



## Class Syllabus 4th grade Language, Science, and Social Studies

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Ms. Richardson 

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Room- 303

Hello and Welcome back! I am a first year teacher who is passionate about meeting the educational needs of ALL my students. In May of 2022 I graduated from Virginia union university where I received a B.A. in History. In my spare time I enjoy going to the beach, painting, shopping, and spending quality time with the people I love. *-I have extremely High Expectations that we will have a successful school year, full of creative learning, fun times, and building community.-*

### Goals

**Language:** The goal of fourth grade language is to teach the basic writing skills and develop the necessary vocabulary in order for students to understand the writing process and for students to produce writing that covers a variety of styles such as narrative, informative, persuasive and opinion. Students will focus heavily on identifying various parts of speech and writing clear sentences. The goal for fourth grade language is for all students to complete the reading mastery transformations curriculum. Students will work through each lesson in order to reach mastery.

**Social Studies:** The goal for fourth grade Social Studies is to introduce students to a curriculum that will give them a unique variety of geograpghy in the United States, Native Culture and European explorers. With learning these different units students will gain an understanding of the geographical makeup of the country they live in, the

importance of Native American history, and what part the European Explorers played in our history.

**Science:** The goal in fourth grade Science is to challenge students to think like Scientists. Therefore, they are introduced to the Scientific Method and they will use this method of observation and problem solving while covering Life Science, Earth Science, and Physical Science. The goal of Life Science is to introduce students to living things that inhabit our earth. The goal of Earth Science is for students to understand the Earth and its resources. Students will be able to make the connection that the living organisms covered in Life Science use Earth and all of its resources. Earth Science will then be followed by Physical Science, with a focus on energy. Students will learn about different types of energy forms and transfers that they encounter in their daily lives. Our class will be able to use their skilled inquiry to brainstorm ways that Science can help to better our community, our state, and our world!

### Ongoing Communication

Communication is key. Parents and teachers must work together in partnership to always have our student's best interest at heart. In order to do this, we will use ClassDojo as our main form of communication.

### Coach Class

Ms. Richardson's coach class will be on Mondays from 2:50-3:15.

### Course Overview

#### Language, Reading Mastery Transformations

- Parts of speech and sentence clarity analysis
- Verb tenses
- Sentence types
- Using evidence in writing
- Writing a story using dialogue
- Taking notes and classifying information
- Passage writing

Language classwork consists of work assigned in the textbook and workbook. Class work and participation will be factored into students' language grade. Language tests are administered every ten lessons, about every two to three weeks.

## Maryland Science: Next Generation Science Standards/Maryland State Science Standards

- Energy module (Physical Science)
- Soils, Rocks and Landforms module (Earth Science)
- Environments module (Life science)

Science will consist of classwork, projects, quizzes and tests. Participation will be factored into the classwork grade. Quizzes will be administered approximately every two weeks. Quiz assessments will be focused on key vocabulary and ideas. Tests will be administered after completing each unit.

## Social Studies:

### – Unit 1: Geography of the United States

In this unit, students will use geography skills to identify key elements of a world map and key geographic terms. Use latitude and longitude to determine absolute locations on Earth. Label major physical features of the United States. Draw and label a map.

### – Unit 2: Native Americans and Their Land

In this unit, students learn about the migration routes of Native Americans into North America, summarize key features of four environments and identify ways in which the Inuits adapted to their Arctic environment.

### –Unit 3: Native American Cultural Regions

In this unit, students will identify, compare, and contrast seven Native American cultural regions. Analyze artifacts to identify which ones Native Americans may have used as they adapted to each region.

### –Unit 4: How and Why Europeans Came to the Americas

In this unit, students examine objects from an explorer's ship. Then categorize artifacts as navigation tools, motives for exploration, or new products from the Americas.

### –Unit 5: Routes of Exploration

In this unit students will identify, organize, and analyze key facts about eight early European explorers who led expeditions to the Americas.

## Classroom Expectations

1. Be respectful
2. Be responsible
3. Follow directions the first time
4. Be friendly and caring
5. Be safe

**Student Behavior and Consequences:**

In addition to the classroom expectations, students will be expected to follow the Hampstead Hill Academy School wide expectations. These expectations are in place to ensure that all students are in a safe environment at all times. Using the ClassDojo application, students will earn merits and demerits this year. Merits are awarded when students meet the classroom expectations, while demerits are given when students do not meet these expectations.

**Grading Policy:**

**Language Grading Policy**

- 60% Tests/Quizzes
- 30% Classwork
- 10% Participation

-Your child will receive at least 2 language grades per week.

**Social Studies/Science Grading Policy**

- 60% Tests/Quizzes
- 30% Classwork/Labs
- 10% Participation

-Your child will receive at least 1 social studies/science grade per week.

If you have any questions please reach out to me on Class Dojo.

CUT HERE-----

Please sign and return once Parent & Student have read together.

DATE \_\_\_\_\_

STUDENT- Print \_\_\_\_\_ Sign \_\_\_\_\_

PARENT -Print \_\_\_\_\_ Sign \_\_\_\_\_

BE INTENTIONAL

HIGH EXPECTATIONS