4th Grade 2025-2026 All Subjects Syllabus

Teacher Contact Information

Math & Science Teachers

Ms. Moffett: mmoffett@ems-isd.net

Mrs. Bachman: sbachman01@ems-isd.net

Ms. Wright: rwright@ems-isd.net

ELAR & Social Studies Teachers

Mrs. Brooks: abrooks@ems-isd.net

Ms. Wilson: lwilson01@ems-isd.net

Mrs. Love: klove@ems-isd.net

Math/Science Resources

- ST Math (can be accessed through students' SSO)
- Zearn (can be accessed through students' SSO)
- Bluebonnet math curriculum
- SAVVAS science curriculum

ELAR/Social Studies Resources

- Curriculum reading resources
- Social Studies resources
- Amplify reading and writing curriculum

Math Goals

Students who complete this course successfully will be able to:

- Students will be able to read, write, compare, and represent whole numbers and decimals using place value, models, and number lines, and explain how the value of a digit changes based on its position.
- Students will be able to add, subtract, multiply, and divide whole numbers to solve real life problems, choose the correct operation, and explain their thinking using models, equations, and words.
- Students will be able to represent, compare, and generate equivalent fractions and decimals, and use them to solve problems involving measurement and real-world situations.
- Students will be able to identify patterns, generate number relationships, and interpret data using tables, graphs, and charts, and make predictions or conclusions based on the data.

- Students will be able to classify shapes, measure length, area, and perimeter, and solve problems involving time, money, and angles using appropriate tools and strategies.

Science Goals

Students who complete this course successfully will be able to:

- Students will be able to plan and conduct investigations, collect and analyze data, use tools safely, and communicate results using charts, graphs, and explanations.
- Students will be able to investigate how forces (pushes and pulls) and energy cause objects to move, change speed or direction, and explain these relationships using evidence from experiments.
- Students will be able to identify Earth's landforms, explain how weathering, erosion, and deposition change Earth's surface, and describe how water and wind shape the land over time.
- Students will be able to describe plant and animal structures and behaviors, explain how they help organisms survive, and analyze how changes in environments affect living things.
- Students will be able to describe the Sun's role, explain day and night, identify patterns of seasons, and investigate cycles such as the water cycle and how they impact life on Earth.

ELAR Goals

Students who complete this course successfully will be able to:

- Analyze texts and respond in a constructed manner using evidence to back their claim.
- Analyze texts for author's purpose.
- Use new vocabulary in context when reading and writing.
- Read grade-level texts with fluency and comprehension.
- Targeted end of year reading level for 4th grade.
- Answer comprehension questions using critical thinking.
- Write in multiple genres and understand editing and revising skills.
- Be respectful, responsible, and safe.

Student Evaluation

The grading system for 4th grade is as follows:

- 40% daily assignments (formative) and 60% assessments (summative)
- Homework does not need to be graded; however, it should be reviewed for understanding. At teacher discretion, homework may count for a maximum of 10% of the 40% daily assignment weighting.
- A minimum of one daily grade per week should be recorded per core content area. At teacher discretion, there may be a greater number of daily grades; however, as appropriate, there may be weeks in which a daily grade may not be taken in every subject area.

- A minimum of one summative assessment grade per three weeks per content area must be recorded.
- Grades recorded should be reflective of a student's mastery of the TEKS taught during that grading period.
- Official grades will be in Skyward only and can be accessed by students and parents through Family Access.

Assignments, Exams, and Expectations Outside the Classroom

- Math homework will be sent home daily/weekly. The homework is optional and incentive based.
- It is best practice for students to read 15-30 minutes every night.

Attendance/Tardy Policy/Make-Up Work

In addition to the guidelines for determining excused and unexcused absences, the following rules and procedures apply to absences:

- Make-up work is the responsibility of the student who has an absence. The student must check with the teacher regarding make up work on the day he/she returns to class. Students shall have equal time to days absent from class plus one day to complete all missed assignments.
- Zeroes will be given for any assignment or test not made up within the allotted time.
- Missing class due to a school activity is not an absence nor is it treated as one. Arrangements for missed work should be made in advance of school-related trips and activities and is due as designated by the teacher.
- The school shall not impose a grade penalty for make-up work after an absence due to suspension unless it is not submitted by the designated due date.

Classroom Expectations

- Students are expected to take home their Gator folder every afternoon and bring it back to school the following day. Important notes, flyers, and graded papers are housed in this folder.
- Students will follow the classroom social contract created during the first week of school.
- Any absent work will be written down and set aside for a student to complete when they return.
- We will use an online communication tool and paper behavior calendar in their Gator Folder to share student behaviors.

Academic Integrity

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes

cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action