



FOURTH GRADE is the first of the upper elementary grades. Students experience a major change in the quality and quantity of work expected from them. Every subject area is broken up into segments that are presented, practiced, discussed, reviewed and tested. Long range assignments and projects are often the responsibility of fourth graders.



Nondiscrimination

It is the policy of the Southgate Community School District not to unlawfully discriminate on the basis of handicap, race, color, religion, national origin, sex, age, marital status, height or weight. Nor shall any person be excluded from participation in, be denied the benefits of, or be subjected to discrimination, in employment or any of its programs or activities. Inquiries related to discrimination should be directed to the Office of the Superintendent (734) 246-4600.

Board of Education
14600 Dix-Toledo Road
734-246-4600

Jason Craig
Timothy Estheimer
Dr. Darlene Pomponio
Jason Kupser
Neil Freitas
Andrew Green
Rebecca Mossop
Jill Pastor

President
Vice President
Secretary
Treasurer
Trustee
Trustee
Trustee
Superintendent

Elementary Schools

Allen
16500 McCann
Renne' Chilson, Principal
734-246-4644

Fordline
14775 Fordline
Andrea Lay, Principal
734-246-4640

Grogan
13300 Burns
Robert Wolsek, Principal
734-246-4642

Shelters
12600 Fordline
Sinder Gundick, Principal
734-246-4631

Southgate
Community Schools



4th Grade

**Parent Guide to
Core Curriculum**

2018-2019

The following skills are concepts which are introduced and/or reinforced in the fourth grade:

Literacy

Students are expected to comprehend 4th grade level narrative and informational text.

Students will demonstrate an understanding of the following concepts:

- Inference
- Theme
- Story Structure
- Word Meaning
- Genre
- Point of View (1st and 3rd person)
- Compare/Contrast
- Summarize
- Text Structure
- Decoding
- Fluency



Language

Students are expected to demonstrate and apply grammar skills in:

- Quotation Marks
- Commas
- Punctuation
- Context Clues
- Using Reference Materials
- Figurative Language
- Idioms, Adages, and Proverbs
- Antonym and Synonyms

Writing

Students are expected to use research based writing strategies and evidence to compose:

- Personal narrative
- Opinion Piece
- Informative/Explanatory Piece

Students will follow the writing process to publish their pieces



Math

Operations Algebraic Thinking

- Use the four operations (+, -, x, ÷) with whole numbers to solve problems
- Generate and analyze patterns
- Know the difference between factors and multiples

Numbers and Operations in Base Ten

- Understand place value for multi-digit whole numbers
- Perform operations with multi-digit whole numbers

Numbers and Operations Fractions

- Understand equivalent fractions and be able to order fractions
- Extend understanding of whole number operations to fraction operations
- Understand decimal notation for fractions

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit
- Solve problems involving measurement
- Represent and interpret data
- Understand concepts of angle and measure angles

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Science

- How do animals see? Internal and external features-classification and survival (senses and adaptations), food chains, predator-prey relationships, growth, reproduction
- Energy, heat and electricity and how they are transferred, balanced and unbalanced forces, speed, renewable and non-renewable resources, review light and sound
- Looks at rocks and fossils for changes over time, weathering and rate of erosion, patterns of Earth's features, and reducing the impacts of natural disasters, maps, expands beyond Michigan

Social Studies

Demonstrate an understanding of The United States in:

- Geography
- Government
- Economics
- Citizen Involvement

Goals

Our goal is to have a reporting system that:

- Improves communications and cooperation among school, home, and community
- Reflects state/national common core standards
- Uses both objective measures and professional judgment about academic performance and personal growth
- Is based on established developmental stages
- Expresses clear expectations for students
- Encourages children to share responsibility for the quality of their learning through portfolios and conferencing
- Enables monitoring of student learning
- Prepares students for lifelong learning in a challenging society