

## Programme of Inquiry - 4th Grade - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>WHO WE ARE</b>	<b>SHARING THE PLANET</b>	<b>WHERE WE ARE IN PLACE AND TIME</b>	<b>HOW THE WORLD WORKS</b>	<b>HOW WE ORGANIZE OURSELVES</b>	<b>HOW WE EXPRESS OURSELVES</b>
8/12 - 9/27 (7 weeks)	9/30 - 11/22 (10 weeks)	12/2 - 1/31 (7 weeks)	2/3 - 3/20 (7 weeks)	3/23 - 4/24 (4 weeks)	4/27 - 5/22 (4 weeks)
<b>Descriptor:</b> The nature of self.	<b>Descriptor:</b> Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	<b>Descriptor:</b> The relationships between and the interconnectedness of individuals and civilizations from local and global perspectives.	<b>Descriptor:</b> Interaction between the natural world (physical and biological) and human societies.	<b>Descriptor:</b> The structure and function of organizations.	<b>Descriptor:</b> The ways in which we reflect on, extend, and enjoy our creativity.
<p><b>Content:</b> <u>ELA</u> - Module 3 (refer to details and examples from literary and informational texts when explaining key points; determine themes; summarize text; compare/contrast points-of-view; first- and third-person narration; how authors use reason and evidence to support points; explanatory essays; opinion essays; integrate information from 2 texts; technology to research Revolution and publish writing; discussion protocol; complete sentences; progressive verb tenses; relative adverbs; coordinating conjunction; formal/informal English; synonym/antonym; <i>Boston Massacre</i> sketch by Paul Revere; <i>Washington Crossing the Delaware</i> by Emanuel Leutze; <i>Raising the Flag at Ground Zero</i> by Thomas Franklin.</p> <p><u>Math</u> - Modules 1-2 (place value, rounding, metric measurement)</p> <p><u>Science</u> - Role of organisms in an ecosystem</p> <p><u>Social Studies</u> - American Revolution</p>	<p><b>Content:</b> <u>ELA</u> - Module 3 (refer to details and examples from literary and informational texts when explaining key points; determine themes; summarize text; compare/contrast points-of-view; first- and third-person narration; how authors use reason and evidence to support points; explanatory essays; opinion essays; integrate information from 2 texts; technology to research Revolution and publish writing; discussion protocol; complete sentences; progressive verb tenses; relative adverbs; coordinating conjunction; formal/informal English; synonym/antonym; <i>Boston Massacre</i> sketch by Paul Revere; <i>Washington Crossing the Delaware</i> by Emanuel Leutze; <i>Raising the Flag at Ground Zero</i> by Thomas Franklin.</p> <p><u>Math</u> - Modules 3 (multi-digit multiplication/division,</p> <p><u>Science</u> - Force/Motion, simple machines</p> <p><u>Social Studies</u> - Government</p>	<p><b>Content:</b> <u>ELA</u> - Module 1 (figurative language; character traits; text evidence; main idea/details, inference; poetry; focus statements; integrate, paraphrase, quote evidence; explanatory essay; summaries of narratives and poems; discussion; build on ideas; quotations; capitalization; compound sentences; ordinal adjectives; <i>Portrait of Dr. Samuel D. Gross (The Gross Clinic)</i> by Thomas Eakins;</p> <p><u>Math</u> - Module 5 (fractions)</p> <p><u>Science</u> - Water Cycle / Weather</p> <p><u>Social Studies</u> - Westward Expansion</p>	<p><b>Content:</b> <u>ELA</u> - Module 2 (extreme challenges; story elements; narrative writing; prepositional phrases; problem/solution, setting impacts characters and plot; theme; information text structure; text and visual art comparison; narrative writing; descriptive details; event sequences; dialogue in narrative writing; sensory details; transition words/phrases; summarize with informational writing; report on a topic; punctuation for effect; <i>Fallingwater</i> by Frank Lloyd Wright)</p> <p><u>Math</u> - Finish Module 3; Module 4 (angles, 2D figures)</p> <p><u>Science</u> - Solar System</p> <p><u>Social Studies</u> - Women Suffrage / Civil War</p>	<p><b>Content:</b> <u>ELA</u> - Module 4 (myths; how cultures understand the natural world through myth; greek/latin roots; similarities/differences between myths; difference between prose, poetry, and drama; connect writing w/ visual art; integrate information from 2 texts; paraphrase text evidence; informative essays; collaborative conversations; greek/latin affixes; common idioms; <i>Pandora</i> by Dante Gabriel Rossetti; <i>Pandora</i> by Odilon Redon; <i>Parthenon</i>; <i>The Raven Steals the Light</i> by Bill Reid/ Robert Bringham; <i>Winged Victory of Samothrace</i> by Ollivier Photo; <i>The Tide Rises, The Tide Falls</i> by Henry Wadsworth Longfellow.</p> <p><u>Math</u> - Module 6 (decimals)</p> <p><u>Science</u> - Light</p> <p><u>Social Studies</u> - Reconstruction</p>	<p><b>Content:</b> <u>ELA</u> - Module 4 (myths; how cultures understand the natural world through myth; greek/latin roots; similarities/differences between myths; difference between prose, poetry, and drama; connect writing w/ visual art; integrate information from 2 texts; paraphrase text evidence; informative essays; collaborative conversations; greek/latin affixes; common idioms; <i>Pandora</i> by Dante Gabriel Rossetti; <i>Pandora</i> by Odilon Redon; <i>Parthenon</i>; <i>The Raven Steals the Light</i> by Bill Reid/ Robert Bringham; <i>Winged Victory of Samothrace</i> by Ollivier Photo; <i>The Tide Rises, The Tide Falls</i> by Henry Wadsworth Longfellow.</p> <p><u>Math</u> - conversion for length, weight, capacity; problem solving with measurement; convert mixed metric numbers into small units; review modules 1-6.</p> <p><u>Science</u> - Sound</p> <p><u>Social Studies</u> - Economics/Budget</p>
<p><b>Concepts (Related Concepts)</b> <u>Connection</u> (choice, interaction, habitat/survival, ecosystem) <u>Perspective</u> (conflict, value, interaction, choice)</p>	<p><b>Concepts (Related Concepts)</b> <u>Function</u> (process, organization, balanced, movement, properties, government) <u>Change</u> (persuasion, transformation)</p>	<p><b>Concepts (Related Concepts)</b> <u>Function</u> (movement, influence) <u>Causation</u> (cycles, lifestyle, consequences) <u>Connection</u> (interaction, lifestyle, consequences)</p>	<p><b>Concepts (Related Concepts)</b> <u>Change</u> (systems, identity, development) <u>Perspective</u> (conflict, values, rights, equality)</p>	<p><b>Concepts (Related Concepts)</b> <u>Causation</u> (consequences) <u>Form</u> (transformation, interpretation, decimals, procedures)</p>	<p><b>Concepts (Related Concepts)</b> <u>Function</u> (invention, equations, movement) <u>Reflection</u> (ownership, supply/ demand, balance)</p>

	<u>Responsibility</u> (rights)				
<b>Learner Profile</b> Open-minded Risk-taker Balanced	<b>Learner Profile</b> Thinkers Communicators Risk-taker	<b>Learner Profile</b> Caring Reflective	<b>Learner Profile</b> Knowledgeable Principled Reflective	<b>Learner Profile</b> Inquirer Communicators Reflective	<b>Learner Profile</b> Principled Balanced
<b>Central Idea</b> Perspectives influence communities.	<b>Central Idea</b> Laws provide structure for the world.	<b>Central Idea</b> Environmental factors influence decisions.	<b>Central Idea</b> Extreme changes drive progress.	<b>Central Idea</b> Reflection leads to enlightenment.	<b>Central Idea</b> Creativity leads to innovation.
<b>Summative Assessment</b> Write a letter to the Sons of Liberty as a character from the <i>Colonial Voices</i> book highlighting his/her perspective.	<b>Summative Assessment</b> If a certain law were missing (from a list of teacher-chosen laws) from the US Constitution, what impact might that have for the country?	<b>Summative Assessment</b> Write a journal entry from the perspective of a member of Lewis & Clark's expedition west.	<b>Summative Assessment (from 2018-2019; blank on 2019-2020 template)</b>  Timeline of change.	<b>Summative Assessment</b>  TBD	<b>Summative Assessment</b>  TBD