

# 4th Grade Syllabus

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Dear Parents and Guardians,

Welcome to 4th Grade at Corinth Elementary! This syllabus outlines what your child will learn this semester, and how you can support their success. As required by Texas law (Senate Bill 12), this document serves as the instructional plan and is available for your review. We are excited to partner with you for a great semester!

## **What Your Child Will Learn**

This semester, we'll focus on building skills in the following subjects, based on Texas state standards (TEKS). This is the instructional plan for your child's class:

### **1. Reading & Language Arts**

- Unit 1: Personal Narratives: My Story, My Voice
  - Learning objectives: Unit 1 examines the genre of personal narratives, which consist of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements to write their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions.
- Unit 2: Eureka! The Art of Invention
  - Learning objectives: Unit 2, a narrative-driven unit, immerses students in close reading adventures of complex literary and informational texts, allowing them to consistently demonstrate their ability to find evidence and use it appropriately. Over the course of their studies, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. Students participate in close reads of informational texts about inventors, inventions, and the process of creation, which help them analyze objects and situations in the world around them and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, and communication, and engage in a range of collaborative discussions. Students make oral presentations about their inventions and demonstrate what they have learned from their peers' presentations.
- Unit 3: Contemporary Fiction
  - Learning objectives: This unit leads students into a deep dive on narrative literature and writing, using excerpts from *Tears From Heaven* as its anchor text. Throughout this unit, students read closely and analyze the text, then practice

using literary elements they have explored in each vignette from the Reader, including detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists' perceptions and the perceptions of others. Students compose a multi-chapter narrative by planning, drafting, and revising their work.

- Unit 4: American Revolution: Building a Nation
  - Learning objectives: This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding what caused the thirteen colonies to break away from Great Britain and become an independent nation and also what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay.
- Unit 5: Treasure Island: X Marks the Spot
  - Learning objectives: This unit examines the fiction genre through a classic novel, *Treasure Island*. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities, students focus on character development, dialogue, verb choice, and revision methods.

## 2. Math

- Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
  - Learning objectives: This module bundles student expectations that address representing the value of whole numbers through the billions place, interpreting each place-value position using multiples of ten, comparing and ordering numbers, rounding, and representing and solving one-step and multi-step problems involving addition and subtraction.
- Module 2: Unit Conversions and Problem Solving with Metric Measurement
  - Learning objectives: This module bundles student expectations that address input-output tables, metric unit conversions, and problem solving with metric measurement, including problems that deal with length, mass, and capacity.
- Module 3: Multi-Digit Multiplication and Division
  - Learning objectives: This module bundles student expectations that address using place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers.
- Module 4: Angle Measure and Plane Figures
  - Learning objectives: This module bundles student expectations that address understandings of points, lines, line segments, rays, and angles as well as the relationships between them; creating and measuring angles; solving problems related to angle measures; symmetry; and classifying two-dimensional figures based on attributes..

## 3. Science

- Unit 1: Investigating Physical Properties of Matter

- Learning objectives: This unit bundles student expectations that address physical properties of matter. Students will classify and describe matter using observable properties, including temperature, mass, magnetism, relative density (ability to sink or float), and physical state. Students will then use their findings to classify matter.
- Unit 2: Investigating Mixtures
  - Learning objectives: This unit bundles student expectations about how matter can be changed. Students will investigate and compare different mixtures, including solutions made from liquids and solids. In addition, students will demonstrate that matter is conserved when mixtures are formed.
- Unit 3: Investigating Force and Motion
  - Learning objectives: The student expectation requires students to formally plan and conduct descriptive investigations exploring patterns associated with gravity, friction, and magnetism.
- Unit 4: Investigating Energy
  - Learning objectives: The student expectations bundled in this unit focus on the concept of energy. Students investigate and identify the transfer of energy by objects in motion, waves in water, and sound. Students describe how electrical energy travels in a closed path that can produce light and heat.
- Unit 5: Investigating Weather and Climate
  - Learning objectives: The student expectations in this unit focus on a big picture view of weather concepts. Students will describe and illustrate the movement of water through the water cycle and explain the role of the Sun in this process. Students will differentiate between weather and climate.

#### **4. Social Studies**

- Unit 1: Thinking Like a Geographer in Texas
  - Learning objectives: This unit bundles student expectations that address the geography of Texas. Students begin their study of Texas history by first examining the current geographic patterns in Texas. In this unit students are introduced to the concept of region. Geographers study the world by spatially dividing the world into a variety of regions. A region is defined by its common physical or human geographic characteristic. Regions can vary in scale from large political entities to as small as a local neighborhood. The focus of this unit is on the physical geographic regions in Texas, yet students must also understand that Texas is divided in several political regions, including counties and cities.
- Unit 2: Thinking Like a Historian
  - Learning objectives: This unit bundles student expectations that relate to the critical thinking skills associated with historical inquiry. A rigorous study of history requires that students employ strategies for the close reading of historical sources, both primary and secondary. Mastery of the skills used by historians is necessary for students to become resourceful consumers of information that is readily and abundantly available in twenty-first century society.
- Unit 3: American Indian Life In Texas
  - Learning objectives: This unit bundles student expectations that relate to the lifestyles of the American Indians living in Texas before the arrival of European explorers. Prior to European colonization of Texas, several societies of American Indians made Texas their home. Adapting to the various physical regions of Texas created a variety of lifestyles among the American Indian groups living in Texas. For example, the American Indian societies of East Texas created

permanent settlements, while those in West Texas were nomadic. A study of the lifestyles of the American Indian groups in Texas provides students with a context for examining how physical and human geographic patterns shape the lives of humans.

- Unit 4: European Exploration and Mission Life
    - This unit bundles student expectations that relate to the exploration of Texas and the early colonization of Texas. Early European exploration of Texas was motivated primarily by the quest for gold and competition among the European nations. Competition between France and Spain to claim land in the New World fueled Spanish desires to colonize and control Texas. The Spanish began the process of colonizing Texas by building a series of missions and presidios in the territory. The struggle to control a vast empire plagued the Spanish and eventually the missions and presidios were abandoned. A study of the early colonization of Texas is important for understanding the cultural influences still evident in Texas today.
  - Unit 5: The Empresario System
    - This unit bundles student expectations that relate to Mexican colonization of Texas through the implementation of the empresario system. Early in the nineteenth century, events in Europe affected the Spanish colonies in the New World. In the course of these events, colonists in Mexico fought and gained independence from Spanish rule. Mexican officials made the control of Texas a priority and instituted a system to bring permanent settlers to the region. During the early nineteenth century, Texas became the home to many settlers from the United States who brought with them a different culture than that of the Mexicans. Eventually, these cultural differences gave rise to growing tensions between colonists and Mexican officials. A study of the empresario system is fundamental to understanding the settlement of Texas and how those settlers impacted the identity of Texans.
  - Unit 6: Revolution in Texas
    - Learning objectives: This unit bundles student expectations that relate to the events of the revolt in Texas that brought about independence for the region from Mexico. As tensions grew in Texas, Mexican officials attempted to impose more control over the settlers. Eventually, political changes in Mexico forced settlers in Texas to pursue independence. While the movement towards independence had been growing for years, it took less than a year for Texans to gain independence. During that time, Texans met to form a new government as well as battle Mexico's army at Gonzales, the Alamo, Goliad, and San Jacinto. The victory at San Jacinto signified the end of Mexican rule in Texas. A study of the Texas Revolution is important for understanding the relationship between Texas, the United States, and Mexico today.
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Thank you for partnering with us to make this semester successful for your child! If you have any questions, feel free to reach out.

Sincerely,

**Robin Reeves, Kara McClendon, Vanessa Seawright, Hannah Sherwood, Catrina Butler**

# Include:

## Daily Schedule

Contact information for each teacher (Name and email only)

## PBIS (Positive Behavioral Interventions and Supports)

What does this look like for your grade level  
(tokens, points, treasure box, etc)

PBIS is a decision-making framework

PBIS Goal: to enhance the capacity of schools to educate  
ALL students

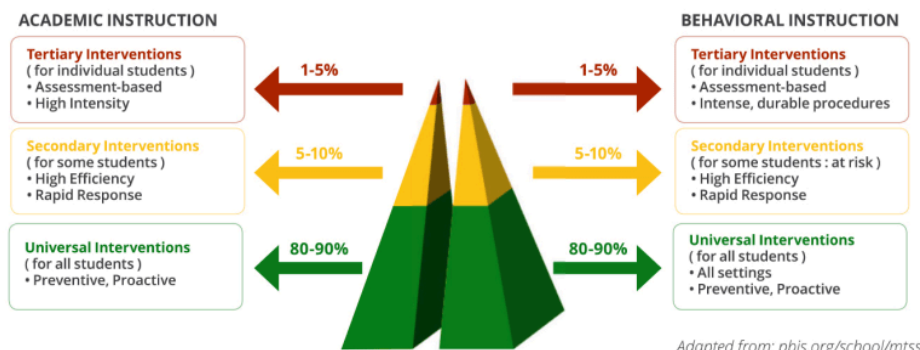
4 Elements of PBIS:

- Outcomes
- Systems
- Data
- Practice

Create a school culture of:

- Predictability
- Positivity
- Safety
- Consistency

3-tiered model



## Leader In Me

At Corinth Elementary, we focus on the 7 Habits of Happy Kids.

At  
**CORINTH ELEMENTARY**  
We will...



Be **RESPECTFUL**  
Be **RESPONSIBLE**  
Be **READY TO LEARN**

# Unit Overview

Designed to be flexible, the *Leader in Me* Curriculum empowers educators to structure learning based on students' needs and desired outcomes. Our approach offers five units within each level, each packed with engaging content and totaling 35 weeks of leadership learning.

We invite you to choose the units and modules that align with your goals and order them based on your preferences. If you're looking for a recommended route, engage with the units and modules in this recommended sequence.

- **7 Habits® Introduction:**

Kick off dedicated leadership time with lessons designed to launch the 7 Habits and Core Paradigms of *Leader in Me*.

- **Learning and Leadership:**

Nurture self-awareness and build critical thinking skills with lessons designed to explicitly teach student-led learning strategies.

- **Learning to Lead Self:**

Explore Private Victory® competencies like responsibility and vision, as well as goal achievement, through *The 4 Disciplines of Execution*®.

- **Learning to Lead Others:**

Support interpersonal effectiveness with a focus on Public Victory® competencies like communication, empathy, and relationship building.

- **Whole-Person Leadership:**

Tap into Habit 7: Sharpen the Saw® and The 8<sup>th</sup> Habit: Find Your Voice and Inspire Others to Find Theirs® to promote whole-person wellness and a culture of contribution.

