

**Quarterly Environmental Theme: How does technology change our lives?**  
**4<sup>th</sup> Grade Essential Question: How Could Modern Technology have changed the past?**

**Standards of Learning:**

**ENVIRONMENT**

**Standard 1:  
 Ecological, Social, and Economic Systems**  
 Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

**Standard 2:  
 The Natural and Built Environment**  
 Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

**Standard 3:  
 Sustainability and Civic Responsibility**  
 Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

**Related Environmental Activities:**

[George Washington and Agricultural Census](#)  
 Students will read excerpts from a letter George Washington wrote about agriculture in the US in 1771 and compare his evaluation with agricultural data over time. Students will focus on social studies skills. Worksheets are included..  
 (ES 1, 2, 3 M 4.1, 4.3, 4.5; LA 4.1, 4.4; VS.1, VS.5)

PLT Activity39 [Energy Sleuths](#)  
 Students will discuss the pros and cons of various energy sources from economic, social, and environmental perspectives.  
 (ES 1, 2, 3; S4.1, 4.2; LA 4.1, 4.2, 4.4)

PLT Activity73 [Waste Watchers](#)  
 Students will identify ways to save energy in their daily lives. Students will explain how saving energy can reduce air pollution.  
 (ES 1, 2, 3; S4.1, 4.2; LA 4.1, 4.4)

;  
 PLT Activity 34 [Who Works in the Forest](#) Students examine forestry jobs of the past and present. Students explain how changes in population and technology impacted these jobs  
 (ES 1, 2, 3; VS.4., LA 4.3)

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**Standards of Learning:**

**SCIENCE**

**Force, Motion, and Energy**

- 4.2 The student will investigate and understand characteristics and interaction of moving objects. Key concepts include
- a) motion is described by an object’s direction and speed;
  - b) forces cause changes in motion;
  - c) friction is a force that opposes motion; and
  - d) Moving objects have kinetic energy.
- 4.3 The student will investigate and understand the characteristics of electricity. Key concepts include
- a) conductors and insulators;
  - b) basic circuits (open/closed, parallel/series);
  - c) static electricity;
  - d) the ability of electrical energy to be transformed into heat, light, and mechanical energy;
  - e) simple electromagnets and magnetism; and
  - f) Historical contributions in understanding electricity.

**Related Environmental Objectives:**

Develop a solution to a problem by using a simplified technological design process. Investigate the use of tools.

Plan different kinds of investigations, including field studies, systematic observations, models, and controlled experiments.

**Energy: Transfer, Transformation, and Conservation (BI)**  
**Heat, Light, Sound, and Electricity (CC)**  
 Heat, light, sound, and electrical energy can be transferred

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**Standards of Learning:**

**SOCIAL STUDIES**

- VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by
- a) explaining the reasons for English colonization;
  - b) describing how geography influenced the decision to settle at Jamestown;
  - c) identifying the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement;
  - d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America;
  - e) identifying the importance of the arrival of Africans and English women to the Jamestown settlement;
  - f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival;
  - g) Describing the interactions between the English settlers and the native peoples, including the contributions of Powhatan to the survival of the settlers.
- VS.4 The student will demonstrate knowledge of life in the Virginia colony by
- a) explaining the importance of agriculture and its influence on the institution of slavery;
  - b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;
  - c) explaining the reasons for the relocation of Virginia’s capital from Jamestown to Williamsburg to Richmond;
  - d) describing how money, barter, and credit were used;
  - e) Describing everyday life in colonial Virginia.

**Related Environmental Objectives:**

**(EALR 3: Geography 3.2 Washington)  
 (4.2.1 California)**

Identify the goods and ecosystem services that were essential to the lives, economies, and cultures of each of the major nations of Virginia Indians.

Describe the ways in which the Virginia water supply impacted the decision to relocate the capital city

Recognize the importance of clean water to the survival of a community

Explain why the physical geography and the natural resources (goods and ecosystem services) on the eastern seaboard of North America made colonization attractive and settlement possible.

Recognize how the role of the goods and ecosystem services provided by natural systems in the original 13 colonies influenced the development of their economic systems.

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**Standards of Learning:**

**READING**

- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- b) Explain words with multiple meanings.
  - c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
- 4.4 The student will read and demonstrate comprehension of fiction.
- a) Explain the author’s purpose.
  - b) Describe how the choice of language, setting, and information contributes to the author’s purpose.
  - c) Compare the use of fact and fantasy in historical fiction with other forms of literature.
  - d) Identify major events and supporting details.
  - e) Describe the relationship between text and previously read materials.
  - f) Identify sensory words

Students will complete a nonfiction reading unit.

**Guided Reading Resources:  
 (from Fountas and Pinnell Library)**

**DRA 30 – 38**

- The Kids' Invention Book O
- A Picture Book of Sojourner Truth O
- The Donner Party O
- Flossie and the Fox O
- The Real McCoy P
- The Eagle Has Landed P
- The Drum Beats On P

**DRA 40**

- Can't You Make Them Behave, King George? R
- George Washington R
- John Quincy Adams R
- O, Say Can You See? America's Symbols, Landmarks, and Important Words R
- Thomas Jefferson R
- Where Was Patrick Henry on the 29th of May? R

**DRA > 50**

- The Amazing Life of Benjamin Franklin T
- Chasing Vermeer T
- The Power of Un T
- Replay T

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**Standards of Learning:**

**WRITING**

- 4.7 The student will write effective narratives, poems, and explanations.
- a) Focus on one aspect of a topic.
  - b) Develop a plan for writing.
  - c) Organize writing to convey a central idea.
  - d) Write several related paragraphs on the same topic.
  - e) Utilize elements of style, including word choice and sentence variation.
  - g) Use available technology.

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- b) Include prepositional phrases.
  - c) Use commas in series, dates, and addresses.

Students will complete a unit on expository writing. Here a link to unit plans teaching expository writing.

[Expository Unit](#)

Students will also complete a 2 week poetry mini unit

**Related Inquiry Unit Texts:**  
**(Making Meaning and Being a Writer 4<sup>th</sup> Libraries)**

George v, George The American Revolution seen from both sides.  
 Schazner. National Geographic . Washington DC. 2004

**Related Environmental Activities:**

The students will:

- Write a comparative essay about performing a daily task in 1770 as compared to 2012.
- Describe Ben Franklin’s contributions as a statesmen and scientist during the 1700’s.
- Understand the significance of printed words during the American Revolution by reading several primary source documents, making paper and ink and writing their own versions of Declarations, Charters etc.

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**Standards of Learning:**

**MATHEMATICS**

Computation and Estimation

Focus: Factors and Multiples, and Fraction and Decimal Operations

- 4.4 The student will
- a) estimate sums, differences, products, and quotients of whole numbers;
  - b) add, subtract, and multiply whole numbers;
  - c) divide whole numbers, finding quotients with and without remainders; and
  - d) Solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.
- 4.5 The student will
- a) determine common multiples and factors, including least common multiple and greatest common factor;
  - b) add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;
  - c) add and subtract with decimals; and
  - d) Solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals.

**Related Environmental Activities:**

The students will:

- Determine growth patterns of populations in Forest Hill Park based on knowledge of plant reproduction
- Write math equations to describe how tobacco growth was distributed throughout the colonies
- Calculate the amount of work completed by typical colonial technology while maintaining crops.
- Determine the effect of friction on different natural surfaces by using the equation  $W=F*x$

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**Standards of Learning:**

**ART**

- 4.11 The students will identify and discuss a variety of art careers (e.g., potter, weaver, glassmaker, jeweler, local community artist).
- 4.14 The student will identify and describe the influences of ancient cultures on Early American architecture.
- 4.15 The student will examine the roles of crafts and artisans in Colonial Virginia.
- 4.16 The student will investigate artists and their work, using research tools and procedures

**Related Environmental Objectives:**

EALR 4.2.2.1 (Washington grade 4)

- Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes
- Understands and analyzes the impact of the European colonists’ movement to the Americas on the land and the indigenous peoples

**Related Environmental Activities:**

The students will:

- Compare how natural resources were produced into art during colonial times and modern day.
- Analyze artists in England and Colonial Virginia and their use of tools, technology, and natural resources.
- Evaluate the work of famous colonial artist and infer the attitude towards the environment during the era.

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**Standards of Learning:**

**MUSIC**

- 4.9 The student will recognize dynamic markings and interpret them in performance.
- 4.10 The student will identify instruments from various music ensembles, including instruments from other cultures, using sight and sound.
- 4.11 The student will identify the function of the top and bottom numbers of a meter signature involving 2, 3, and 4 beats.
- 4.12 The student will distinguish between major and minor tonality.
- 4.13 The student will use music terminology to describe various styles of music.
  1. Place musical examples into broad categories of style.
  2. Recognize a composer and a music composition from each of four different periods of music history.

**Related Environmental Objectives:**

EALR 4.2.2.1 (Washington grade 4)

- Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes
- Understands and analyzes the impact of the European colonists' movement to the Americas on the land and the indigenous peoples

**Related Environmental Activities:**

The students will:

- Compare music brought over by the Europeans to that played by the Native people in Virginia, by looking at how the instruments were different based on available technology and natural resources.
- Add dynamic markings to primary source documents to add emphasis
- Evaluate the themes in music during the classical period and infer the attitude towards nature based on composers of the era.



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**Standards of Learning:**

**HEALTH & PE**

**Personal Fitness**

- 4.3 The student will correlate regular participation in physical activity with various components of fitness and improvement in fitness and skill development.
- a) Identify the components of health-related fitness (e.g., aerobic capacity, muscular strength and endurance, flexibility, body composition).
  - b) Apply data from a standardized health-related fitness assessment to determine personal fitness goals.
- Apply the FITT (Frequency, Intensity, Time, Type) principle of training to implement personal fitness goals

**Related Environmental Objectives:**

EALR 4.2.2.1 (Washington grade 4)

Define technologies and the technological design process to understand the use of technology in different cultures and career fields.

**Related Environmental Activities:**

The students will:

- Simulate tasks that may have been completed by colonial children, using modern technology to assess fitness components
- Find a modern fitness activity that meets the same fitness goals (caloric burn, endurance etc.)
- Describe the role of technology in altering our perspective on fitness and training.

## INSTRUCTIONAL ELEMENTS

| Key Vocabulary  |   | Instructional Strategies   | Instructional Materials   | Technology   |
|---|---|--|---|--|
| Speed<br>Electricity<br>Kinetic Energy<br>Potential Energy<br>Circuit<br>Friction<br>Force<br>Acceleration<br>Motion<br>Work<br>Current<br>Electrons<br>Conductors<br>Insulators<br>Lightning<br>Static Electricity | Revolution<br>Stamp Act<br>Representation<br>Parliament<br>Independence<br>Rebellion<br>Patriot<br>Loyalist | <ul style="list-style-type: none"> <li>• Integrating content into</li> <li>• Language Arts activities</li> <li>• Author/Illustrator studies</li> <li>• Literature Circles</li> <li>• Web-Quest</li> <li>• Experiential learning (project-based)</li> <li>• Direct instruction</li> <li>• Small Group</li> <li>• Reflective discussions</li> <li>• Comparing/contrasting</li> <li>• Peer partner editing</li> </ul> | <ul style="list-style-type: none"> <li>• Websites referenced in VDOE</li> <li>• scope and sequence</li> <li>• Natural materials from Forest</li> <li>• Hill Park</li> <li>• Related texts</li> <li>• Assessment resources</li> <li>• Graphic organizers</li> <li>• Project Learning Tree guide</li> <li>• VA Studies CD</li> <li>• Computers</li> <li>• Video Camera</li> <li>• Maps of VA</li> <li>• Journals</li> <li>• Charts and Graphs</li> <li>• LCD Projector</li> <li>• Crayons, markers, paints</li> <li>• Rulers</li> <li>• White boards and markers</li> <li>• Foldables</li> <li>• Index cards</li> <li>• Self-stick notes</li> <li>• reusable materials</li> </ul> | <ul style="list-style-type: none"> <li>• Webquest</li> <li>• United Streaming</li> <li>• Powerpoint</li> <li>• Wikispaces – to plan/ share information</li> <li>• Blogspot</li> <li>• VA Trekkers</li> <li>• Brainpop</li> </ul> |
| Factor<br>Multiple<br>Dividend<br>Quotient<br>Product<br>Numerator<br>Denominator<br>Fraction   | Perspective<br>Comparative<br>Point of View<br>Preposition<br>Author's Purpose                              |  |   |  |

## INQUIRY PROJECT & CULMINATING ACTIVITY

### **Goal:**

The 4<sup>th</sup> grade classes will work together to research life in colonial then plan and execute a Colonial Celebration.

### **Elements:**

- a) The students will nonfiction accounts of colonial life and utilize primary sources about colonial life
- b) Create a class barter system for colonial goods
- c) The students will create games based on knowledge of force and motion that could have been played using colonial technology
- d) Plan meals comparable to colonial meals based on knowledge of local agriculture
- e) Read and understand maps and relate them to perimeter and area
- f) Draw propaganda posters for Loyalist and Patriots

### **Pacing:**

This project will be executed in 9 weeks. In class work will be completed during the inquiry block. Component pieces may be executed as home-based projects at the discretion of the classroom teacher.

### **Evaluation and Assessment:**

Component pieces will be evaluated with assignment specific, standards related rubric. Scores for each standard will be entered into Kickboard and averaged as part of the quarterly student mastery grade. An SOL-aligned teacher-created rubric will assess the culminating activity.

# ENVIRONMENT

| <b>Driving Objectives:</b>   | <b>Essential Understanding:</b>  | <b>Essential Skills:</b>  | <b>Essential Questions:</b>   |
|--|--|---|---|
| <p>4.2.3 Understands how technology and ideas have affected the way people lived and changed their values, beliefs, and attitudes.</p> <p><b>Heat, Light, Sound, and Electricity (CC)</b><br/>Heat, light, sound, and electrical energy can be transferred.</p> <p><b>EALR 3: Application (CCA)</b><br/><b>Different Technologies (CC)</b><br/>Define technologies and the technological design process to understand the use of technology in different cultures and career fields.</p> | <ul style="list-style-type: none"> <li>• Availability of natural resources impacts the development of technology.</li> <li>• Technology has always been used to make advances in societies?</li> <li>• Benjamin Franklin’s work with electricity altered that way many daily tasks were completed</li> <li>• Humans must make informed choices about how to utilize available technology.</li> </ul> | <ul style="list-style-type: none"> <li>• Identify ways electricity is used, and how it can be conserved</li> <li>• Explain the relationship between technology and cultural expression</li> <li>• Compare how technology has changed life over the 300 years in Virginia.</li> <li>• Identify different points of view on a topical issue</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>➤ What technology was available in colonial Virginia</li> <li>➤ How does technology impact our daily lives?</li> <li>➤ How are natural resources used to create new technologies?</li> <li>➤ How is technology used in different careers in the past and present?</li> </ul> |

# SCIENCE

| Driving Objectives:   | Essential Understanding:   | Essential Skills:   | Essential Questions:  |
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| <p>4.1 The student will plan and conduct investigations in which</p> <ul style="list-style-type: none"> <li>a) distinctions are made among observations, conclusions, inferences, and predictions;</li> <li>b) hypotheses are formulated based on cause-and-effect relationships;</li> <li>c) variables that must be held constant in an experimental situation are defined;</li> <li>d) appropriate instruments are selected to measure linear distance, volume, mass, and temperature;</li> </ul> | <p>The position of an object can be described by locating it relative to another object or to the background.</p> <p>Tracing and measuring an object's position over time can describe its motion.</p> <p>Energy may exist in two states: kinetic or potential.</p> <p>The greater the force, the greater the change in motion will be. The more massive an object, the less effect a given force will have on the object.</p> <p>Unless acted on by a force, objects in motion tend to stay in motion and objects at rest remain at rest.</p> | <p>Describe the position of an object.</p> <p>Collect and display in a table and line graph time and position data for a moving object.</p> <p>Interpret data to determine if the speed of an object is increasing, decreasing, or remaining the same.</p> <p>Identify the forces that cause an object's motion.</p> <p>Infer that objects have kinetic energy.</p> <p>Design an investigation to determine the effect of friction on moving objects.</p> <p>Apply the terms <i>insulators</i>, <i>conductors</i>, <i>open</i> and <i>closed</i> in describing electrical circuits.</p> | <p>How can motion be described?</p> <p>What is the difference between kinetic and potential energy?</p> <p>What is the relationship between force and motion? Force and mass?</p> <p>How is electricity transformed into heat, light, and mechanical energy?</p> <p>How does friction oppose motion?</p> <p>What causes friction?</p> <p>How can electrical circuits be classified?</p> <p>How are magnetic fields formed?</p> <p>What is an electromagnet?</p> |

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| <p>e) appropriate metric measures are used to collect, record, and report data;</p> <p>f) data are displayed using bar and basic line graphs;</p> <p>g) numerical data that are contradictory or unusual in experimental results are recognized; and</p> <p>h) predictions are made based on data from picture graphs, bar graphs, and basic line graphs.</p> <p><b>Force, Motion, and Energy</b></p> <p>4.2 The student will investigate and understand characteristics and interaction of moving objects. Key concepts include</p> <p>a) motion is described by an object's direction and speed;</p> | <p>A continuous flow of negative charges (electrons) creates an electric <i>current</i>.</p> <p>Electrical energy moves through materials that are <i>conductors</i> (metals). <i>Insulators</i> (rubber, plastic, wood) do not conduct electricity well.</p> <p>Rubbing certain materials together creates static electricity.</p> <p>Electrical energy can be transformed into heat, light, or mechanical energy.</p> <p>Certain iron-bearing metals attract other such metals (also nickel and cobalt).</p> <p>Lines of force extend from the poles of a magnet in an arched pattern defining the area over which magnetic force is exerted.</p> | <p>Create and diagram a functioning series and parallel circuits using dry cells, wires, switches, bulbs, and bulb holders.</p> <p>Create a diagram of a magnetic field using a magnet.</p> <p>Compare and contrast a permanent magnet and an electromagnet..</p> <p>Design an investigation using static electricity to attract or repel a variety of materials.</p> <p>Explain how static electricity is created and occurs in nature.</p> <p>Construct a simple electromagnet using a wire, nail, or other iron-bearing object, and a dry cell.</p> |  |
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| <p>b) forces cause changes in motion;<br/>c) friction is a force that opposes motion; and<br/>d) moving objects have kinetic energy.</p> <p>4.3 The student will investigate and understand the characteristics of electricity. Key concepts include</p> <p>a) conductors and insulators;<br/>b) basic circuits (open/closed, parallel/series);<br/>c) static electricity;<br/>d) the ability of electrical energy to be transformed into heat, light, and mechanical energy;<br/>e) simple electromagnets and magnetism; and<br/>f) historical contributions in understanding electricity.</p> |  |  |  |
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## SOCIAL STUDIES

| <b>Driving Objectives: (VS 3 VS4 VS 5)</b>   | <b>Essential Understanding:</b>  | <b>Essential Skills:</b>  | <b>Essential Questions:</b>   |
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| <p>VS.4 The student will demonstrate knowledge of life in the Virginia colony by</p> <ul style="list-style-type: none"> <li>a) explaining the importance of agriculture and its influence on the institution of slavery;</li> <li>b) describing how the culture of colonial Virginia reflected the origins of European (English, Scots-Irish, German) immigrants, Africans, and American Indians;</li> <li>c) explaining the reasons for the relocation of Virginia’s capital</li> </ul> | <p>The success of tobacco as a cash crop transformed life in the Virginia colony and encouraged slavery.</p> <p>The culture of colonial Virginia reflected the beliefs, customs, and architecture of the Europeans, Africans, and American Indians living there.</p> <p>Although it was a colony of England, Virginia developed a unique culture different from that of England.</p> <p>A variety of factors explain the reasons for moving Virginia’s capital.</p> <p>England became Great Britain in the early 1700s.</p> <p>Money was not often used in the early Virginia colony.</p> <p>Resources found in colonial Virginia were used to produce the goods and services people needed.</p> | <p>Determine cause-and-effect relationships. (VS.1b)</p> <p>Draw conclusions and make generalizations. (VS.1d)</p> <p>Make connections between past and present. (VS.1e)</p> <p>Sequence events in Virginia history. (VS.1f)</p> <p>Identify and interpret artifacts and primary and secondary source documents to understand events in history. (VS.1a)</p> <p>Compare and contrast historical events. (VS.1c)</p> <p>Interpret ideas and events from different historical perspectives. (VS.1g)</p> | <p>What effect did agriculture have on the Virginia colony?</p> <p>How did agriculture in the Virginia colony influence the institution of slavery?</p> <p>How did the culture of colonial Virginia reflect beliefs, customs, and architecture of Europeans, Africans, and American Indians?</p> <p>Where did the various cultural groups settle?</p> <p>What were some reasons why Virginia’s capital was moved from Jamestown to Williamsburg?</p> <p>What were some reasons why Virginia’s capital was moved from Williamsburg to Richmond?</p> <p>What forms of exchange were used in the Virginia colony?</p> <p>How did resources influence food, housing, and clothing in colonial</p> |



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| <p>from Jamestown to Williamsburg to Richmond;</p> <p>d) describing how money, barter, and credit were used;</p> <p>e) Describing everyday life in colonial Virginia.</p> <p>VS.5 The student will demonstrate knowledge of the role of Virginia in the American Revolution by</p> <p>a) identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence;</p> <p>b) identifying the various roles played by whites, enslaved African Americans, free African Americans, and American Indians in the Revolutionary War era,</p> | <p>Everyday life in colonial Virginia was different for whites, enslaved African Americans, and free African Americans.</p> |  | <p>Virginia?</p> <p>How was everyday life in colonial Virginia different for whites, enslaved African Americans, and free African Americans?</p> |
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| <p>including George Washington, Thomas Jefferson, Patrick Henry, and James Lafayette;</p> <p>c) Identifying the importance of the Battle of Great Bridge, the ride of Jack Jouett, and the American victory at Yorktown.</p> <p>VS.6 The student will demonstrate knowledge of the role of Virginia in the establishment of the new American nation by</p> <p>a) explaining why George Washington is called the “Father of our Country” and James Madison is called the “Father of the Constitution”;</p> <p>b) identifying the ideas of George Mason and Thomas Jefferson as</p> |  |  |  |
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| <p>expressed in the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom;</p> <p>c) Explaining the influence of geography on the migration of Virginians into western territories.</p> |  |  |  |
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| <b>MATHEMATICS</b>   |  |   |  |
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| <b>DRIVING OBJECTIVES</b>  | <b>ESSENTIAL UNDERSTANDINGS</b>  | <b>ESSENTIAL SKILLS</b>   | <b>ESSENTIAL QUESTIONS</b>   |
| <p>4.4 The student will</p> <ul style="list-style-type: none"> <li>a) estimate sums, differences, products, and quotients of whole numbers;</li> <li>b) add, subtract, and multiply whole numbers;</li> <li>c) divide whole numbers, finding quotients with and without remainders; and</li> <li>d) Solve single-step and multistep addition, subtraction, and multiplication problems with whole numbers.</li> </ul> <p>4.5 The student will</p> <ul style="list-style-type: none"> <li>a) determine common multiples and factors, including least common multiple and greatest common factor;</li> <li>b) add and subtract fractions having like and unlike denominators that are limited to 2, 3, 4, 5, 6, 8, 10, and 12, and simplify the resulting fractions, using common multiples and factors;</li> <li>c) add and subtract with decimals; and</li> <li>d) solve single-step and multistep practical problems involving addition and subtraction with fractions and with decimals</li> </ul> | <p>Understand the place-value structure of decimals and use this structure to read, write, and compare decimals.</p> <p>Understand that decimal numbers can be rounded to an estimate when exact numbers are not needed for the situation at hand.</p> <p>Understand that decimals are rounded in a way that is similar to the way whole numbers are rounded.</p> <p>Develop and use strategies to estimate whole-number sums and differences and to judge the reasonableness of such results.</p> | <p>Investigate the ten-to-one place-value relationship for decimals through thousandths, using base-10 manipulatives</p> <p>Represent and identify decimals expressed through thousandths, using base-10 manipulatives, pictorial representations, calculators, and numerical symbols</p> <p>Read and write decimals expressed through thousandths, using base-10 manipulatives, drawings, calculators, and numerical symbols. Any decimal less than 1 will include a leading zero</p> <p>Round decimals to the nearest whole number, tenth, and hundredth.</p> <p>Compare the value of two decimals, using the symbols <math>&gt;</math>, <math>&lt;</math><br/>Estimate whole-number sums and differences, using rounding, front-end strategies, and compatible number strategies</p> <p>Describe the method of estimation used.<br/>Refine estimates by adjusting the final amount, using terms such as <i>closer to</i>, <i>between</i>, and <i>a little more than</i>.</p> | <p>How are multiplication and division related?</p> <p>How can estimating guide in finding exact products and quotients?</p> <p>How can multiplication and division be applied to real-life problem solving?</p> <p>What ways can division be represented?</p> |

| <b>LANGUAGE ARTS</b>   |   |  |  |
|--|---|--|--|
| <b>DRIVING OBJECTIVES</b>  | <b>ESSENTIAL UNDERSTANDINGS</b>   | <b>ESSENTIAL SKILLS</b>  | <b>ESSENTIAL QUESTIONS</b>                                 |
| <p>4.3 The student will read fiction and nonfiction with fluency and accuracy.</p> <ul style="list-style-type: none"> <li>b) Explain words with multiple meanings.</li> <li>c) Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.</li> </ul> <p>4.4 The student will read and demonstrate comprehension of fiction.</p> <ul style="list-style-type: none"> <li>a) Explain the author’s purpose.</li> <li>b) Describe how the choice of language, setting, and information contributes to the author’s purpose.</li> <li>c) Compare the use of fact and fantasy in historical fiction with other forms of literature.</li> <li>d) Identify major events and supporting details.</li> <li>e) Describe the relationship between text and previously read materials.</li> <li>f) Identify sensory words</li> </ul> | <p>Use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word</p> <p>Use a variety of strategies and word recognition skills to read fluently</p> <p>Know the type of information found in word reference<br/>Materials such as a glossary, dictionary, and thesaurus.</p> <p>Develop a variety of comprehension strategies</p> <p>Understand that there are different forms of fiction (realistic, historical, and fantasy).</p> <p>The three domains of writing are:<br/> <b>Composing</b> . the structuring and elaborating a writer does to construct an effective message for readers<br/> <b>Written expression</b> . those features that show the writer purposefully shaping and controlling language to affect readers<br/> <b>Usage/mechanics</b> . the features that cause written language to be acceptable and Effective for standard discourse.</p> | <ul style="list-style-type: none"> <li>• explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, or persuade</li> <li>• find words or sentences that help identify the author’s purpose</li> <li>• find setting details and other information that help identify the author’s purpose</li> <li>• know that fictional stories, such as fantasy, describe imaginary characters and events</li> <li>• understand that historical fiction is a story based on facts</li> <li>• identify the facts contained in a piece of historical fiction</li> <li>• compare the use of fact and fantasy in historical fiction with the use of fact and fantasy in other forms of literature</li> <li>• identify major events and supporting details</li> <li>• discuss the similarities and differences between text and previously read materials</li> <li>• identify sensory words that describe sights, sounds, smells, and tastes, and describe how they make the reader feel</li> <li>• know that narrative poetry tells a story through verse.</li> </ul> | <p>How does knowledge of homonyms improve our writing?</p> |

## Resources

| <b>Community (Field Trips)</b>   | <b>Internet</b>  | <b>People and other Resources</b>  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Colonial Williamsburg, reenactments of various aspects of colonial life.</li> <li>• Saint John’s Church to see a reenactment of Patrick Henry’s “Give Me Liberty” Speech</li> <li>• Monticello to experience Thomas Jefferson’s accomplishments focusing on the agricultural innovations made during his lifetime.</li> </ul> | <p><a href="#">Colonial Williamsburg</a> offers virtual field trips and podcasts of their reenactments</p> <p>A webquest where students answer SOL correlated questions, <a href="#">Journey to Colonial Times</a>.</p> <p>An interactive <a href="#">Smartboard lesson on Electricity</a> and its impact on daily lives</p> | <ul style="list-style-type: none"> <li>• PDF of a variety of <a href="#">Colonial games</a></li> <li>• Library of Virginia RSS: feed Shaping our Constitution</li> <li>• Quizlet flashcards – Force and Motion</li> <li>• Parent volunteers who are willing to make candles, dolls, and other colonial crafts for colonial days</li> </ul> |