



Greenwich Public Schools Curriculum Overview

Grade 4: Humanities (Reading, Writing, & Social Studies)

Families as Partners in Learning

In Reading, Writing, and Social Studies, GPS students study other writers and thinkers, contemporary and historical, in order to develop their own abilities to read, write, speak, and think critically and globally.

The GPS Humanities Program is grounded in the workshop model and inquiry. The workshop model includes explicit strategy instruction through mini-lessons and conferring, an emphasis on providing student choice and the time for independent application of skills alongside peers, consistent conferring time in one-on-one or small group settings, and a structured “share” time to highlight student progress and products. Students also participate in inquiry-based learning as well as thematic studies which focus on incorporating and applying knowledge of civics, economics, geography and history to particular concepts, events, or topics.

The English Language Arts and Reading (ELAR) curriculum is aligned to the Connecticut Core Standards as delineated in each of the College and Career Readiness Anchor Standards: Reading: Literature, Reading: Informational Texts, Reading: Foundational Skills, Writing, Speaking and Listening, and Language.

The Social Studies Curriculum is aligned to the Connecticut Elementary and Secondary Social Studies Frameworks and College, Career, and Civic Life (C3) Framework.

Unit	Student Learning Expectations
<p>Unit 1: Interpreting Characters, The Arc of Story Writing, Movement of People & Ideas: The US Regions</p> <p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> • Characters are like people you know. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> • Use clues provided by characters to make inferences about plot. • Deepen theories about character motivation and plot using evidence from text. • Refer directly to text to identify what characters do, say, and think in order to confirm or refute inferences. • Examine characters' thoughts and feelings and how they change or evolve. • Evaluate characters through their traits, thoughts, actions and changes.

<ul style="list-style-type: none"> ● Point of view influences the way the story is told. ● Writers create and develop stories and characters that feel real. ● Fictional writers draft with an eye toward believability. ● Readers build interpretations about characters. ● Environmental, cultural, and economic factors influence human migration and settlement. ● Individual choices have both benefits and costs. ● Incentives influence the decisions people make. ● Resources are used to produce goods and services. ● Natural resources affect human settlements and movements. ● Environmental and technological events affect human settlements and migration. 	<ul style="list-style-type: none"> ● Formulate big ideas based on what you know about the characters and support your reasons with details and evidence from the text. ● Use mentor texts and your own life to write a fictional short story. ● Create depth of character by including the character’s thoughts and feelings in your fictional short story. ● Determine embed a theme that can be generalized and applied to the world at large. ● Fictional narratives are developed through the use of descriptive details, dialogue, and clear even sequencing. ● Fictional narratives follow a clear organizational structure throughout and have distinct transitions and conclusions. ● Analyze multiple mentor texts to experiment with literary devices. ● Determine how and why history shapes people’s perspectives today. ● Identify how cultural and environmental characteristics affect the movement of people. ● Analyze how human capital, productivity, and future incomes are interrelated. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
<p>Unit 2: Boxes and Bullets, Reading the Weather, Environment and Climate of Northeast</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers and writers organize their ideas in functional ways. ● Readers integrate information from multiple texts when researching a topic. ● Readers apply knowledge about 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Read and decipher multimedia texts. ● Determine a nonfiction text structure (e.g., chronology, comparison, cause/effect, problem/solution). ● Determine sub-genres of nonfiction texts. ● Develop questions while reading nonfiction texts and consult multiple sources to find the answers. ● Use a text’s structure to support note-taking and ideas. ● Construct meaning by reading expository texts with a specific purpose in mind. ● Compare information from multiple texts on the same topic. ● Categorize new learning into a structure that exemplifies the main ideas and supporting

<p>one topic to support research on another topic.</p> <ul style="list-style-type: none"> ● Maps are one way people understand, represent, and interpret the world around them. ● Landforms, bodies of water, climate, and man-made structures influence the lives of people living in a region. 	<p>details of a topic.</p> <ul style="list-style-type: none"> ● Synthesize new learning in order to write or speak about a topic. ● Apply knowledge of nonfiction text features to support comprehension. ● Work as part of a writing community and seek to improve writing after feedback is provided. ● Consider the audience when writing. ● Follow a clear organizational structure throughout a piece and have distinct transitions and conclusions. ● Work through the writing process. ● Read maps and other geographical tools to better understand familiar and unfamiliar places. ● Explain relationships between people of differing places and regions. ● Identify and analyze causes and effects of events and developments in the past. ● Support a claim about the past using textual and personal evidence. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
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<p>Unit 3: Interpretation Book Clubs and Writing a Literary Essay</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Stories are about more than just plot and characters. They also include inferential central ideas. ● Essays about character and themes may contain ideas from more than one text. ● Readers interpret themes in and across texts. ● Writing allows us to pause hurried reading to pay close attention to characters and ideas as we read books. ● Writing about reading helps to advance ideas about literature and 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Compare how themes are developed in different texts. ● Analyze text and an author's choices in order to uncover inferential central ideas. ● Support individual ideas with evidence from the texts. ● Compare and contrast the way a theme is handled similarly and differently in different texts. ● Determine how different authors approach the same theme. ● Write a literary essay which includes a thesis that is based on close reading of the text. ● Support your thesis using your own ideas in addition to using quoted and paraphrased material. ● Support your interpretations about a text by analyzing craft moves the author has made. ● Recall relevant information from experiences and gather relevant information from print and digital sources in order to grow an idea about a literary text. ● Create and follow an organizational structure, choose reasons that support their ideas, and connect ideas/evidence with appropriate transitions. ● Develop and strengthen writing as needed by planning, revising, and editing. ● Recall relevant information from experiences and gather relevant information from print
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<p>deepen our own understanding about an author's craft and central messages.</p> <ul style="list-style-type: none"> Writers draw on everything they have learned about literary essay writing in order to write other types of analyses. 	<p>and digital sources.</p> <ul style="list-style-type: none"> Embed sources correctly without changing the original message. Paraphrase and quote accurately and to advance your central message. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
<p>Unit 4: Bringing History to Life</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Writers can learn more about a topic in history by writing an information piece about it. The research a writer does can lead to new ideas, alternate perspectives, and greater learning than if the writer was just to do the reading research alone. Writers choose an organizational plan that matches their intended content and works to forward their central idea. 	<p>Students Will Do:</p> <ul style="list-style-type: none"> Write research reports by reading several research-based books. Analyze how and why nonfiction books have been split into chapters; mimic in your own writing. Choose a structure and sub-genre that works best for each chapter in your own writing. Weave together facts, quotations, stories, and ideas to make a compelling nonfiction piece. Use precise language to convey ideas. Develop and strengthen writing as needed by planning, revising, and editing. Recall relevant information from experiences in addition to learned information. Gather relevant information from print and digital sources. Take accurate notes with proper citations while researching. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
<p>Unit 5: Historical Fiction Book Clubs, Reading about History, Writing Historical Fiction</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> Reading historical books helps us understand the world today. Readers tackle complex texts with peers. Readers interpret complex 	<p>Students Will Do:</p> <ul style="list-style-type: none"> Analyze how character timelines fit within historical timelines. Determine and describe how characters' perspectives are shaped by their roles in a story. Identify small details that hold big meaning. Use primary sources to help better understand the time period in which a book is set. Read with peers to help deepen and/or adjust a theory. Create character timelines that fit within historical timelines. Learn about a topic by identifying and accessing resources to build background knowledge.

<p>historical texts.</p> <ul style="list-style-type: none"> ● Readers understand how literature and history intersect. ● Readers and writers consider prior knowledge and formulate ideas as new information is found. ● Writers research before writing about historical periods in time. ● Writers will step into a character's shoes in order to tell their story. ● When writing historical fiction, writers keep an eye on historically accurate plotlines, details and characters. ● Writers pick a final, best piece to revise, edit and publish. 	<ul style="list-style-type: none"> ● Preview a text to support the identification of text structures to understand the important parts of a story and to organize note-taking. ● Pay attention to <i>who, what, when & where</i> to organize new knowledge. ● Synthesize information about a subtopic by reading an overview text, then reading across several sources about that subtopic and thinking about how new information fits with what has already been read in order to more fully develop ideas about the topic.. ● Identify how historical narratives are like personal narratives (require descriptive details, dialogue, and a clear story structure). ● Develop a strong narrative through collecting, developing, and expanding on a variety of story ideas and blurbs before identifying a seed idea. ● Write a historical narrative about an accurate period of time in history by representing the history in the setting, character description, and dialogue. ● Participate in the writing process through on-going revision and rewriting. ● Consider the audience when drafting, revising, editing, and publishing. ● Draw on old strategies of narrative writing with greater independence, applying all you have learned about narrative craft. ● Practice writing in the historical narrative genre, which features characters that experience momentous, world changing events. ● Edit and publish a historical fiction piece story for readers. <p>Click Connecticut Core Standards for English Language Arts and Connecticut Elementary and Secondary Social Studies Frameworks to learn more.</p>
<p>Unit 6: Reading with the Lens of Power, Perspective, and Social Responsibility, Journalistic Writing</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers look for who is telling a story and why. ● Readers understand perspective affects how a story is told. ● Writers weave world issues into 	<p>Students Will Do:</p> <ul style="list-style-type: none"> ● Read texts using a social issues lens. ● Understand imbalances of power in stories and current events in the world. ● Compare and contrast how different authors approach the same topic from different perspectives. ● Build the ability to talk about social issues and raise awareness in the world. ● Understand which characters in a story have more or less power or are gaining or losing power. ● Identify and analyze different kinds of power, including the power to resist evil, and do

their texts.

- Readers engage in critical reading by understanding how characters deal with social issues and how they themselves can deal with similar issues and challenges in their own lives.
- Readers use their abilities to read with the lenses of power and perspective to think about the world in which the story is set, and the way in which the story is told.
- Living things are interdependent on each other to grow or survive.
- Journalists bring newsworthy stories to the public.
- Journalists make their writing concise while also including a sense of drama.
- Journalists write quickly, revise purposefully, and expose thoughtful observations about my community.

good.

- Identify how the person telling the story affects the message of the story.
- Compare perspectives and discuss analyses.
- Apply their skills outside of the classroom, moving through the world with more alertness to power and perspective, and more of a questioning stance.
- Identify the world issues that authors have woven into their texts.
- Determine how regions are shaped by historical events.
- Describe how societies change over time
- Determine the cause and effect of social issues and events.
- Compare choices made by various historical players.
- Explain cultural influences and environmental characteristics of a place.
- Explain population distribution
- Writing and talking about social issues can lead to change.
- Determine how tone differs between news articles and other informational texts.
- Write about a controversial problem that has social implications in a way that inspires change.
- Choose a stance and use research to support your argument.
- Use a journalistic tone.

Click [Connecticut Core Standards for English Language Arts](#) and [Connecticut Elementary and Secondary Social Studies Frameworks](#) to learn more.