

# NDMA 4<sup>TH</sup> GRADE CURRICULUM

## Last reviewed in October, 2013

The six Transdisciplinary Themes explored throughout the Fourth Grade year include:

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| WHO WE ARE ( <b>WWA</b> )                         | HOW THE WORLD WORKS ( <b>HTWW</b> )      |
| WHERE WE ARE IN PLACE AND TIME ( <b>WWAIPAT</b> ) | HOW WE ORGANIZE OURSELVES ( <b>HWO</b> ) |
| HOW WE EXPRESS OURSELVES ( <b>HWEO</b> )          | SHARING THE PLANET ( <b>STP</b> )        |

*\*See the Programme of Inquiry (POI) for unit specifics.*

### Disciplines and IB Strands Include:

#### Math Strands

- Data Handling
- Measurement
- Shape and Space
- Pattern and Function
- Number

#### Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

#### Social Studies Strands

- Human Systems and Economic Activities
- Social Organization and Culture
- Continuity and Change Through Time
- Human and Natural Environments
- Resources and Environments

#### Language Strands

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting
- Written Language
  - Reading
  - Writing

#### Religion

# Math

## Math Strands

- Data Handling
- Pattern and Function
- Measurement
- Number
- Shape and Space

IB Strands	Objectives	Unit Taught
<b>Data Handling</b>	<ul style="list-style-type: none"> <li>• Get information from a graph even if it does not give exact information.</li> <li>• Read and make a line graph.</li> <li>• Use graphs to display different types of data.</li> </ul>	• WWAIPAT
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Use models to explore perimeter and area.</li> <li>• Find perimeters of polygons.</li> <li>• Find the area of a rectangle.</li> <li>• Find the perimeter and area of figures that are not rectangles.</li> <li>• Identify and make solid shapes.</li> <li>• Find the volume of a rectangular solid.</li> <li>• Decide which formula to use to solve a problem.</li> </ul>	• HTWW
<b>Shape and Space</b>	<ul style="list-style-type: none"> <li>• Identify geometric figures.</li> <li>• Name and describe rays and angles.</li> <li>• Use a protractor to measure angles.</li> <li>• Classify and identify polygons.</li> <li>• Identify and classify triangles.</li> <li>• Find patterns to solve problems.</li> <li>• Identify parts of a circle.</li> <li>• Learn about figures that have the same size and shape.</li> <li>• Learn about rotations, reflections, and translations.</li> </ul>	• HTWW
<b>Pattern and Function</b>	<p><b>Add and Subtract Decimals</b></p> <ul style="list-style-type: none"> <li>• Use rounding to estimate sums and differences.</li> <li>• Add and subtract decimals.</li> <li>• Use decimals to solve problems.</li> </ul> <p><b>Operations and Algebraic Reasoning</b></p> <ul style="list-style-type: none"> <li>• Use properties of addition and subtraction rules.</li> <li>• Use mental math to add and subtract two- and three-digit numbers.</li> <li>• Use rounded numbers to estimate sums and differences.</li> <li>• Decide whether an estimated or an exact answer is needed to solve a problem.</li> <li>• Add numbers using regrouping.</li> <li>• Subtract whole numbers with up to five digits.</li> <li>• Subtract when some digits are zeros.</li> <li>• Add and subtract whole numbers with up to six digits.</li> <li>• Use multiplication properties and division rules.</li> <li>• Use multiplication facts to help you divide.</li> <li>• Use a multiplication table to find pattern in multiplication and division.</li> <li>• Learn different ways to multiply and divide.</li> <li>• Learn different methods to multiply and divide facts to 10.</li> <li>• Use a multiplication table to multiply and divide with 11 and 12.</li> <li>• Learn to multiply three factors.</li> <li>• Learn how to divide when there are remainders.</li> <li>• Decide what operations to use to solve problems.</li> <li>• Use the order of operations to simplify expressions.</li> <li>• Use variables to write expressions.</li> <li>• Compare expressions.</li> <li>• Write and solve equations.</li> <li>• Write equations to represent and solve problems.</li> </ul>	• HWEO  • WWAIPAT

IB Strands	Objectives	Unit Taught
<b>Pattern and Function</b>	<b>Division of Whole Numbers</b> <ul style="list-style-type: none"> <li>• Use models to understand division.</li> <li>• Find two-digit quotients with and without remainders.</li> <li>• Interpret a remainder to find a reasonable answer.</li> <li>• Regroup to divide two-digit numbers.</li> <li>• Use basic facts and patterns to divide mentally.</li> <li>• Estimate quotients.</li> <li>• Divide a three-digit number by a one-digit number.</li> <li>• Decide where to write the first digit in the quotient.</li> <li>• Decide when to place zeros in the quotient.</li> <li>• Work backward to solve a problem.</li> <li>• Divide greater numbers.</li> <li>• Find factors and multiples of whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> </ul>
<b>Number</b>	<ul style="list-style-type: none"> <li>• Use logical reasoning to solve problems.</li> <li>• Use numbers in different ways.</li> <li>• Count and compare amounts of money.</li> <li>• Count on to make change.</li> <li>• Round numbers and money amounts.</li> </ul> <b>Fractions and Decimals</b> <ul style="list-style-type: none"> <li>• Read, write, and identify fractions.</li> <li>• Use models to identify equivalent fractions.</li> <li>• Find equivalent fractions and write fractions in simplest form.</li> <li>• Compare and order fractions.</li> <li>• Mixed Numbers and improper fraction identification</li> <li>• Find a fractional part of a number.</li> <li>• Draw a picture to solve a problem.</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> </ul>

## Science

### Science Strands

- Living Things
- Earth and Space
- Materials and Matter
- Forces and Energy

Units of Study & IB Strand	Objectives	Unit Taught
<b>Earth's Land</b>  <b>IB Strand: Earth and Space</b>	<ul style="list-style-type: none"> <li>• Hypothesize how barriers affect the shoreline</li> <li>• Investigate how land is shaped by weathering and erosion and how beaches are formed</li> <li>• Experiment to find out how wind shapes the landscape and infer how sand dunes form</li> <li>• Experiment to find out how ice changes rock</li> <li>• Investigate how wind and glaciers carve the land</li> <li>• Infer how mountain streams help make soil</li> <li>• Predict how rain might affect soil</li> <li>• Observe and classify minerals</li> <li>• Predict whether there will be enough minerals for future generations</li> <li>• Describe how people have used minerals</li> <li>• Apply knowledge about making a solar cooker</li> </ul> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <li>• Compare other energy sources with fossil fuels</li> <li>• Describe and classify types of trash</li> <li>• Infer what happens to trash in a landfill</li> <li>• Investigate how trash is disposed of and the pros and cons of different disposal methods</li> <li>• Infer how litter affects the environment</li> <li>• Experiment to clean up an oil spill</li> <li>• Investigate how litter can cause pollution</li> <li>• Investigate how recycling and reusing help conserve resources</li> <li>• Describe ways to recycle or reuse resources</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> <li>• STP</li> </ul>
<b>Properties of Matter</b>  <b>IB Strand: Materials and Matter</b>	<ul style="list-style-type: none"> <li>• Observe, infer and predict the properties of objects</li> <li>• Compare and classify objects according to their properties</li> <li>• Identify useful properties of matter</li> <li>• Predict and observe the behavior of matter</li> <li>• Investigate the makeup of elements and compounds</li> <li>• Observe and describe the behavior of matter during a change of state</li> <li>• Investigate the role energy plays in changes of state</li> <li>• Infer how lowering or raising the temperature of a substance can cause changes in its behavior</li> <li>• Investigate different types of physical changes</li> <li>• Observe how mixtures are made and identify examples of mixtures</li> <li>• Observe, describe and record data about chemical changes</li> <li>• Compare chemical changes to physical changes</li> <li>• Describe the chemical changes in photography</li> </ul>	<ul style="list-style-type: none"> <li>• WWAIPAT</li> </ul>
<b>Magnetism and Electricity</b>  <b>IB Strand: Forces and Energy</b>	<ul style="list-style-type: none"> <li>• Classify objects as either attracted by or not attracted by a magnet</li> <li>• Infer the north and south poles of a magnet by a magnet's behavior</li> <li>• Apply the principles of magnetism to real-life situations</li> <li>• Make and use a model of a compass</li> <li>• Infer that a magnet's field is three-dimensional</li> <li>• Investigate how Earth is a magnet</li> <li>• Observe and predict the effects of Earth's magnetic field</li> <li>• Predict and test the effects of static electricity</li> <li>• Apply knowledge of static electricity to observations of everyday phenomena</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> </ul>

Units of Study & IB Strand	Objectives	Unit Taught
<b>Magnetism and Electricity Continued</b>  <b>IB Strand: Forces and Energy</b>	<ul style="list-style-type: none"> <li>• Make a circuit that will light a bulb and a switch that will operate the circuit</li> <li>• Experiment to find out which materials are conductors and which are insulators</li> <li>• Investigate how electricity flows in circuits</li> <li>• Predict and test how to make two bulbs light when connected in series and in parallel circuits</li> <li>• Explain how a light bulb works</li> <li>• Describe series and parallel circuits</li> <li>• Make and use a model of a galvanometer and an electric generator</li> <li>• Explain how power plants produce electricity</li> <li>• Make and use a model electromagnet</li> <li>• Evaluate the impact of electricity, magnetism, electromagnets and the devices they make possible</li> </ul>	<ul style="list-style-type: none"> <li>• HWO0</li> </ul>
<b>Classifying Living Things</b>  <b>IB Strand: Living Things</b>	<ul style="list-style-type: none"> <li>• Identify and record similarities and differences among animals</li> <li>• Describe how organisms are classified</li> <li>• Observe and infer how temperature affects breathing</li> <li>• Differentiate among kinds of vertebrates</li> <li>• Predict which environment the earthworm will move toward</li> <li>• Identify characteristics that distinguish invertebrate groups</li> <li>• Describe the possible medical uses of leeches</li> <li>• Collect, record and interpret data about a variety of plants</li> <li>• Identify distinguishing characteristics of plants</li> <li>• Identify the needs of animals</li> <li>• Describe how some animals meet their needs</li> <li>• Observe and infer how certain adaptations help animals survive</li> <li>• Explain how certain animal species have become extinct</li> <li>• Owl Pellet Dissection (actual &amp; virtual)</li> <li>• Classification of bones</li> <li>• Identifying bones</li> </ul>	<ul style="list-style-type: none"> <li>• HTWW</li> </ul>

## Social Studies

### Social Studies Strands

- Human Systems and Economic Activities
- Human and Natural Environments
- Social Organization and Culture
- Resources and Environments
- Continuity and Change Through Time

Units of Study/ IB Strands	Objectives	Unit Taught
<p style="text-align: center;"><b>The United States as a Country</b></p>	<p><b>Regions and Landforms</b></p> <ul style="list-style-type: none"> <li>• Identify the five major regions of the United States</li> <li>• Describe major landforms of each region in the United States</li> <li>• Explain the differences between regional and state boundaries</li> <li>• Analyze differences in landforms around the world</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• Explain differences between weather and climate</li> <li>• Describe the climate of each region in the United States</li> <li>• Describe the three main factors that affect the climate of an area</li> <li>• Describe the major types of climates around the world</li> <li>• Identify the purpose of and interpret information in inset maps</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Explain how each region’s resources shaped the industries that grew there</li> <li>• Explain the differences between renewable and non-renewable resources</li> <li>• Describe resources of the students’ own region</li> <li>• Explain how people can be considered resources</li> <li>• Identify landforms climates, and resources in the United States and North America</li> </ul> <p><b>Exploration and Settlement</b></p> <ul style="list-style-type: none"> <li>• Describe what is known about the people who were living in America when Columbus arrived</li> <li>• Explain why explorers and settlers came to North America</li> <li>• Explain how the land belonging to the United States grew from the Atlantic Ocean to the Pacific Ocean</li> <li>• Explain what might have drawn the first Americans to North America</li> <li>• Explain why Americans decided to move westward in the 1800s</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>• Explain what the Constitution is and why it is important</li> <li>• Identify the three levels of government</li> <li>• Describe the responsibilities of each of the three branches of government</li> <li>• Explain how the Constitution can be changed</li> <li>• Identify individuals who have displayed the characteristics of good citizenship</li> <li>• Use a time-zone map to calculate times at specific locations</li> </ul> <p><b>Civics</b></p> <ul style="list-style-type: none"> <li>• Identify two ways that a person can become a citizen of the United States</li> <li>• Identify three types of services that are paid for by taxes</li> <li>• Identify at least three responsibilities of U.S. citizens</li> <li>• Explain why voting is an important responsibility in the United States</li> <li>• Identify individuals who have demonstrated honesty</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Describe how goods and services were traded by barter</li> <li>• Explain how a business makes a profit</li> <li>• Explain the difference between supply and demand</li> <li>• Explain what it means for regions to be economically interdependent</li> <li>• Describe what globalization is and why countries of the world depend on each other</li> <li>• Describe how fast transportation and communication have made national and world trade possible</li> </ul> <p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>• Explain how to use a road map</li> <li>• Use a map scale to determine distance between places on a road map</li> </ul>	<p><b>HWEO</b></p>

Units of Study/ IB Strands	Objectives	Unit Taught
<p><b>The Northeast</b></p>	<p><b>Location and Landforms</b></p> <ul style="list-style-type: none"> <li>Identify the two Great Lakes between which Niagara Falls is located</li> <li>Identify the two main features for which Niagara Falls is known</li> <li>Identify the three main mountain ranges in the northeastern part of the Appalachian Mountains</li> <li>Identify the two states in the Northeast that do not border the Atlantic Ocean</li> <li>Identify the largest lake of the Finger Lakes</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>Identify key steps in the production of maple syrup</li> <li>Explain why grapes grow well in certain areas of the Northeast</li> <li>Explain why water is essential to the production and growth of cranberries</li> <li>Explain why Chesapeake Bay is important to the Northeast</li> <li>Describe the economic benefits of hydroelectric power plants</li> </ul> <p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>Describe key events that affected the Narragansett way of life once European settlers arrived</li> <li>Describe what goods the Europeans and native Americans traded</li> <li>Explain why the Iroquois Confederacy was established</li> </ul> <p><b>Colonization and Immigration</b></p> <ul style="list-style-type: none"> <li>Identify events leading from colonization up to the founding of the United States</li> <li>Identify cities in the Northeast where most European immigrants arrived in the 1800s</li> <li>Explain why immigrants came to the United States</li> <li>Analyze a vertical time line to acquire information</li> </ul> <p><b>Growth and Change</b></p> <ul style="list-style-type: none"> <li>Explain why the northeastern cities developed where they did</li> <li>Identify and explain the importance of places that make tourism a major industry in the northeastern cities</li> <li>Describe how Pittsburgh’s industries, like those of other northeastern cities, have changed over the years</li> <li>Describe the relationship between the people and the economies of northeastern cities</li> <li>Explain the role of industrialists in the growth and change of the Northeast</li> </ul>	<p><b>WWAIPAT</b></p>
<p><b>The Southeast</b></p>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>Identify and describe major landforms in the Southeast</li> <li>Explain how barrier islands are formed</li> <li>Compare and contrast landform elevations in the Southeast</li> </ul> <p><b>Map Skills</b></p> <ul style="list-style-type: none"> <li>Explain how to use an elevation map</li> <li>Use an elevation map to compare and contrast landform elevations in the Southeast</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>Describe the climate of the Southeast</li> <li>Examine the weather in the Southeast</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Identify ways in which resources of the Southeast are used</li> <li>Identify a renewable and non-renewable resource found in the Southeast</li> <li>Explain why coal is an important resource in the Southeast</li> </ul> <p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>Describe how the Cherokee lived before Europeans came to North America</li> <li>Evaluate how Cherokee culture changed after Europeans came to the Southeast</li> <li>Identify the Trail of Tears and describe its impact on the Cherokee</li> <li>Explain how the North Carolina Cherokee support themselves and keep their culture alive today</li> <li>Describe Sequoyah’s contributions in preserving Cherokee culture</li> </ul>	<p><b>STP</b></p>

Units of Study/ IB Strands	Objectives	Unit Taught
<p><b>The Southeast</b></p>	<p><b>Explorers and Settlement</b></p> <ul style="list-style-type: none"> <li>• Identify important explorers of the Southeast and areas they explored</li> <li>• Locate the earliest European settlements in the Southeast</li> <li>• Identify early leaders from the Southeast and describe their contributions to the U.S.</li> <li>• Evaluate the impact of agriculture on the settlement of the Southeast</li> <li>• Identify the contributions of Sarah and Angelina Grimke to the anti-slavery movement</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Describe the first gold rush in the U.S.</li> <li>• Explain why Atlanta is an important transportation center</li> </ul> <p>Identify the causes of growth in Southeastern cities</p>	<p><b>STP</b></p>
<p><b>The Midwest</b></p>	<p><b>Landforms: Water</b></p> <ul style="list-style-type: none"> <li>• Explain how the Great Lakes were formed</li> <li>• Describe how the Great Lakes are connected to the Atlantic Ocean</li> <li>• Explain why the flow of the Chicago River was changed</li> <li>• Explain the advantage of shipping by water</li> </ul> <p><b>Landforms: Prairie, Badlands</b></p> <ul style="list-style-type: none"> <li>• Describe the landscape and climate of the badlands 67 million years ago</li> <li>• Define erosion and describe the way it changed the land</li> <li>• Define and describe prairie</li> <li>• Explain why the climate of the Badlands changed</li> </ul> <p><b>Economics and Fur Trading</b></p> <ul style="list-style-type: none"> <li>• Describe why the French came to the Midwest in the 1600s</li> <li>• Identify the roles of Louis Jolliet and Jacques Marquette in the fur trade</li> <li>• Explain the role fur trading played in the development of towns in the Midwest</li> </ul> <p><b>Economics and Agriculture</b></p> <ul style="list-style-type: none"> <li>• Explain why the Midwest is an important agricultural region</li> <li>• Explain why some farmers irrigate their crops</li> <li>• Identify the rainfall in the Midwest and explain how it affects the growth of crops</li> <li>• Identify crops grown in the Midwest (Central Plains and Great Plains)</li> <li>• Describe farm life and machines that were used on farms</li> </ul> <p><b>International Connection</b></p> <ul style="list-style-type: none"> <li>• Describe the differences between farming methods in Thailand and those in the Midwest</li> <li>• Compare the importance of the rice in Thailand to the importance of the corn crop in the Midwest</li> </ul> <p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>• Describe early Ojibwa culture</li> <li>• Describe the ways Ojibwa culture has changed since the mid-1600s</li> <li>• Explain the purpose of the American Indian Center and Joseph Podlasek's role in developing respect within the Native American community</li> <li>• Describe what Joseph Podlasek has done for the Ojibwa community</li> <li>• Explain some events that forced Native American tribes in the Midwest to give up their land</li> <li>• Compare and contrast a home built of sod and one built of logs</li> <li>• Explain the difficulties settlers faced in farming the land and their ultimate success</li> </ul> <p><b>Transportation</b></p> <ul style="list-style-type: none"> <li>• Identify the role of steamboats in shipping</li> <li>• Describe the advantages of railroads compared to steamboats</li> <li>• Explain the role government played in developing superhighways that became the interstate highway system</li> </ul>	<p><b>HWOO</b></p>



Units of Study/ IB Strands	Objectives	Unit Taught
<p><b>The Southwest</b></p>	<p><b>Land and Resources</b></p> <ul style="list-style-type: none"> <li>• Describe how the Grand Canyon was carved out by erosion caused by the Colorado River</li> <li>• Describe how erosion by water, wind and sand continues to shape the Grand Canyon</li> <li>• Explain that the Grand Canyon has been made a national park</li> <li>• Identify the contributions of early explorers of the Southwest, such as John Wesley Powell</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• Describe different climates found in the Southwest</li> <li>• Describe how the saguaro has adapted to a desert climate</li> <li>• Explain why saguaro is important to desert animals</li> <li>• Compare and contrast climates and vegetation in different regions of the world</li> </ul> <p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>• Describe the early culture for the Navajo people</li> <li>• Describe “The Long Walk”</li> <li>• Explain how the Navajo Council governs the Navajo Nation</li> <li>• Identify the contributions of significant individuals, such as Henry Chee Dodge</li> <li>• Describe the effects missionaries had on some Native Americans</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Explain how cattle raising helped the economy of the Southwest develop</li> <li>• Describe the roles of cowboys and cowgirls in the Southwest</li> <li>• Identify the route of the Chisholm Trail and explain the role it played in the cattle trade</li> <li>• Contrast ranching in the Southwest in the past with ranching in the present</li> <li>• Explain how objects reflect the culture of ranch life</li> <li>• Explain how irrigation has affected the economy of the Southwest</li> <li>• Describe how air conditioning has impacted the economy of the Southwest</li> <li>• Identify the technological contributions of inventors such as Willis Haviland Carrier</li> <li>• Identify the historical significance of Route 66 to the Southwest</li> </ul>	<p>HTWW</p>
<p><b>The West</b></p>	<p><b>Landforms</b></p> <ul style="list-style-type: none"> <li>• Identify the largest system of mountains in the U.S.</li> <li>• Compare and contrast mountain ranges of the West</li> <li>• Identify and locate mountain ranges in the West</li> <li>• Compare geysers to volcanoes</li> </ul> <p><b>Climate</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the climates of Hawaii and California</li> <li>• Name different climates of the West</li> <li>• Identify states in the West with extreme weather</li> <li>• Explain how the rain shadow works</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>• Identify places where agriculture products are grown in the West</li> <li>• Locate areas of the West that have important fishing industries</li> <li>• Explain how people benefit from the resource of the West</li> <li>• Explain how climate can affect tourism in selected western cities</li> <li>• Identify products that the U.S. exports to and imports from Pacific Rim countries</li> </ul> <p><b>Native Americans</b></p> <ul style="list-style-type: none"> <li>• Explore Tlingit life and their use of natural resources</li> <li>• Analyze cultural symbols and traditions of Haida, the Moche and the Incas</li> </ul> <p><b>Exploration and Growth</b></p> <ul style="list-style-type: none"> <li>• Draw a conclusion about changes in the West in the 1800s</li> <li>• Explain why various groups explored the West</li> <li>• Describe the Gold Rush of 1848 and explain how it affected the West</li> <li>• Explain how a boom town might become a ghost town</li> <li>• Explain when and how various territories of the West gained statehood</li> </ul>	<p>WWA</p>

## Oral and Visual Language

### Language Strands:

- Oral Language
  - Listening
  - Speaking
- Visual Language
  - Viewing
  - Presenting

Units of Study	Objectives	Unit Taught
<b>Word Recognition/ Word Study/Fluency</b>	<ul style="list-style-type: none"> <li>• Explain how to use word structure, sentence structure and prediction to aid in decoding words and understanding the meanings of words encountered in context</li> <li>• Use structural, syntactic and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings, including multiple meaning words</li> <li>• Automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year</li> <li>• Know the meanings of words encountered frequently in grade-level reading and oral language contexts</li> <li>• Acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genres, self-correcting, and using a thesaurus</li> <li>• Fluently read beginning grade-level text and increasingly demanding text as the year proceeds</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• In context, determine the meaning of words and phrases, including similes, metaphors, content vocabulary and literary terms, using strategies and resources including context clues, semantic feature analysis and a thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Narrative Text</b>	<ul style="list-style-type: none"> <li>• Describe the shared human experience depicted in classic, multicultural, and contemporary literature recognized for quality and literary merit</li> <li>• Identify and describe the structure, elements and purpose of a variety of narrative genres, including poetry, myths, legends, fantasy and adventure</li> <li>• Analyze characters' thoughts and motivation through dialogue, various character roles and functions, including hero, anti-hero or narrator; recognize first-person point of view and identify conflict and resolution</li> <li>• Explain how authors use literary devices including flash-forward and flashback to depict time, setting, conflicts and resolutions to enhance the plot and create suspense</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Informational Text</b>	<ul style="list-style-type: none"> <li>• Identify and describe the structure, elements, features and purpose of a variety of informational genres, including autobiography/biography, personal essay, almanac and newspaper</li> <li>• Identify and describe informational text patterns, including compare/contrast, cause/effect, and problem/solution</li> <li>• Explain how authors use text features, including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies, to enhance the understanding of key and supporting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Connect personal knowledge, experiences and understanding of the world to themes and perspectives in text through oral and written responses</li> <li>• Retell through concise summarization grade-level narrative and informational text</li> <li>• Explain relationships among themes, ideas and characters within and across texts to create a deeper understanding by categorizing and classifying, comparing and contrasting, or drawing parallels across time and culture</li> <li>• Apply significant knowledge from grade-level science, social studies and mathematics tests</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Metacognition</b>	<ul style="list-style-type: none"> <li>• Self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension, including: predicting, constructing mental images, visually representing ideas in text, questioning, re-reading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions</li> <li>• Plan, monitor, regulate and evaluate skills, strategies and processes to construct and convey meaning (e.g. decoding unknown words) and use graphic organizers to deepen understanding of compare/contrast and sequential organizational patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>

Units of Study	Objectives	Unit Taught
<b>Critical Standards</b>	<ul style="list-style-type: none"> <li>Develop, discuss and apply individual and shared standards using student/class created rubrics and begin to assess the quality, accuracy and relevance of students' own writing and the writing of others</li> </ul>	<ul style="list-style-type: none"> <li>Throughout all units of inquiry</li> </ul>

## Written Language

### Written Language Strands:

- Reading
- Writing

Units of Study	Objectives	Unit Taught
<b>Sentences</b>	<ul style="list-style-type: none"> <li>Write meaningful and grammatically correct sentences</li> <li>Write statements and questions</li> <li>Write commands and exclamations</li> <li>Identify subjects and predicates</li> <li>Correct run-on sentences</li> </ul>	<ul style="list-style-type: none"> <li>HWE0</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>Identify and correctly write nouns, common nouns and proper nouns</li> <li>Identify and correctly write singular and plural nouns</li> <li>Write the correct form of singular and plural possessive nouns</li> <li>Proofread for correct nouns usage</li> </ul>	<ul style="list-style-type: none"> <li>WWAIPAT</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Identify and correctly write action, main and helping verbs</li> <li>Identify correct verb tense in a sentence</li> <li>Spell present tense verbs so they agree with their subject</li> <li>Spell correctly the past tenses and past participles of verbs</li> <li>Write correct past tense form of irregular verbs</li> <li>Select the correct form of the verb "to be" in a sentence</li> <li>Write verb contractions with "not" correctly</li> <li>Proofread for correct form and verb contractions</li> </ul>	<ul style="list-style-type: none"> <li>STP</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>Identify adjectives that describe a specific noun</li> <li>Determine whether an adjective tells what kind or how many</li> <li>Identify the noun an adjective describes after a form of "be"</li> <li>Use articles in a sentence correctly</li> <li>Use "er" and "est" with adjectives to compare nouns</li> </ul>	<ul style="list-style-type: none"> <li>HWO0</li> </ul>
<b>Capitalization and Punctuation</b>	<ul style="list-style-type: none"> <li>Use proper capitalization and punctuation for names, addresses and dates</li> <li>Use quotation marks to correctly punctuate quotations</li> <li>Punctuate and capitalize sentences correctly</li> <li>Capitalize proper nouns correctly</li> <li>Spell abbreviations correctly</li> <li>Use commas in a series correctly</li> <li>Use commas to separate introductory words and nouns in direct address</li> <li>Use quotation marks correctly</li> <li>Write titles of works with correct punctuation</li> <li>Proofread for correct capitalization and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>HTWW</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>Replace nouns with the correct pronouns</li> <li>Use pronouns "I" and "me" correctly</li> <li>Correctly use possessive pronouns in sentences</li> <li>Correctly write contractions that contain pronouns</li> <li>Identify homophones that contain pronouns</li> <li>Proofread for correct pronoun use</li> </ul>	<ul style="list-style-type: none"> <li>WWA</li> </ul>
<b>Adverbs and Prepositions</b>	<ul style="list-style-type: none"> <li>Identify adverbs and the verbs they describe</li> <li>Use adverbs to compare</li> <li>Use "good" and "well" correctly</li> <li>Correctly use negatives in a sentence correctly</li> <li>Identify prepositions and prepositional phrases</li> <li>Proofread for correct adverb forms, correct use of "good" &amp; "well," &amp; double negatives</li> </ul>	<ul style="list-style-type: none"> <li>WWA</li> </ul>

Units of Study	Objectives	Unit Taught
<b>Writing Process</b>	<ul style="list-style-type: none"> <li>• Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece</li> <li>• Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence and structure ideas (e.g. plot, setting, conflicts/resolutions, definition/description, or chronological sequence)</li> <li>• Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions</li> <li>• Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g. arranging paragraphs, connecting main and supporting ideas, transitions)</li> <li>• Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>
<b>Writing Genres</b>	<ul style="list-style-type: none"> <li>• Set a purpose, consider audience, and replicate authors’ styles and patterns when writing a narrative or informational piece</li> <li>• Apply a variety of pre-writing strategies for both narrative and informational writing (e.g. graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure ideas (e.g., plot, setting, conflicts/resolutions, definition/description, or chronological sequence).</li> <li>• Draft focused ideas using a variety of drafting techniques composing coherent and mechanically sound paragraphs when writing compositions</li> <li>• Revise drafts based on constructive and specific oral and written responses to writing by identifying sections of the piece to improve sequence and flow of ideas (e.g. arranging paragraphs, connecting main and supporting ideas, transitions)</li> <li>• Proofread and edit writing using appropriate resources (e.g. dictionary, spell check, grammar check, grammar references, writing references) and grade-level checklists both individually and in groups</li> <li>• Read published model of personal narrative</li> <li>• Identify characteristics of personal narratives</li> <li>• Recognize American Folklore/Tall Tales</li> <li>• Recognize fiction vs. non-fiction in Tall Tales</li> <li>• Recognize similes and metaphors in Tall Tales</li> <li>• Create a Tall Tale</li> <li>• Consider when things are described well and what made the description a good one</li> <li>• Recognize different forms of descriptive writing (movies, music, television)</li> <li>• Watch a form of media which uses descriptive language as a way to help students understand descriptivism</li> <li>• Recall, evaluate and create a list of what students view as descriptive</li> <li>• Read published model of research reports</li> <li>• Identify characteristics of research reports</li> <li>• Identify examples and comparisons</li> <li>• Evaluate the relationship between visuals and text</li> <li>• Write personal and critical responses</li> <li>• Read a working draft of a student research report</li> <li>• Discuss the ways the model meets the criteria for a well written research report and ways it could be improved</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout all units of inquiry</li> </ul>

## Religion

	Objective	Unit Taught
<b>Catholic Teachings</b>	<ul style="list-style-type: none"> <li>• Doctrine</li> <li>• Prayers</li> <li>• Parts of Mass</li> </ul>	<ul style="list-style-type: none"> <li>• HWEO</li> </ul>
<b>Church Calendar</b>	<ul style="list-style-type: none"> <li>• Ordinary Time</li> <li>• Pentecost</li> <li>• Advent</li> <li>• Saint and Feast days</li> </ul>	<ul style="list-style-type: none"> <li>• WWAIPAT</li> </ul>
<b>Forms of Prayer</b>	<ul style="list-style-type: none"> <li>• Thanksgiving</li> <li>• Blessing</li> <li>• Petition</li> <li>• Meditation</li> <li>• Rosary</li> </ul>	<ul style="list-style-type: none"> <li>• STP</li> </ul>
<b>Seven Principles of Catholic Social Teaching</b>	<ul style="list-style-type: none"> <li>• Dignity of the Human Person</li> <li>• Living as Family and Community</li> <li>• Rights and Responsibilities as God's Children</li> <li>• Stewardship and Serving God and His People</li> <li>• Helping the Poor</li> <li>• Dignity and Rights of Workers</li> <li>• Solidarity</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> </ul>
<b>Moral Guide</b>	<ul style="list-style-type: none"> <li>• Making correct and moral decisions</li> <li>• Ten Commandments</li> <li>• Two Great Commandments</li> <li>• Beatitudes</li> <li>• Corporal and Spiritual Works of Mercy</li> </ul>	<ul style="list-style-type: none"> <li>• WWA</li> </ul>
<b>Bible &amp; Saints</b>	<ul style="list-style-type: none"> <li>• Major divisions of the Bible</li> <li>• Locating the books of the Bible</li> <li>• Exploring saints</li> <li>• Relating the lives of saints to our lives today</li> </ul>	<ul style="list-style-type: none"> <li>• HWOO</li> </ul>