

ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES

2008-2009

Program of Inquiry Overview - Grade: 4 03/27/09

GRADE 4	<p>An inquiry into Who we are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into Where we are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into How we express ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into How the world works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into How we organise ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into How we share the planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p>Central idea: Literature offers opportunities for self-expression and the identification of human nature.</p>	<p>Central idea: Migration can influence the cultural structure, economic structure, and/or the governing systems of a region.</p>	<p>Central idea: Scientific progress is made by asking meaningful questions and conducting careful investigations.</p>	<p>Central idea: Natural and unnatural processes shape and reshape the earth's land and surface, affecting the way people live.</p>	<p>Central idea: Understanding the structures of government empowers individuals and groups to make decisions that impact the broader community.</p>	<p>Central idea: People depend on, adapt to, and/or modify their physical environment in order to obtain resources.</p>
	<p>Transdisciplinary Skills: IN DEVDELOPMENT</p>	<p>Transdisciplinary Skills: Social studies, ELA</p>	<p>Transdisciplinary Skills: IN DEVDELOPMENT</p>	<p>Transdisciplinary Skills: Social studies, ELA, Science, Art</p>	<p>Transdisciplinary Skills: IN DEVDELOPMENT</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>
	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Cause of migration. • How does the migration of diverse groups of people impact a region's economy and culture? • How are a region's political and social systems affected by migration? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What are Earth's different types of land and surfaces? • What impact do natural and unnatural processes have on Earth's landforms? • How do landforms affect the way people live? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The physical environment in which a people live determines the resources available to them. • How and why people adapt to their physical environment • How and why people modify their environment
	<p>Teacher questions: IN DEVDELOPMENT</p>	<p>Teacher questions: How was the Spanish mission system in California organized, and how did it affect the ways of life of California Indians? What changes did Mexico's independence from Spain bring to Alta California? What effects did the Mexican-American War have on California? How did the gold rush affect California's economy, people, settlement, and politics? How did the California state government differ from the government during the Spanish and Mexican periods?</p>	<p>Teacher questions: IN DEVDELOPMENT</p>	<p>Teacher questions: What is a landform and what are some examples? How do waves, wind, water, and ice shape and reshape the Earth's land surface? How do the processes of chemical and physical weathering affect the breakdown and formation of landforms? How do rapid natural processes such as: landslides, volcanic eruptions, and earthquakes destroy and create landforms, and how do people respond to these changes? How do the three types of rocks in the rock cycle form from one another ? What are the physical features of the four natural regions of California, and how do landforms affect ways of life in each region?</p>	<p>Teacher questions: IN DEVDELOPMENT</p>	<p>Teacher questions: How did early people of CA change their ways of life as their environment changed? How did the CA Indians of the northern coastal region of CA depend on the natural resources around them? How did CA Indians in the desert region adapt to, or modify, their dry environment in order to survive?</p>
	<p>Key concepts: IN DEVDELOPMENT</p>	<p>Key concepts: causation, change, function</p>	<p>Key concepts: IN DEVDELOPMENT</p>	<p>Key concepts: Causation, change</p>	<p>Key concepts: IN DEVDELOPMENT</p>	<p>Key concepts: Connection, Perspective, Change</p>
	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Developing transdisciplinary and learner profile skills: Research skills: Students and teacher have identified research skills to develop during the inquiry. They will use these skills to collect, record, organize, and interpret their findings about the different California eras, and then present these findings in their written presentation.</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Developing transdisciplinary and learner profile skills: Research Skills Observing- during hands-on activities students will use all the senses to collect information Communication skills Writing: will record information and</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT

	<p>Communication Skills: Presenting- oral presentations of illustrated informational timeline on the impact of migration to California.</p> <p>Thinking Skills: Students combine the eras and design and create a timeline spanning 150 years of CA history.</p> <p>Learner Profile</p> <p>Knowledgeable: Students became considerably more knowledgeable about the local and global impact of migration on economy, government, and culture.</p>		<p>observations through the note-taking process. They will keep records of investigations and readings in a science journal</p> <p>Self-Management skills-</p> <p>Students will plan and carry out investigations using their time effectively. They will understand and apply appropriate procedures for cooperative science groups.</p> <p>Learner Profile</p> <p>Communicators: demonstrate understanding of various landforms through research and visual arts.</p> <p>Thinkers: thinking creatively and critically about the causes and effects of continual change of the Earth.</p> <p>Inquirers: asking questions and researching information</p>		
<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Summative assessment:</p> <p>Students will develop flow maps including the important dates of four California eras, including the Spanish Colonial Era, Mexican Rancho Era, American Expansion Era, and the California Gold Rush. They will create an illustrated timeline specific to these eras. They will include relevant dates and events in each time period. Each era on the timeline will include a paragraph describing the effects of migration on the culture, economy, and government of the California region. Using notes, each student will make an oral presentation explaining the impact of migration on the California region.</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Summative assessment:</p> <p>At the end of the unit, the students, using their study of various types of maps and their features, will create a relief map depicting the four natural regions of California. After being instructed on summary writing, they will use notes they gathered to write a paragraph summarizing the physical features (including landforms) of each region.</p> <p>Also, students will choose one of the four regions and create a second paragraph summarizing how its physical features help create a certain way of life in that particular region.</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Summative assessment:</p> <p>At the end of this unit, students will use their notes in order to construct a paragraph detailing various examples of how different tribes used, adapted to, and /or modified their environment in order to meet their needs. Using a teacher developed rubric, they will create a poster display that includes their paragraph and labeled pictures that properly displays their paragraph. The project, as described in the rubric, should focus on the groups' location, and how their geographic location affected the available resources, as well as how they modified or adapted to their environment.</p>