

4th Grade Quarter 1: Syllabus

The chart below outlines the instructional focus per subject for the 1st quarter.
If you have any questions, please reach out to your student's teacher.

English Language Arts/Reading

Students will:

- Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words, including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs), consonant-le, and “leftovers” including odd and schwa syllables. *Examples: dam-age, ac-tive, na-tion*
- Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words
- Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words
- Accurately interpret general academic and domain-specific words and phrases
- Explain how specific word choices shape meaning or tone
- Use the relationships between synonyms, antonyms, and homographs to increase understanding of word meanings
- Use commonly misused words correctly in writing
- Consult reference materials to find the pronunciation of unknown words and phrases
- Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing
- Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text
- Identify and explain attitudes and influences of multiple characters within a text
- Explain how the main character changes throughout the story, using explicit evidence from the text
- Make an inference about a character's behavior, the setting, and/or specific events, using explicit details from the story
- Explain the difference between first person and third person narration, including omniscient and third person limited
- Categorize statements in an article or other informational text as fact or opinion and give reasons for each choice
- Determine the central idea or theme of a text. **c.** Summarize the key supporting details by citing evidence from a text
- Cite evidence to explain the author's perspective toward a topic in an informational text
- Explain how an author uses reasons and evidence to support particular points and claims in an informational text or argument
- Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point
- Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency
- Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure
- Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion
- Write an argument to persuade the reader to take an action or adopt a position, using an introduction, logical reasoning supported by evidence from relevant sources, and linking words to connect their argument to the evidence
- Compose complete sentences with correct subject-verb agreement, punctuation, and usage

- Order adjectives within sentences according to conventional patterns
- Form and use prepositional phrases and conjunctions
- Use correct capitalization, including familial relations and proper adjectives
- Demonstrate command of the conventions of standard English grammar and usage

Math

Students will:

- Generalize place value understanding to 1,000,000.
- Fluently add and subtract multi-digit numbers.
- Identify factors and multiples.
- Use strategies and properties to multiply by 1-digit numbers.
- Use strategies and properties to multiply by 2-digit numbers.
- 0-12 Multiplication.
- Mixed Addition & Subtraction to 1,000.

Social Studies

Students will:

- Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.
 - Describing types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama
- Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.
 - Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims
 - Tracing on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa
 - Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture
- Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.
- Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories
- Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.
 - Identifying natural resources of Alabama during the early nineteenth century
 - Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names

Science

Students will:

- Develop a model of waves to describe patterns in terms of amplitude and wavelength, and including that waves can cause objects to move.
- Develop and use models to show multiple solutions in which patterns are used to transfer information.
- Construct a model to explain that an object can be seen when light reflected from its surface enters the eyes.
- Use evidence to explain the relationship of the speed of an object to the energy of that object.
- Plan and carry out investigations that explain transference of energy from place to place by sound, light, heat, and electric currents.

Reminders

- We teach the academic standards adopted and approved by the State of Alabama Department of Education. The standards may be found at the website linked [HERE](#) and may also be found by visiting <https://www.alabamaachieves.org/acad-stand/>.
- A chart listing the curriculum resources is available on the school and district websites.