

P. S. 94 K-5 Curriculum Map 2015-2016 GRADE 4

Curriculum & Transdisciplinary Themes	Who We Are		Where We Are in Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	SEPT/OCT	OCT/NOV	DEC/JAN	FEB	MARCH/APRIL	APRIL/MAY	MAY/JUNE
PBL	ELA- Wampum Belt (Unit 1), Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43) (Unit 3)		ELA/Social Studies- Help Wanted Signs, Expert Trades		ELA- Make Your Own Simple Machine Science- Water Cycle		ELA- Public Service Announcement
Social Studies	The Geography of New York State	Native Americans: First Inhabitants of New York State	Colonial and Revolutionary Periods	Freedom and the New Nation: Federal, State and Local Government		Making the Empire State: Immigration, Industrialization and Westward Movement	
EQ	How does geography affect the way we live?	How do people adapt to where they live?	Why do some people leave their homelands? What is worth fighting for?	What should be the goals of government? When does change become necessary?		How do people respond to good times and bad? What should be the Goals of government? What goals should we set for our state?	
Social Studies- My World	Chapter 1	Chapter 2	Chapter 3, Chapter 4	Chapter 5, Chapter 6		Chapter 7, Chapter 8, Chapter 9	
Expeditionary Learning	Native Americans in New York Module 1: Becoming a Close Reader & Writing to Learn		Interdependent Roles in Colonial Times Module 2: Research to Build Knowledge & Teach Others		Simple Machines: Force and Motion Module 3: Considering Perspectives & Supporting opinions		The Leadership of Frederick Douglass, Susan B. Anthony and DeWitt Clinton Module 4: Gathering Evidence & Speaking to Others

EQ	<ul style="list-style-type: none"> • How can we use what we have learned about another community to help define what we want for our classroom community? 	<ul style="list-style-type: none"> • In what ways was interdependence in Colonial America essential to survival? • How can a writer portray life during Colonial America using historical accuracy? • Why do researchers use multiple sources? 	<ul style="list-style-type: none"> • How do simple machines impact our lives? • How do readers and writers form and support opinions? 	<ul style="list-style-type: none"> • What makes someone a leader of change? • How do leaders impact others? • How can one person make a difference?
Lessons	Unit 1: (1+2),(3+4),5, 6,8,9,10,10a, 11 Unit 2: 1, 2, 3, 4, 5, 6,(7+8), 9,10, 11, 12 Unit 3: 1, 2,4,5,7	TBD: Plan with Expeditionary Learning.		
Expeditionary Learning CCLS	RL.4.3, RI.4.1, RI.4.2, RI.4.3, RI.4.10, W.4.2a, W.4.2b, W.4.5, W.4.6, W.4.8, W.4.9, SL.4.1, L.4.3a	RI.4.1, RI.4.2, RI.4.4, RI.4.7, RI.4.9, RI.4.10, W.4.2b, W.4.2d, W.4.3, W.4.4, W.4.5, W.4.6, W.4.8, W.4.9b, SL.4.2, L.4.2a, L.4.2b, L.4.2d, L.4.3a	RL.4.1, RL.4.5, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.8, W.4.1, W.4.2b, W.4.2d, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9b, W.4.10, L.4.1f, L.4.2a, L.4.2c, L.4.2d, L.4.3, L.4.4a, L.4.4c	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RI.4.2, RI.4.4, RI.4.5, RI.4.6, RI.4.8, RI.4.9, RI.4.10, W.4.1, W.4.2, W.4.4, W.4.5, W.4.6, W.4.9a, W.4.10, W.4.11, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c, L.4.1f, L.4.3, L.4.4, L.4.5
Trips	Public Library- How to research Museum of Natural History- Native American exhibit		Richmond Town- Staten Island Hall of Science	
Writing	Informational Pre/Post Explain the meaning of a symbol that represents who you are and how it shows your contribution to the classroom community?	Narrative Pre/Post Write a historical fiction narrative that describes how a craftsman in your trade helps a family newly arrived from England to adjust to life in a colonial New York town.	Opinion Pre/Post Write an essay stating your opinion on how a simple machine can help people in their daily lives.	Opinion Pre/Post Why do you think it's important for young people to vote?

EQ	How can we use symbolism in our writing to explain the components of our classroom community?	How can we use research from a variety of sources to write historically accurate fictional narratives?	How can we prioritize reasons to form an opinion? How can we structure our writing to best convey our opinion?	How can I use writing to express my opinion about current issues?		
Writing Pathways Skills	W.4.2, W.4.5, W.5.9, and L.4	RI.4.9, W.4.3, W.4.4, W.4.5, W.4.6, W.4.9b, L4.2a,b,d, L.4.3a, L.4.6	RI.4.1, RI.4.3, W.4.1, W.4.4, W.4.5, W.4.7, W.4.9, L.4.3a	RI.4.9, W.4.1, W.4.4, SL.4.3, SL.4.4, SL.4.5, SL.4.6, L.4.1c, L.4.3		
Grammar-Language Standards	Language: Parts of Speech L.4.3	L.4.1,	Punctuation and Mechanics L.4.2	L.4.1,	Sentence Structure L.4.2, L.4.3	L.4.1,
EQ	How can I use my knowledge of different parts of speech to support my speaking and writing?		How does incorrect punctuation interfere with written communication? How can I apply grammar skills while proofreading my writing?	How can I use correct sentence structure and incorporate sentence variety into my writing?		
Expeditionary Learning: Reading Foundational Skills	RF.4.3- Know and apply grade-level phonics and word analysis skills in decoding words. sufficient accuracy and fluency to support comprehension.				RF.4.4- Read with	
ELA Scaffolds	Visual aids, graphic organizers, modeling, mentor texts, flexible grouping, sentence frames, anchor charts, building background knowledge, video, guided reading, conferencing, student checklists	Visual aids, graphic organizers, modeling, mentor texts, flexible grouping, sentence frames, anchor charts, building background knowledge, video, guided reading, conferencing, student checklists	Visual aids, graphic organizers, modeling, mentor texts, flexible grouping, sentence frames, anchor charts, building background knowledge, video, guided reading, conferencing, student checklists	Visual aids, graphic organizers, modeling, mentor texts, flexible grouping, sentence frames, anchor charts, building background knowledge, video, guided reading, conferencing, student checklists		

<p>enVisions Mathematics & Exemplars</p>	<p>Sept. 9 to Sept. 29 Topic 1: Generalize Place Value Understanding Sept. 30 to Oct. 9 Topic 2: Fluently Add and Subtract Multi-Digit Whole Numbers</p>	<p>Oct. 13 to Nov. 4 Topic 3: Use Strategies and Properties to Multiply by 1-Digit Numbers Nov. 6 to Nov. 25 Topic 4 Use Strategies and Properties to Multiply by 2-Digit Numbers</p>	<p>Nov. 30 to Dec. 16 Topic 5: Use Strategies and Properties to Divide by 1-Digit Numbers Dec. 17 to Dec. 23 Topic 6 Use Operations with Whole Numbers to Solve Problems Jan. 4- 12 Topic 7 Factors and Multiples Jan. 13 to Jan. 26 Topic 8 Extend Understanding of Fraction Equivalence and Ordering</p>	<p>Jan. 27 to Feb. 23 Topic 9 Understand Addition and Subtraction of Fractions Feb. 24 to March 4 Topic 10 Extend Multiplication Concepts to Fractions</p>	<p>March 7 to March 11 Topic 11 Represent and Interpret Data on Line Plots Mar. 14 to Mar. 23 Topic 12 Understand and Compare Decimals</p>	<p>March 28 to April 15 Topic 13 Measurement: Find Equivalence in Units of Measure April 18 to May 6 Topic 14 Algebra: Generate and Analyze Patterns</p>	<p>May 9 to May 20 Topic 15 Geometric Measurement: Understand Concepts of Angles and Angle Measurement May 23 to June 6</p>	<p>Jun 6-Jun 28 Form RTI Groups</p>
<p>Assessments</p>	<p>Sept. 9- Grade 3 End of Year Assessment Sept. 10-Grade 4 Placement Test, Addition & Subtraction Fluency, and Multiplication & Division Fluency Topic 1 Test Topic 2 Test</p>	<p>Topic 3 Test Topic 4 Test Problem Solving Summative - Pencils (4.NBT.5)</p>	<p>Topic 5 Test Problem Solving Summative -Tile Border (4.OA.3) Topic 6 Test Topic 7 Test Topic 8 Test</p>	<p>Topic 9 Test Problem Solving Summative- Sharing Muffins (4.NF.3c) Topic 10 Test</p>	<p>Topic 11 Test Topic 12 Test Problem Solving Summative- Two Girls and Two Cakes (4.NF.7)</p>	<p>Topic 13 Test Topic 14 Test</p>	<p>Topic 15 Test Topic 16 Test</p>	<p>End of Year Assessment</p>
<p>Science Scope and Sequence</p>	<p>Animals and Plants in their Environments</p>		<p>Electricity and Magnetism</p>		<p>Properties of Water</p>		<p>Interactions of Air, Water, and Land</p>	

<p>Essential Question</p>	<p>What are the interactions of animals and plants within an ecosystem?</p>	<p>How does the use of electricity and magnetism affect our world?</p>	<p>How do the properties of water affect living things and the natural environment?</p>	<p>How do natural events affect our world?</p>
<p>Interactive Science</p>	<p>Chapter 3: Plants and Animals TE pg. 79 a - 137 b SE pg. 79-137 Chapter 4: Ecosystems TE pg. 139a- 196c SE pg. 139-188</p>	<p>Chapter 8: Heat and Energy TE pg. 348a - 377b SE pg. 348- 377 Chapter 9: Electricity and Magnetism TE pg. 390 a -431b SE pg.390 -431 Chapter 10: Motion TE pg. 432a- 459b SE pg. 432-459 Chapter 1: The Nature of Science TE pg. 2a- 43 b SE pg. 2- 43</p>	<p>Supplement curriculum</p>	<p>Chapter 5: Earth's Resources</p>

