

Grade 4
Units at a Glance 2020-2021

Subject	September – November	December – February	February - April	May - June
Literacy	<p>Expository Non-Fiction Anchor Text – Skeletons</p> <ul style="list-style-type: none"> Essential Question: How do readers summarize ideas by using both text and supporting visuals for clues? Essential Question: How do writers research and share ideas from informational texts? <p>Skills:</p> <ul style="list-style-type: none"> Compare, gather and synthesize ideas from multiple sources in informational texts Compose research based on questions about informational reading Write an informational/explanatory piece based on a state researched in the US Use information presented in different ways and from different sources to demonstrate understanding of a topic Utilize and practice research skills such as paraphrasing, summarizing & note taking Use organizational structures, specific word choice and evidence when explaining a topic Identify text structures enhance reading comprehension <p>Performance Task: Construct an infographic for the researched state</p> <p>State Fair Presentation (write informational piece as a travel brochure, license plate & oral presentations)</p> <p>Standards according to NYC DOE Priority Learning Standards: R1, 2, 7, 8 W2 & 7 SL 1, 2 & 3 L 1, 2, 4 & 6</p>	<p>Fictional Narrative Anchor Text –The Birchbark House</p> <ul style="list-style-type: none"> Essential Question: How does a reader identify themes? Essential Question: What do all stories have in common? <p>Skills:</p> <ul style="list-style-type: none"> Determine the theme fictional texts by interpreting the details Write narratives including narrative techniques such as dialogue, description, and sensory language, figurative language Read narratives & identify narrative elements such as characters (protagonist & antagonist), setting, problem & resolution Engage in meaningful class discussion of themes presented in the text. Using Shared Inquiry Techniques to promote a deeper understanding of text Develop critical thinking skills when examining texts to support ideas <p>Develop story idea & publish fictional story reflecting elements of chosen fictional subgenre</p> <p>Performance Task: Write a Native American Legend including the characteristics of fiction.</p> <p>Standards according to NYC DOE Priority Learning Standards: R1, 2, 7 & 8 W3 SL 1, 2 & 3 L 1, 2 & 6</p>	<p>Narrative NonFiction Anchor Text – Tarantula Scientist & The Boy Who Drew Birds</p> <ul style="list-style-type: none"> Essential Question: How does a reader consider point of view? Essential Question: How does a writer use experiences, narration, and description to compel a reader? <p>Skills:</p> <ul style="list-style-type: none"> Identify and analyze the point of view, features, and text structure of narrative non-fiction Utilize and practice research skills such as paraphrasing & summarizing, and note taking Compare and contrast point of view to understand the experiences and lives of others Write a 3rd person point of view narrative non-fiction piece based on the experiences of a scientist Deliver a 1st person point of view oral presentation Discuss how researchers do their work Understand the author's purpose for writing a text (inform, entertain, or persuade) Develop critical thinking skills when examining texts Compare and Contrast researcher practices <p>Wax Museum Presentation (Construct boards and prepare oral presentations)</p> <p>Performance Task: Choose a topic (inanimate or animate) and publish writing from 1st, 2nd, or 3rd point of view.</p> <p>Standards according to NYC DOE Priority Learning Standards: R1, 2, 4, 7 & 8 W2 & 7 SL 1, 2 & 3 L 1, 2, 4 & 6</p>	<p>Persuasive Anchor Text – Lunch Money</p> <p>Essential Question: How can readers use reasons and evidence to explain information?</p> <p>Essential Question: How do writers develop the topic with facts, definitions, concrete details, and quotations to support an opinion/persuade?</p> <p>Skills:</p> <ul style="list-style-type: none"> Conduct research to build knowledge Write opinion-based essays Understand that authors use reasons and evidence to support particular points in the text Understand that research builds knowledge through investigation of different aspects of a topic Draw conclusions from evidence from the text <p>Write a persuasive essay, including evidence to convince reader (Which one is better? – season, ice cream flavor, cat vs. dog, etc...)</p> <p>Performance Task: Read articles with differing points of view and take stance: Do zoos help or harm animals? Write an opinion essay clearly supporting your opinion.</p> <p>Standards according to NYC DOE Priority Learning Standards: R1, 2, 4, 7 & 8 W1 & 7 SL 1, 2 & 3 L 1, 2, 4 & 6</p>
Math	<p>Place Value, Addition, and Subtraction to One Million</p> <p>Envisions – Topics 1 & 2 – Domain: Number and Operations in Base Ten</p> <p>Essential Question: How can you use place value to compare, add, subtract, and estimate with whole numbers?</p> <p>Skills:</p> <ul style="list-style-type: none"> Use of numbers in everyday life Place value relationships Standard, expanded & written forms Compare and order numbers Round numbers Add and Subtract Whole numbers to the hundred thousands place Subtract whole numbers including regrouping across zeros <p>Performance Task: Create your own multistep addition & subtraction word problems.</p> <p>Standards according to NYC DOE Priority Learning Standards: NBT 1- 3 OA 1- 3</p>	<p>Factors, Multiples & Multiplication</p> <p>Envisions – Topics 3, 4 & Domains: Operations & Algebraic Thinking, Number and Operations in Base Ten</p> <p>Essential Question: What strategies can you use to multiply 1 and 2 digit numbers?</p> <p>Skills:</p> <ul style="list-style-type: none"> Multiply multi-digit numbers (3-4 x1 digit & 2 digit x 2 digit) Estimate products Problem Solving – multi step multiplication problems Use algorithms and strategies to multiply by 1 and 2 digit numbers (Partial Products, Traditional with regrouping & area model) <p>Performance Task: Which multiplication method do you prefer?</p> <p>Standards according to NYC DOE Priority Learning Standards: NBT 1- 3 OA 1- 3</p>	<p>Division</p> <p>Envisions – Topics 5 & 6 – Domain: Operations & Algebraic Thinking, Number and Operations in Base Ten</p> <p>Essential Question: What strategies can you use to divide by 1 digit numbers?</p> <p>Skills:</p> <ul style="list-style-type: none"> Estimate quotients using multiples Interpret the remainder Divide Tens, Hundreds, and Thousands Use the Distributive Property to divide Estimate quotients Multi step problem solving Solving comparison situations Use algorithms and strategies to divide 1 digit divisors and multi digit dividends (Partial Quotients & Traditional with regrouping) <p>Performance Task: Party Tables</p> <p>Standards according to NYC DOE Priority Learning Standards: NBT 1- 3 OA 1- 3</p>	<p>Fractions</p> <p>Envisions – Topics 7, 8, 9 & 10 & 12 Domains: Number and Operations – Fractions & Decimals</p> <p>Essential Questions: What strategies can you use to compare fractions and write equivalent fractions? How can you record and compare decimals and fractions? How can you record, compare & order decimals?</p> <ul style="list-style-type: none"> Generate equivalent fractions using multiplication and division Reduce fractions to simplest form using Greatest Common Factor Compare Fractions using Benchmark fractions & Least Common Denominator Add and Subtract fractions with like denominators Rename fractions and mixed numbers Multiply a fraction by a whole number Use benchmark fractions to identify equivalent decimals Identify equivalent fractions and decimals Explore fractional and decimal equivalence to the hundredths place value Multiplication & Division using basic facts (multiples & factors) <p>Performance Task: Fraction Flip Book</p> <p>Standards according to NYC DOE Priority Learning Standards: NF 1-2 & 5-7</p>

Grade 4
Units at a Glance 2020-2021

Social Studies	<p>New York's Land and First Peoples</p> <ul style="list-style-type: none"> ▪ Environment of New York State ▪ Landforms of New York State ▪ Climate and Resources of New York State <p>Skills:</p> <ul style="list-style-type: none"> • Locate NYS on a map in relation to other states/countries • Identify various landforms/ location & names • Differentiate between different types of maps • Compare and contrast NYS regions • Identify roles in Native American society • Understand contributions of Native American government <p>Standards: NYSSSL 4.1 A, B</p>	<p>Three Worlds Meet</p> <ul style="list-style-type: none"> ▪ Arrival of European Explorers in the New World ▪ How Native Americans were affected by the changes brought by these explorers ▪ Impact of the Columbian Exchange on The New and Old Worlds <p>Skills:</p> <ul style="list-style-type: none"> • Identify reasons for European exploration & conquest of The New World • Explore the impact of exploration & conquest on indigenous groups of people • Discuss & explore the impact of enslavement of Africans and the role of slavery in NYS <p>Standards: NYSSSL 4.2 A, B, C</p>	<p>The American Revolution in New York</p> <ul style="list-style-type: none"> ▪ The fight for freedom <p>The role played by New York and its people in the Revolutionary War A New Nation</p> <ul style="list-style-type: none"> ▪ Examining the development of a New Nation ▪ The role played by New York and the other Colonies <p>Skills:</p> <ul style="list-style-type: none"> • List and describe the causes & effects leading to the American Revolution • Compare & Contrast the different points of view (loyalist vs. patriot) <p>NYSSSL 4.3 A, B</p>	<p>The Growth of New York</p> <ul style="list-style-type: none"> • Examining social, industrial and governmental changes in New York State and New York City during the 1800s and early 1900s • Local and State Government <p>Skills:</p> <ul style="list-style-type: none"> • Design a state seal for NYS including symbols and their meaning • Explore the roles and responsibilities of the branches of government • Describe the process for electing officials • Identify key individuals and groups from NY who helped to strengthen the democracy in the US <p>NYSSSL 4.4 A, B</p>	<p>New York City Government</p> <p>Examining the roles and responsibilities of officials in New York City</p> <p>Skills:</p> <ul style="list-style-type: none"> • Describe the events leading to the Industrial Revolution • Explain NYS's role as an economic power in the US <p>NYSSSL 4.6 A, B, C</p>
-----------------------	--	---	---	---	--