds (this is for the student's personal use)
- computer mouse (optional)
- pocket dictionary (optional)
- Appropriate Curriculum
- Comfortable, focused learning area

**Synchronous vs. Asynchronous Instruction:** We will use two main methods of instruction delivery: synchronous and asynchronous teaching. Synchronous teaching is when a teacher is teaching a lesson live for students in real-time on zoom. The second instructional style is asynchronous teaching where a teacher has filmed a video and posted it for students. Each method has positive attributes and we will use either method where they feel appropriate.

**Zoom Meeting Times:** Below is the times listed where our class will sign in to zoom and complete a lesson. It is important that all students are able to log in at the correct time to participate in the learning.

- 9 - 9:45                      Attendance/ Review Daily Schedule / Math
  
  - 10:45 - 11:15              Reading, Writing, Social Studies or Science depending on the day & subject matter.
  - 11:30 -12:30                Possible 15 minutes every few days for a small reading group or Independent Reading /assessment and help. Schedule Posted in google classroom.
- \* Details found in the Long Distance Learning Plan Posted in Google Classroom for each week.  
Parent/Tutor Meeting on Mondays at 7pm to go over work for the week and answer questions as needed

**Communication:** We will establish continuous communication with students and families throughout virtual learning. This communication will be through email, phone calls, progress reports, video conferences when deemed appropriate by the teacher. It is important for students and parents to continually check for Google Classroom updates and email their teacher for clarification when needed. In order to maintain continuous communication, it is important that parents/guardians check Aeries and make sure that the correct email address and phone number are listed. If they are incorrect please contact your child's teacher and the front office.

**Virtual Classroom Expectations:** Students are expected to come to log in to Google Classroom every day prepared and ready to learn with a positive attitude. While participating in virtual learning, students are required to act in behavior conducive to learning, according to the Morgan Hill Unified School District code of conduct, and those rules established by Jackson Academy of Math & Music (JAMM).

-add in individual virtual classroom expectations from the teacher or use the following:

- Show Respect
- Make Good Decisions
- Solve your problem

**Attendance:** Teachers will be taking attendance on a daily basis during virtual learning. If students are inactive on Zoom and/or not completing assignments, they will be marked either tardy or absent. It is important that families set up a school routine of signing in to google classroom and all other learning platforms for daily assignments and instruction. If a student is unable to attend a zoom meeting or complete an assignment, either the student or parent/guardian will contact the classroom teacher.

**Assessment & Grading:**

**4-8:** For grades 4-8, students will receive grades A-F to indicate their progress toward the learning standards. In grades 4-8, it is important that parents have access to the Aeries online portal. This is where teachers will be posting grades on each individual assignment and also show families what assignments have not been completed. Students and families are encouraged to check grades on a continual basis.

Categories include:

Assignments	10%
Participation (Zoom Meetings)	10%
Tests/ Quizzes / Projects:	80%