



Elementary Grades 4-5

CURRICULUM OVERVIEW

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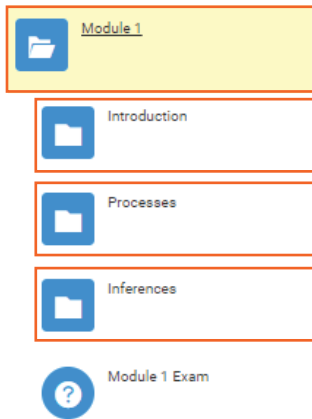
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English Language Arts Grades 4-5

COURSE STRUCTURE



The 4-5 Language Arts courses are broken down into 2 semester courses per grade level (for example, Language Arts 4A and 4B). Each semester course consists of 6 modules to be completed in 18 weeks. Within each module is 3 units (these are 3 separate folders) that cover a topic in language arts. Each unit folder has lessons in it related to that topic. To stay on pace a student should complete the lessons in a folder in 1 week. Completing 1 complete module in 3 weeks.

Inside each unit are lessons, quizzes, and assignments for students to complete. When a student completes all units in a module, they take a module exam which covers all the units in the module.

Course Length	Modules	Units per Module	Lessons Per Unit	Common Module Tasks	Assessments
1 semester	6	3	2-4 Lessons	<ul style="list-style-type: none"> Lessons that include videos, reading, and interactive games. Novel Study Assignments Quizzes Discussion Boards 	<ul style="list-style-type: none"> Quizzes for each lesson Module Exam

LESSON STRUCTURE

The lessons in this course follow a standard overall structure. Each lesson includes a learning coach tab that lists the lesson's objectives, the key terms used in the lesson, and the skills students need to succeed with the lesson. Each lesson ends with a brief quiz designed to help determine if students can meet the lesson's objectives. The number of pages in each lesson, and the types of activities students do for each lesson, may vary widely.

In general, each unit or set of related lessons consists of the following:

Lesson Component	Description
Learning Coach Page	Students do not see this page when they go to a lesson, but they can click to see if they choose. It includes objectives, prerequisite skills, a list of materials needed, and key words. As such, it can be a useful guide for a teacher or an adult that could be helping the student at home.
Video Presentations	Students will view videos throughout the course; every unit includes at least one video. Some will contain many more videos, and some will have fewer, depending on the topics covered.
Hidden Answer Questions	Often, lesson pages ask students to think about the answer to a question before clicking a button to see the answer. Encourage students to make sure they have a clear response in mind for each question before clicking to see the answer.
Practice Activities	Students will encounter many chances to practice skills and receive feedback on their progress during a lesson. Practice activities for this course take the following forms: drag-and-drop exercises, multiple-choice questions, slideshows with hidden-answer questions, and worksheets that students will fill out and send to you for feedback.
Formative Assessments	Students will complete a "mini-quiz" at the end of each lesson. Each of these quizzes will require students to answer two to four questions. The purpose of this assessment is to tell how well the student is grasping the lesson's concepts.
Authentic Assessments	Several times in each unit, students will complete longer, more open-ended assignments to demonstrate what they've learned. Some lessons also include writing assignments that students will submit to the teacher. For writing assignments, students can type their work into a worksheet or a word processing document, save the file, and send it to the teacher using their drop box. Alternatively, they can print out the worksheet, write their answers in pencil or pen, then scan the page and send it to the teacher as an image file.
Summative Assessments	At the end of each unit, students will complete a ten-question exam that assesses their ability to apply skills covered in that set of related lessons.

LEARNING COACH TAB

Objectives
Students will:
1. This will list what students will be doing in a lesson.

Skills Needed
Students must be able to:
1. This will list the skills needed to complete the lesson objective.

Materials Needed
Students will need:
1. This will list the materials needed for the lesson.

Key Words
Any key concepts within the lesson will be listed here.

Each lesson has a learning coach tab. The learning coach tab is a tab that has information for the adult that is helping the child progress through the course at home, it could be a parent, a grandparent or any other designated adult in that household.

The Learning Coach Tab is designed to help an adult who is at home with the student guide them through a lesson. Learning objectives, prerequisite skills, and any materials needed to complete the lesson will be listed. Look below to see a sample page of what the Learning Coach tab will look like under each lesson tab.

MATERIALS NEEDED

Materials needed for each lesson will be listed prior to the lesson in the learning coach tab. The materials list for the course can also be found in the resource module at the beginning of each course.

Students are expected to have typical school supplies such as: paper, pencils, crayons, markers, scissors, glue, etc. Students will also be expected to have access to the books used in the novel study. The books needed are listed in the course.

NOVEL STUDY

Most reading specialists believe that allowing students some choice in what they read for school is one of the best ways to help them become life-long, fluent readers. Another way to encourage independent reading is to help a student find books that interest them and reach them where they are in life. For the independent reading for this course, students may choose among several high-interest, high-quality novels written especially for readers in upper elementary grades.

The novel reading assignments in the course serve two goals:

- 1. To help students become more fluent readers.
- 2. To help students transfer what they learn in each lesson to a broader context.

In service of both goals, students should choose novels that they feel they will enjoy reading and that they will be motivated to finish. Some of the skills that students are asked to apply later in the semester require them to have read at least one entire novel for the course.

The teacher should work with their students to set goals related to how much reading they will do each day or each week. The first few lessons in the course provide tools that the teacher and their students may use to establish benchmarks and set goals for reading growth. The other lessons provide worksheets or step-by-step instructions for applying course concepts to independent reading.

The novels that students may choose are listed below by grade level and semester, there is a study guide to go with each novel that the student can access in the course.

GRADE 4 NOVELS

Semester A Novels	Semester B Novels
<i>Bud, Not Buddy</i> by Christopher Paul Curtis	<i>Wringer</i> by Jerry Spinelli
<i>Tales of a Fourth Grade Nothing</i> by Judy Blume	<i>Shiloh</i> by Phyllis Reynolds Naylor
<i>The Tale of Despereaux</i> by Kate DiCamillo	<i>Pictures of Hollis Woods</i> by Patricia Reilly Giff

GRADE 5 NOVELS

Semester A Novels	Semester B Novels
<i>Because of Winn Dixie</i> by Kate DiCamillo	<i>Maniac Magee</i> by Jerry Spinelli
<i>Number the Stars</i> by Lois Lowry	<i>Out of the Dust</i> by Karen Hesse
<i>The Watsons Go To Birmingham-1963</i> by Christopher Paul Curtis	<i>Island of the Blue Dolphin</i> by Scott O'Dell

WRITING: FOURTH GRADE

By fourth grade, most students are ready to practice sustaining focus on a single writing assignment over a period of days or weeks, working both independently and with varying levels of direction from teachers.

The first writing assignment in this course is designed to take longer than later writing assignments.

There are two reasons for this:

1. At the beginning of the course, students are guided more carefully and deliberately through a standard writing process so that they can learn or review what should happen at each stage. They will apply this knowledge to later assignments.
2. The first assignment is a short story, and the first semester covers a wide range of skills related to reading and writing fiction. Each lesson is meant to contribute to students' understanding of fiction as they write their own short story.

In the course's first semester, students will also write an opinion essay and a compare and contrast essay. Students will spend much of the second semester researching and writing a report of information. The course's writing assignments are further described in the table below.

Narrative	Over several lessons, the student plans a narrative on a topic of his or her choosing. Over several more lessons, the student drafts, revises, and edits the narrative, using feedback from you and from peer reviewers.
Opinion Essay	Over several lessons, the student plans, drafts and revises an essay elaborating on his or her opinion about a topic or text.
Compare and Contrast Essay	Over several lessons, the student plans, drafts and revises an essay that compares similar myths from two different cultures.
Research Project	Throughout the last ten lessons of the course, the student plans and completes a research project, producing a written report, an oral report, and a multimedia presentation reflecting the results of his or her research.

The level of support provided to students as they work through these assignments should match the students' abilities and their readiness to take responsibility for completing the assignment in stages.

Some things to decide as students are guided through these longer assignments include:

At what points in the process will you provide feedback on student's work toward completing the long-term assignment? How much feedback will you provide, and what kind of feedback?	Generally, students try harder when they believe their writing will be read. Feedback proves that you read their words and thought about them. But too much feedback may overwhelm students and go unread.
How will you provide students with a broader audience for their work? Other than you, who will read the student's writing, and how you will facilitate that interaction?	Few things inspire students more than knowing that a real audience of readers will see their work. However, managing peer review sessions and writing workshops adds a layer to your overall management load.
Which stages in the process may require additional support from you in the form of conferences, demonstrations, or group discussions? (You won't know this until you understand what skills your students have.)	You may want to wait until you know more about your students' needs and learning styles before setting a regular schedule of real-time meetings.

WRITING: FIFTH GRADE

The first writing assignment for 5th Grade is designed to take longer than later writing assignments. There are two reasons for this:

- 1. At the beginning of the course, students are guided more carefully and deliberately through a standard writing process so that they can learn or review what should happen at each stage. They will apply this knowledge to later assignments.
- 2. The first assignment is a short story, and the first semester covers a wide range of skills related to reading and writing fiction. Each lesson is meant to contribute to students’ understanding of fiction as they write their own short story.

In the course’s first semester, students will also write an opinion essay. Students will spend much of the second semester researching and writing a report of information. The course’s writing assignments are further described in the table below.

Narrative	Over several lessons, the student plans a narrative on a topic of his or her choosing. Over several more lessons, the student drafts, revises, and edits the narrative, using feedback from you and from peer reviewers.
Opinion Essay	Over several lessons, the student plans, drafts and revises an essay elaborating on his or her opinion about a topic or text.
Research Project	Throughout the last ten lessons of the course, the student plans and completes a research project, producing a written report, an oral report, and a multimedia presentation reflecting the results of his or her research.

The level of support provided to students as work through these assignments should match the students’ abilities and their readiness to take responsibility for completing the assignment in stages.

Some things to decide as students are guided through these longer assignments include:

At what points in the process will you provide feedback on student's work toward completing the long-term assignment? How much feedback will you provide, and what kind of feedback?	Generally, students try harder when they believe their writing will be read. Feedback proves that you read their words and thought about them. But too much feedback may overwhelm students and go unread.
How will you provide students with a broader audience for their work? Other than you, who will read the student's writing, and how you will facilitate that interaction?	Few things inspire students more than knowing that a real audience of readers will see their work. However, managing peer review sessions and writing workshops adds a layer to your overall management load.
Which stages in the process may require additional support from you in the form of conferences, demonstrations, or group discussions? (You won't know this until you understand what skills your students have.)	You may want to wait until you know more about your students' needs and learning styles before setting a regular schedule of real-time meetings.

Math Grades 4-5

COURSE SET UP

The 4-5 Math courses are broken down into 2 semester courses per grade level (for example, Math 4A and 4B). Each semester course consists of 6 modules to be completed in 18 weeks. To stay on pace a student should complete the lessons in a module in 3 weeks.

Students will learn math topics outlined in this course drawing from a variety of sources, including hands on activities, interactive lessons, and practical math applications. When finished with Math 4, students will have solid math skills in many different areas as shown below.

Course Length	Modules	Common Module Tasks	Assessments
1 semester	6	<ul style="list-style-type: none"> Lessons that include videos, reading, and interactive games. Assignments Quizzes 	<ul style="list-style-type: none"> Quizzes for each lesson Module Exam

MODULE STRUCTURE

There is generic structure that most lessons follow in a module.

Introduction of New Concepts:	New concepts will be introduced in each module through text, video, and interactives.
Practicing New Concepts:	Once introduced, new concepts will be practiced through interactives, worksheets, and work in IXL.
Reinforcement of Past Concepts:	Previously learned concepts will be readdressed throughout the year to strengthen the students' understanding.

LESSON STRUCTURE

Each lesson should take students about 45-60 minutes to complete.

While the overall structure is consistent from lesson to lesson, lessons will vary in the order and frequency with which they use or offer activity types. Each theme-based module contains several lessons. All lessons begin with a lesson intro page, and all lessons end with a computer-scored quiz. The number of pages in each lesson, and the types of activities students do for each lesson, may vary widely.

In general, each unit or set of related lessons consists of the following:


Lesson Intro Page	This is the first page that students see when they go to a lesson. It includes objectives, prerequisites, materials, and key words. As such, it can be a useful guide for a teacher or learning coach.
Video Presentations	Students will view videos throughout the course; every unit includes at least one video. Some will contain many more videos, and some will have fewer, depending on the topics covered.
Questions & Show Me Activities	Often, lesson pages ask students to think about the answer to a question before clicking a button to see the answer. Encourage students to make sure they have a clear response in mind for each question before clicking to see the answer. The general idea of these activities is to encourage student engagement with the content.
Practice Activities	Students will encounter many chances to practice and get feedback on their progress during a lesson. Practice activities for this course may be online drag-and-drop exercises, multiple-choice questions, slideshows, or downloadable worksheets that students will fill out and send to you for feedback. In some cases, practice worksheets will be provided along with an answer key. These are intended for additional practice for students as a self-check.
Formative Assessments	Students will complete a "mini-quiz" at the end of each lesson. Each of these quizzes will require students to answer two to four questions. The purpose of this assessment is to tell you (and the student) how well the student is grasping the lesson's concepts.
Summative Assessments	As they complete each module, students will take an exam to demonstrate what they've mastered.


MATERIALS NEEDED


Materials needed for each lesson will be listed prior to the lesson on the lesson intro page. A materials list for the course can also be found in the resource module at the beginning of each course.


Students are expected to have typical school supplies such as: paper, pencils, crayons, markers, scissors, glue, etc.


Math 4 A - AE MASTER (AE-CCSS) - 2018-2019


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 Online Learning Tools - What do I need?

 **Materials Needed**

 Teacher's Guide

Materials Needed Resources

Below is a list of materials needed for the semester.

Lesson Title	Materials
Clustering	Scissors
Area Model	Graph paper Markers
Multiplying with Arrays	Graph paper
Fraction Parts	Scissors
Fraction Shape	Crayons or Markers
Dividing Number Lines	Ruler

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The Lesson Intro Pages

Lesson objectives, prerequisite skills and any materials needed will appear on the first page of the lesson- along with a list of key words. This page is a sample of what students will see when they begin a lesson.

Objectives

At the end of this introduction, you will be able to:

1. Navigate the course.
2. Identify the parts of a lesson.

Skills Needed

To start this introduction, be sure that you can:

1. Read words and sentences written at your grade level.
2. Follow hyperlinks on a Web page.

Materials Needed

You will need:

1. A printer and paper in case you want to print out anything to look at later as you work through the course.

Key Words:

formative
summative
quiz

MATH ASSIGNMENTS

In each lesson, students will encounter activities for them to download, print and complete. These activities are worksheets. Students can type in the PDF worksheet, save it and submit them in Buzz. They can also print them and write on them, scan and submit them after the lesson. In order to save and submit pdf documents be sure the student views the PDF section in Getting Started found in the resources module.

Student Name:

Multiplication Comparison

Directions: Read each comparison problem and then write an equation that matches it.

1. Lily read 8 times as many pages as Ralph did yesterday. Ralph read 7 pages. How many pages did Lily read?

2. Judy ran 3 miles last week. Jill ran 6 times as many miles. How many miles did Jill run?

3. David ate 4 times as many gumdrops as Bruce. Bruce ate 5 gumdrops. How many gumdrops did David eat?

4. In June, it was sunny twice as many days as it was rainy. If it was rainy for 10 days, how many sunny days were there?

5. Tara was so tired after running that she drank 8 ounces of water. Bella was even more tired, so she drank 3 times as much as Tara. How much did Bella drink?

Math 4 A - AE MASTER (AE-CCSS)
- 2018-2019

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Module 1

Writing Multiplication

Writing Multiplication Quiz

Multiplication Comparison

Multiplication Comparisons Quiz

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PDFs

In your courses, you will encounter assignments as PDFs. How do you work with them?

In order to complete the PDFs that you encounter in your courses, you will need to know how to work with them. Choose the operating system below and watch the brief video to guide you.

Windows

Mac

Android

Chromebook

WELCOME

Using PDFs on Windows

2:04

Transcript

Science Grades 4-5

COURSE SET UP

Science in grades 4-5 provides a rich multimedia experience, but also provides students opportunities for hands-on activities, when appropriate. Many standards require the use of some off-line activity, particularly when reading literature or performing labs. Each lesson lists the materials needed for that lesson, but there is a master materials list within the syllabi by lesson. Science courses are aligned to Next Generation Science Standards (NGSS). Each grade has 2 semester courses. Each course has 6 modules in it. The pacing per module should be 3 weeks so that the student can finish the course in 1 semester which is 18 weeks. The chart below summarizes the overarching science topics covered in each grade level.

Course	Life Science	Earth and Space Science	Physical Science	Science/ Engineering Practices
Science 4A and B	Marine Life Characteristics of Life Animal and Plant Cells Classifying Animals and Plants Plant Systems Human Body Systems Human Nutrition and Health Life Cycles Natural Responses Food Webs and Food Chains Biodiversity and Extinction Humans and the Environment	Earth's Features Ocean Features Freshwater on Earth (Water Cycle) Weathering Erosion Deposition Volcanoes Earthquakes Natural Disasters Mountain and Ridge Formation Atmosphere Weather Climate Space Geologic History	Matter Periodic Table Mixtures and Compounds Solutions Force and Motion Friction Sound Light Heat and Temperature Electricity Magnetism	Using the Scientific Method Measurement Science and Technology
Science 5A and B	Energy Flow (Food chains, webs, photosynthesis) Ecosystems Plants Nutrition Cell Division	Intro to the Solar System The Big Bang Earth's Tilt and the Seasons Life on Earth Freshwater on Earth Renewable and Nonrenewable Resources Soil	Force and Motion Speed Gravity, Mass and Weight Acceleration Matter Mixtures and Compounds Sound and Light	Investigations and Conclusions

LESSON STRUCTURE

Lessons have a variety of learning materials for the students including video.

While the overall structure is consistent from lesson to lesson, lessons will vary in the order and frequency with which they use or offer activity types. Each theme-based module contains several lessons. All lessons begin with a lesson intro page, and all lessons end with a computer-scored quiz. The number of pages in each lesson, and the types of activities students do for each lesson, may vary widely.

In general, each lesson consists of the following:

Lesson Intro Page	This is the first page that students see when they go to a lesson. It includes objectives, prerequisites, materials, and key words. As such, it can be a useful guide for a teacher or learning coach.
Video Presentations	Students will view videos throughout the course; every unit includes at least one video. Some will contain many more videos, and some will have fewer, depending on the topics covered.
Questions & Show Me Activities	Often, lesson pages ask students to think about the answer to a question before clicking a button to see the answer. Encourage students to make sure they have a clear response in mind for each question before clicking to see the answer. The general idea of these activities is to encourage student engagement with the content.
Practice Activities	Students will encounter many chances to practice and get feedback on their progress during a lesson. Practice activities for this course may be online drag-and-drop exercises, multiple-choice questions, slideshows, or downloadable worksheets that students will fill out and send to you for feedback. In some cases, practice worksheets will be provided along with an answer key. These are intended for additional practice for students as a self-check.
Formative Assessments	Students will complete a "mini-quiz" at the end of each lesson. Each of these quizzes will require students to answer two to four questions. The purpose of this assessment is to tell you (and the student) how well the student is grasping the lesson's concepts.
Summative Assessments	As they complete each module, students will take an exam to demonstrate what they've mastered.

Social Studies Grades 4-5

COURSE OVERVIEW

Social Studies in grades 4-5 cover a variety of topics. Each grade has 2 semester courses. Each semester last 18 weeks. There are 6 modules in each course. Each module is meant to be completed in 3 weeks. The chart below summarizes the overarching social studies topics covered in each grade level.

Course	Topics Covered	
Social Studies 4A and B	Topography Geography Native Americans Research Skills State history/geography Colonial History Frontier life Early settlers from particular areas Research skills Culture of Colonial settlers Native Americans and Colonial settlers The California Gold Rush The evolution of transportation The road to statehood	
Social Studies 5A and B	American History: Chronology Settlement and Growth People in Societies: Cultures Native American Interaction North American Geography: Location Places and Regions Human Environmental Interaction Economics: Scarcity and Resource Allocation Production, Distribution and Consumption Markets United States Government: Role of Government Rules and Laws Citizenship Rights and Responsibilities: Participation Rights and Responsibilities	Geography: Climate Regions of the U.S. Civics: Local Government Social Studies Skills and Methods: Obtaining Information Thinking and Organizing Communicating Information Problem Solving American History: Western Frontier The Underground Railroad Sociology: Women in the U.S. Diverse culture in the US Economics: Planning your Trip

LESSON STRUCTURE

Lessons have a variety of learning materials for the students including video.

While the overall structure is consistent from lesson to lesson, lessons will vary in the order and frequency with which they use or offer activity types. Each theme-based module contains several lessons. All lessons begin with a lesson intro page, and all lessons end with a computer-scored quiz. The number of pages in each lesson, and the types of activities students do for each lesson, may vary widely.

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Summative Assessments	As they complete each module, students will take an exam to demonstrate what they've mastered.



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