

FOURTH GRADE TEAM

Mr. Glen Mourning | Humanities Teacher - mourg001@hartfordschools.org

Quint 4

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*"Our five **Learner Expectations** are that our students will be: Skilled Information Processors, Empathetic Citizens, Collaborative Learners, Problem Solvers, and Knowledgeable People."*

Dear Scholar and Family,

We cannot believe how quickly the year is flying by! As we welcome the New Year, we also would like to welcome the continued support and success that we've seen from all of you through the first three quints. We are looking forward to a great quint 4!

Homework Menu

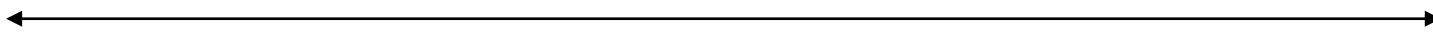
Each teacher has created a menu of learning activities from which students may choose. The menu provides the students a choice of different levels of challenge. Each week teachers will provide feedback on student logs regarding menu items for extra practice in a particular area or to encourage students to try something more challenging. New menus will be distributed throughout the quint.

Homework Log

Teachers will give students a Homework Log at the beginning of each week for students and parents to record homework activity. Teachers will distribute new logs on Mondays at the same time that they collect the completed logs and homework. Teachers will provide feedback on the completed homework log by Friday of the same week. All students have a minimum number of 80 minutes that they must complete for each subject, humanities and math/science, for the week. Students/parents can complete the required minutes in a way that best fits their schedule. For example, one could choose to complete some work each night or complete a longer block on certain days.

Afternoon Snack: Students must bring their own snack and drink to eat during SSR. Please refer to the Healthy Snacks Guidelines. Non-perishable and individually wrapped snack donations for extra snacks are also appreciated!

School Supplies: Student must bring their own pencils and notebook paper. We have seen a change in organization and responsibility as students are starting to rely on peers and teachers for their school supplies. Please make sure your child has the appropriate materials for class and their supplies are replenished each quint. Pencil and paper donations are also appreciated!



Student and Parent/Guardian:

Both you and your student must sign in the below space provided to indicate your acceptance of the updated policies and expectations outlined for the Quint 4 **Fourth Grade Program at Capital Preparatory Magnet School**. Return this portion to the classroom teacher on January 9, 2012, the first day of quint 4. If you have remaining questions, please write them on the back of this form. Thank you.

Student Signature

Date

Parent Signature

Date

Fourth Grade Interdisciplinary Unit
Quint 4: Problem Solver
Dealing With Disasters

Enduring Understandings – Students will understand that:

- Problems can be solved with well thought out action plans that use the resources available resources.
- People should consider how the world is affected by natural disasters and their causes.
- People can use discussion, logic, and compromise to work through a problem.
- Reasoning skills are valuable skills to identify and solve problems.

Learner Expectations – Problem Solver

Social Justice Strand – What are the external factors affecting the way groups define themselves?

Essential Questions:

- How do natural disasters occur in a seemingly calm environment?
- How can disasters affect the environments that people live in?
- How can we acquire information about appropriate disaster responses?
- Do we have existing perceptions about disaster response?

Objectives – Students Will be able to:

Math

Find whole number quotients and remainders with up to four-digit dividends and one-digit divisors.

Explain using equations, rectangular arrays and area models.

Solve multi-step word problems using the four operations, including problems in which remainders must be interpreted.

Determine the reasonableness of answers to multi-step problems using mental computation and estimation strategies including rounding.

Record multiplication using an expanded algorithm.

Science

Describe the role of the sun's energy in the water cycle.

Use models to demonstrate that topography causes precipitation landing on earth to move in streams and rivers from higher to lower elevations.

Describe the role of water in erosion of the earth's surface and design a simple experiment to determine how moving water causes changes to the earth.

Pose testable questions and use simple equipment and measuring tools to collect data about factors that effect erosion.

Construct and draw diagrams of complete series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy.

Predict and design an experiment to test circuit configuration and electric conductivity.

Analyze data to generalize about which materials are good electrical conductors and which are good insulators.

Investigate how magnets react with other magnets and analyze findings to identify patterns in the interactions between north and south poles of magnets.

Humanities:

Use details and examples in a text when drawing inferences from the text.

Determine the meaning of general academic and domain specific words or phrases in text relevant to a grade 4 topic or subject area.

Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. telegraph, photograph, autograph)

Read on-level prose and poetry with accuracy, appropriate rate, and expression on successive readings.

Summarize information from the text to include in an extension or response.

Determine the meaning of figurative language the author included in the story.
 Identify and describe literary devices in author's text including poetry.
 Synthesize information from the story to create an alternate ending to the story.
 Extend the meaning of a text by evaluating the pictures and author's word choice.

Common Core	
Humanities	<p>Reading</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL and RI.4.6 Compare and contrast the point of view from which different stories are narrated and/or an event accounted, including the difference between first- and third-person narrations and in the focus of the information provided.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF 4.4 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a) Read on-level text with purpose and understanding. b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <p>Writing</p> <p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within categories of information using words and phrases (e.g. another for example, also, because). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29.)</p> <p>Language</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to

	<p>the meaning of a word (e.g. telegraph, photograph, autograph).</p> <p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g. pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). <p>L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>
<p>Science</p>	<p><i>Scientific Inquiry</i></p> <p>B INQ.1: Make observations and ask questions about objects, organisms and the environment.</p> <p>B INQ.2: Seek relevant information in books, magazines, and electronic media.</p> <p>B INQ.3: Design and conduct simple investigations.</p> <p>B INQ.4: Employ simple equipment and measuring tools to gather data and extend the senses.</p> <p>B INQ.5: Use data to construct reasonable explanations.</p> <p>B INQ.6: Analyze, critique, and communicate investigations using words, graphs, and drawings.</p> <p>B INQ.7: Read and write a variety of science related fiction and non-fiction texts.</p> <p>B INQ.8: Search the Web and locate relevant science information.</p> <p>B INQ.9: Use measurement tools and standard units (e.g. centimeters, meters, grams, and kilograms) to describe objects and materials.</p> <p>B INQ.10: Use mathematics to analyze, interpret, and present data.</p> <p><i>Water and the Earth’s Surface</i></p> <p>4.3.1 Describe the role of the sun’s energy (i.e., heating and cooling) in the continuous cycling of water between the earth and the atmosphere through evaporation, condensation and precipitation.</p> <p>4.3.3 Design and conduct simple investigations to determine how moving water (flowing downhill or in ocean waves) causes changes to the land, the coastline or the course of a stream or river.</p> <p>4.3.5 Present evidence to support a scientific claim about the relationship between the amount and speed of moving water and the size of earth materials moved (e.g., silt, pebbles, boulders).</p> <p><i>Electricity and Magnetism</i></p> <p>4.4.1 Construct complete (closed) and incomplete (open) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy.</p> <p>4.4.4 Develop a method for testing conductivity, and analyze data to generalize about which materials are good electrical conductors and which are good insulators</p> <p>4.4.7 Design procedures to move objects and separate mixtures of solids using magnets.</p> <p>4.4.8 Investigate how magnets react with other magnets and analyze findings to identify patterns in the interactions between north and south poles of magnets.</p>
<p>Math</p>	<p>NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p>

	<p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>CMT Strands: Strand 6 Basic Facts Strand 7 Computation with Whole Numbers and Decimals Strand 9 Solve Word Problems Strand 10 Numerical Estimation Strategies Strand 11 Estimating Solutions to Problems</p>
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How We Teach (Topics)	
Humanities (English and Social Studies)	<ul style="list-style-type: none"> • Analyzing imagery to describe how it enhances the meaning of the text. • Reading to infer qualities of the text and characters. • Generating questions about the characters’ behaviors using implicit information from the text. • Generating questions about author’s purpose for including or omitting information. • Summarizing the theme in narrative text • Identifying things to learn or do in order to become a better reader. • Analyzing the structure/organizational patterns of different genre. • Studying genres: biography, historical nonfiction, informational text, realistic fiction, folktales, fantasy.
Science	<ul style="list-style-type: none"> • Describing the role of the sun’s energy in the continuous cycling of water through evaporation, condensation and precipitation. • Designing simple investigations to determine how moving water causes changes to the land, the coastline or the course of a stream or river. • Conducting simple investigations to determine how moving water causes changes to the land, the coastline or the course of a stream or river. • Presenting evidence to support a scientific claim about the relationship between the amount and speed of moving water and the size of earth materials moved. • Constructing complete (closed) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy. • Constructing incomplete (open) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy. • Developing a method for testing conductivity. • Analyzing data to generalize about which materials are good electrical conductors and

	<p>which are good insulators</p> <ul style="list-style-type: none"> • Design procedures to move objects and separate mixtures of solids using magnets. • Investigate how magnets react with other magnets. • Analyzing findings to identify patterns in the interactions between north and south poles of magnets.
Math	<ul style="list-style-type: none"> • Rounding multi-digit whole numbers. • Multiplying multi-digit whole numbers. • Illustrating and explaining calculations. • Finding quotients and remainders. • Using compatible numbers and estimating make calculations easier. • Using only estimation to solve problems. • Understanding the inverse relationship between multiplication and division; every division fact has a related multiplication fact. • Using basic facts, patterns, place-value and estimation help solve division problems. • Using various problem solving skills and models to solve word problems. • Practicing test taking skills to prepare for standardized testing. • Practicing problems in the standardized testing format.

Assessments	
Humanities (English and Social Studies)	<p>Writer’s Notebooks: Students will continue to keep a writer’s notebook to work on the craft of constructing a narrative piece with the components needed to be successful on the CMT’s.</p> <p>Standards Addressed: W.4.2 b-d Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c) Link ideas within categories of information using words and phrases (e.g. another for example, also, because). d) Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28-29.)</p> <p>Reader’s Notebooks: Students will continue to keep a reader’s notebook as they read and respond to various texts during the units of study taught in class.</p> <p>Standards Addressed: RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>

	<p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL and RI.4.6 Compare and contrast the point of view from which different stories are narrated and/or an event accounted, including the difference between first- and third-person narrations and in the focus of the information provided.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>Essential Tasks: At the conclusion of each read aloud, students will complete an essential task to monitor their progress of understanding.</p> <p>Standards Addressed:</p> <p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>RL and RI.4.6 Compare and contrast the point of view from which different stories are narrated and/or an event accounted, including the difference between first- and third-person narrations and in the focus of the information provided.</p> <p>RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.</p> <p>Word Study Assessments: Students will be assessed weekly on words studied during the week.</p> <p>Standards Addressed:</p> <p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Quizzes: Students will take various quizzes focusing on the objectives set forth this quint. <i>*reinforces the above standards addressed</i></p> <p>Homework Menus and Logs: Students will complete homework assignments as selected from the Menu of Options. Logs should include the title of each assignment, time frame work was completed in and a parent signature. <i>*reinforces the above standards addressed</i></p>
Science	<p>Science Labs: Students will perform scientific inquiry labs in the classroom and reflect on their findings through a completed lab report. Students will be assessed through lab participation, lab discussion, and a written portion as well.</p> <p>B INQ.1 Make observations and ask questions about objects, organisms and the</p>

	<p>environment.</p> <p>B INQ.2 Seek relevant information in books, magazines, and electronic media.</p> <p>B INQ.3 Design and conduct simple investigations.</p> <p>B INQ.4 Employ simple equipment and measuring tools to gather data and extend the senses.</p> <p>B INQ.5 Use data to construct reasonable explanations.</p> <p>Science Unit Test: Water and the Earth’s Surface: Students will take end-of-topic tests covering the objectives set forth in their topic.</p> <p>4.3.1 Describe the role of the sun’s energy (i.e., heating and cooling) in the continuous cycling of water between the earth and the atmosphere through evaporation, condensation and precipitation.</p> <p>4.3.3 Design and conduct simple investigations to determine how moving water (flowing downhill or in ocean waves) causes changes to the land, the coastline or the course of a stream or river.</p> <p>4.3.5 Present evidence to support a scientific claim about the relationship between the amount and speed of moving water and the size of earth materials moved (e.g., silt, pebbles, boulders).</p> <p>Science Unit Test: Electricity and Magnetism:</p> <p>4.4.1 Construct complete (closed) and incomplete (open) series circuits in which electrical energy is transformed into heat, light, sound and/or motion energy.</p> <p>4.4.4 Develop a method for testing conductivity, and analyze data to generalize about which materials are good electrical conductors and which are good insulators</p> <p>4.4.7 Design procedures to move objects and separate mixtures of solids using magnets.</p> <p>4.4.8 Investigate how magnets react with other magnets and analyze findings to identify patterns in the interactions between north and south poles of magnets.</p> <p>Quizzes/Exit Slips: Students will take various quizzes/exit slips focusing on the objectives set forth this quint.</p> <p>*Will be on a variety of standards throughout the quint.</p> <p>Science Vocabulary Journals: Students will complete and study science vocabulary journals with words pertaining to the Water and the Earth’s Surface and Electricity and Magnetism units.</p> <p>Science CMT Questions: Students will complete a science CMT multiple choice or free response question. They will become familiar with the CMT expectations and grading policies for their answer frames.</p> <p>Homework Menus and Logs: Students will complete homework assignments as selected from the Menu of Options. Logs should include the title of each assignment, time frame work was completed in and a parent signature.</p> <p><i>*reinforces the above standards addressed</i></p>
Math	<p>Daily Do Nows Covering various CMT strands to practice test strategies and problem solving skills</p> <p>Math Topic Tests: Students will take end-of-topic tests covering the objectives set forth in their topic.</p> <p>NBT.3 Use place value understanding to round multi-digit whole numbers to any place.</p> <p>4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two-digit numbers, using strategies based on place value and the properties of</p>

	<p>operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p>4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays and/or area models.</p> <p>4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p>4.OA.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Quizzes: Students will take various quizzes and “quick checks” (from Envisions math topic) focusing on the objectives set forth in their topics this quint. *Will be on a variety of standards throughout the quint. *reinforces the above standards addressed</p> <p>Envisions Math: Students will be graded based on their effort and completion of workbook assignments each week. *reinforces the above standards addressed</p> <p>Homework Menus and Logs: Students will complete homework assignments as selected from the Menu of Options. Logs should include the title of each assignment, time frame work was completed in and a parent signature. *reinforces the above standards addressed</p>
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Interdisciplinary Project

Creating a Disaster Relief Plan for you and your Family: A special report on your local news channel.

We will research and define the meaning of a “natural disaster” to learn about the magnitude of the disasters’ affect on an area. They will conduct an analysis using statistics and data that explains the wreckage caused. We will begin by learning about the Connecticut Flood of 1936 that greatly impacted Hartford and Bushnell Park. We will then move into modern times by discussing October’s Storm Alfred and its effects on our communities. Students will collaborate with each other to put together a newscast on a natural disaster that occurred and propose a disaster relief plan. The newscasts will be shown theater-style in the Sheff Center at the end of the quint. Members of the Capital Prep community will be invited for viewing.

Academic Enrichments

Virtual Field Trips to explore Water and the Earth’s Surface.

Field trip to small local body of water or Bushnell Park to analyze the environment.

Guest speaker from the Red Cross to talk about being prepared for a disaster and what their organization does to respond to natural disasters.

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Give Our Regards to Broadway**PROJECT: Give Our Regards to Broadway**

Musical theater book writers, lyricists, and composers have long looked to literature for their inspiration and subject material. This quint, students will compare and contrast literary works and the musicals they inspired. Utilizing video clips and web sites, students will compare specific passages from original texts to moments in Broadway musicals on which they were based, and analyze similarities and differences between the two. At the conclusion of the quint, students will perform a variety of music from some of Broadway’s most memorable musicals.

Elementary Interdisciplinary Unit:

Quint 4: *Give Our Regards to Broadway*

Estimated Time Range: 8 weeks

Enduring Understandings - Students will understand:

1. What elements are needed to create a musical?
2. How do text and music complement each other?
3. How and why do specific musicals become a milestone in the history of American musical theater?

Learner Expectations – Problem Solver

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

1. What is a musical?
2. How do writer, lyricist, and composer work together to create a musical?
3. How have Broadway musicals shaped American history?

Objectives:

Students will be able to:

- Evaluate the challenges musical theater writers, composers, and lyricists face when creating a musical based on preexisting literature.
- Analyze a passage from a work of literature for tone, mood, and character motivations.
- Describe how some Broadway musicals reflect the times in which they were created.
- Understand how some Broadway musicals use historical figures, events, and time periods as their source material.
- Create lyrics for a new song based on a contemporary or historical figure, issue, or time period.
- Present and/or perform their original songs to the rest of the class.

The Connecticut Arts Curriculum Framework	
Dance	<ul style="list-style-type: none">• Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway);• Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning;• Demonstrate accuracy in moving to a musical beat and responding to changes in tempo;• Demonstrate kinesthetic awareness and concentration in performing movement skills;• Demonstrate accuracy in memorizing and reproducing simple movement phrases;• Create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment, and identify each of these sequence parts; and• Demonstrate the ability to work effectively alone and with a partner.
Music	<ul style="list-style-type: none">• Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo;• Sing expressively, with appropriate dynamics, phrasing and interpretation;• Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures;• Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.• Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments;• Perform expressively a varied repertoire of music representing diverse genres and styles;• Echo short rhythms and melodic patterns; and• Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
Theatre	<ul style="list-style-type: none">• Collaborate to select inter-related characters, environments and situations for classroom dramatizations;• Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue;• Imagine and clearly describe characters, their relationships and their environments;• Use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters; and• Assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations.• Design the playing space to communicate characters and action in specific locales; and• Collaborate to select and safely organize available materials that suggest scenery,

	<p>properties, lighting, sound, costumes and makeup.</p> <ul style="list-style-type: none"> • Describe visual, aural, oral, and kinetic elements in theatre, dance, music and visual arts; • Compare how ideas and emotions are expressed in theatre, dance, music and visual arts; and • Select movement, music or visual elements to enhance the mood of a classroom dramatization.
Visual Arts	<ul style="list-style-type: none"> • Differentiate between a variety of media, techniques and processes; • Describe how different media, techniques and processes cause different effects and personal responses; • Use different media, techniques and processes to communicate ideas, feelings, experiences and stories; • Use art media and tools in a safe and responsible manner; • Identify the different ways visual characteristics are used to convey ideas; • Describe how different expressive features, and ways of organizing them, cause different responses; • Use the elements of art and principles of design to communicate ideas; • Select and use subject matter, symbols and ideas to communicate meaning; and • Identify connections between the visual arts and other disciplines in the curriculum.

How we Teach	
Dance	<p>Teach simple movements. Choreography for each song. Interpreting movements without language.</p>
Music	<p>Learn selected song(s). Which comes first, the music or the lyrics? Recognize vocal styles.</p>
Theatre	<p>Public speaking</p>
Visual Arts	<p>Design and create the scenery.</p>
Dance	<p>Perform rehearsed movements for selected song(s). Complete a sequence or simple dance with a beginning, middle and end. Work effectively both individually and with a partner.</p>
Music	<p>Perform selected song(s); Recognize the melody, harmony, rhythm being played when hearing the music; and Identify the mood and character of song.</p>
Theatre	<p>Script writing; and Build scenery appropriate to the mood and/or idea of the song.</p>
Visual Arts	<p>Create and understand the use different art mediums.</p>

Assessment	
	<ol style="list-style-type: none"> 1. Class participation 2. Classroom assignments 3. Production of performance 4. Choreography 5. Test

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The World of Physical Fitness and Nutrition!

Project #1: Class Fitness Video

The kids know how to move, dance and workout! It is time for them to show off their talent in an instructional **video showcase**. This quint, each class will be responsible for creating an instructional fitness and/or activity video that will highlight an activity of their choice that they were introduced to this quint. Activities range from Yoga, Pilates, Zumba, jump roping, kickboxing, cardio workouts, calisthenics, and many, many more!

Each class will choose their own activity, music, roles and dialogue to create a fitness masterpiece. The collection videos will be combined into one **DVD** as a Capital Prep, **“Let’s Move”** video and will be highlighted at the end of the quint. So, Let’s Get Moving!

PROJECT#2: Give Our Regards to Broadway (Collaboration with Mr. Hawkins)

Musical theater book writers, lyricists, and composers have long looked to literature for their inspiration and subject material. This quint, students will compare and contrast literary works and the musicals they inspired. Utilizing video clips and web sites, students will compare specific passages from original texts to moments in Broadway musicals on which they were based, and analyze similarities and differences between the two. At the conclusion of the quint, students will perform a variety of music from some of Broadway’s most memorable musicals.

Elementary Interdisciplinary Unit Quint 4: The World of Physical Fitness and Nutrition

Learner Expectation – Problem Solver

Enduring Understandings - Students will understand:

1. There are a variety of physical fitness activities.
2. Everyone has the ability to enjoy ways to stay fit and nutritionally healthy.
3. Physical fitness together with proper nutrition provides a healthier life for me as an individual and as a community member.
4. Teamwork, collaboration, leadership, respect, communication, sportsmanship, accountability, and conflict resolution are the benefits of physical activity.

Social Justice Strand:

Pre-K

Who am I?

Kindergarten

Who am I?

1st Grade

What groups do I belong to? What groups do people think I belong to?

2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

1. How can I incorporate physical activity into everyday living?
2. How can nutrition and exercise benefit my everyday life, family, and community?
3. How can I be a better citizen by staying fit and learning about nutrition?
4. How can I access community experts and resources to learn a variety of activities and nutritional lessons?

Objectives:

Students will be able to:

1. Discern which activities stimulate their physical lifestyle.
2. Identify a variety of physical fitness activities and nutritional life choices through volunteers, collegiate athletes, and community experts.
3. Develop an attitude of worthy use of leisure time through activity at school, home, and in the community.
4. Apply their understanding of critical nutritional education to their everyday life.
5. Develop as individuals and team members through interactions in activities as well as with others.
6. Understand and be able to identify different life skills that are related to certain physical activities.

The Connecticut Physical Education Curriculum Framework	
Human Movement	Students will understand and apply principles of human movement to the learning and development of motor skills.
Physical Activity	Students will become competent in a variety of, and proficient in a few, physical activities.
Fitness	Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.
Responsible Behavior	Students will exhibit responsible personal and social behaviors in physical activity settings.
Respect for Differences	Students will exhibit an understanding of and respect for differences among people in physical activity settings.
Benefits of Physical Activity	Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression and social interaction.

How We Teach	
Human movement	Demonstrate non-locomotor movements (such as bend, twist, stretch, swing, sway); Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning;

Sports Activities	Use various equipments to illustrate the techniques used to execute the various sports. Listen and watching various professionals that will demonstrate the day's activity.
Physical Fitness	Listen to the inner self about personal limits for the fitness activities. Focus on posture and breathing while promoting relaxation that allows for muscular strength, suppleness and flexibility.
Nutrition	Identify better eating choices through the use of various activities Collaborate with nutrition professionals that will motivate, inspire and create a total health and body experience Describe and explain reasons for choosing healthier foods Learn the benefits of healthy eating through nutritional instructors. Relate nutritional importance to physical health practicing cause and effect

Class assessment:

1. **Positive Behavior**
2. **Volume**
3. **Participation**
4. **Teamwork/Sportsmanship**
5. **Focus/ Paying attention**

Assessments	
Sports Activities	Daily Participation in every activity with a pleasant and cooperative attitude. Demonstrate the ability to meet the given sequence criteria. Reflect on ability to meet personal and teacher goals.
Physical Fitness	Execute directions to expectations. Accurately imitate the movements within the physical fitness activity. Create drawings, collages and artwork that will utilize certain life skills such as teamwork, communication and others.
Nutrition	Use of communication skills within team related nutritional activities. Visual representation of the food pyramid. Ex. Answering questions, giving personal examples, and expressing interest. Completion of all nutrition-related puzzles, questions, journals, etc.

Academic Enrichments:

Within Quint 4: Students will have outside access to members of the community that will enhance their experience to create a stimulation of physical fitness and education of nutritional value in life. As we grow as a community within the walls of Capital Prep as well as with the families of our students and community partners, I welcome any references that you might have to individuals that would want to volunteer their time and expertise. Having experts in a specific field teach the children the proper ways to perform the fitness exercise is great.