

**PYP Unit and Central Idea: HOW WE ORGANIZE OURSELVES; Systems and cooperation can create a balanced community.**

**Prioritized Standards Addressed This Week:**

**On Level Math**

**Unit 7 Measurement**

**MGSE4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec.

**MGSE4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.

**MGSE4.MD.3** Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

**MGSE4.MD.8** Recognize area as additive.

**MGSE4.MD.4** Make a line plot to display a data set of measurements in fractions of a unit.

**MGSE4.MD.5** Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement

**MGSE4.MD.6** Measure angles in whole-number degrees using a protractor.

**MGSE4.MD.7** Recognize angle measure as additive.

**Advanced Math**

**Unit 3 Grade 5 Operations with Decimals**

**5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

**Accelerated Math**

**MGSE5.MD.1** Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.

**Reading/ ELA – ELAGSE4RI2** Determine the main idea of a text and explain how it is supported by key details. **ELAGSE4RI3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **ELAGSE4RI5** Describe the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**ELAGSE4RI6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**Science/ Social Studies SS4H3 Explain westward expansion in America.**

- a. Describe the causes and events of the War of 1812; include the burning of the Capitol and the White House and the writing of “The Star Spangled Banner.”
- a. Describe the impact of westward expansion on American Indians; include the Trail of Tears, Battle of Little Bighorn and the forced relocation of American Indians to reservations.

b. Describe territorial expansion with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Texas (the Alamo and independence), Oregon (Oregon Trail), and California (Gold Rush and the development of mining towns)

SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

a. Describe opportunity cost and its relationship to decision-making across time (e.g., decisions to settle in the west).

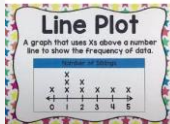
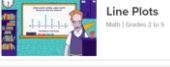



f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).

**\*An asterisk or highlight indicates items that will be graded**

Login/ Morning Meeting 8:10- 8:20 am	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	- Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson	-Greeting -Review Expectations -Heards Ferry Live - <u>Student Success Skills:</u> Lesson
	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>	<b>REMOTE LEARNING</b>		

<b>Math:</b> <b>8:20-</b> <b>9:25</b> <b>On</b> <i>MyMath Book Volume 2</i>	<u>Lesson</u> Metric Units of Mass WB 787-788 Vocabulary: Mass Kilogram (kg) Gram (g) <b>Homework:</b> WB 791-792	<u>Independent</u> <b>Meet:</b> Metric Units of Mass WB 787-788 <b>At seat:</b> WB 789-790; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean Project/</b> Measurement Nearpod: <a href="https://share.nearpod.com/qNelogUW">https://share.nearpod.com/qNelogUW</a>	<u>Lesson</u> Metric Units of Capacity WB 781-782 Vocabulary : Liter (L) Milliliter (mL) <b>Homework:</b> WB 785-786	<u>Independent</u> <b>Meet:</b> Metric Units of Capacity WB 781-782 <b>At seat:</b> WB 783-784; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> ☺ Measurement	<u>Lesson</u> Convert Metric Units of Length, Mass, Capacity WB 801-802 <b>Homework:</b> WB 805-806	<u>Independent</u> <b>Meet:</b> Convert Metric Units of Length, Mass, Capacity WB 801-802 <b>At seat:</b> WB 803-804; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> ☺ Measurement	<u>Lesson</u> Solve Measurement Problems (with Whole Numbers & Decimals) WB 807-808 <b>Homework:</b> WB 811-812	<u>Independent</u> <b>Meet:</b> Solve Measurement Problems (with Whole Numbers & Decimals) WB 807-808 <b>At seat:</b> WB 809-810; Daily Spiral <b>Technology</b> iReady Math <b>Hands clean</b> ☺ Measurement	<u>Lesson</u> Review WB pages from Mon.-Thurs. For Metric Length, Mass, and Capacity	<u>Independent</u> <b>Meet:</b> Review WB pages from Mon.-Thurs. For Metric Length, Mass, and Capacity <b>At seat:</b> <b>Check My Progress WB 813-815;</b> Daily Spiral <b>Technology</b> iReady Math
---	--	--	--	---	---	---	---	--	---	---

<p><b>Advanced</b> MyMath Book 5<sup>th</sup> Grade Volume 1</p>		<a href="#">Web</a> / choice board		Nearpod: <a href="https://share.nearpod.com/gNelogUWUWeb">https://share.nearpod.com/gNelogUWUWeb</a> / choice board		nt Nearpod: <a href="https://share.nearpod.com/gNelogUWUWeb">https://share.nearpod.com/gNelogUWUWeb</a> / choice board		ent Nearpod: <a href="https://share.nearpod.com/gNelogUWUWeb">https://share.nearpod.com/gNelogUWUWeb</a> / choice board		<b>Hands clean</b> 😊 Measurement Nearpod: <a href="https://share.nearpod.com/gNelogUWUWeb">https://share.nearpod.com/gNelogUWUWeb</a> / choice board
	<p><b>Lesson</b> Adding and Subtracting Decimals Standard algorithm</p> <p><b>Meet:</b> Review NBT 3-4 graded assignment where needed</p> <p>Complete WB 335 and 361</p> <p><b>Homework</b> WB 368-369</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 337-338 even numbers only WB 363-364 even numbers only</p> <p>Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊</p>	<p><b>Lesson</b> Multiply whole numbers by decimals using models and explain why product decreases</p> <p><b>Meet:</b> Check 337-338, 363-364, 368-369</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 387-388</p> <p>Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/nearpod /choice board</p>	<p><b>Lesson</b> Multiply whole numbers by decimals using standard algorithm and explain why product decreases</p> <p><b>Meet:</b> Check 387-390 Complete NearPod <a href="https://share.nearpod.com">https://share.nearpod.com</a></p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 393-394</p> <p>Daily Spiral Q1:5</p> <p><b>Technology:</b> IReady</p> <p><b>Hands clean</b> 😊 project/nearpod /choice board</p>	<p><b>Lesson</b> Multiply decimals by decimals using models and explain product</p> <p><b>Meet:</b> Check 393-396</p> <p>Complete WB 397-398</p>	<p><b>Independent</b></p> <p><b>At seat:</b> WB 399-400</p> <p>Multiplying Decimals NearPod <a href="https://share.nearpod.com/e/OmVpx4fz3eb">https://share.nearpod.com/e/OmVpx4fz3eb</a></p> <p>Daily Spiral Q1:5</p> <p><b>Technology</b> IReady</p> <p><b>Hands clean</b> 😊</p>	<p><b>Lesson</b> Review NBT concepts for this week</p> <p><b>Meet:</b> Check 399-402</p> <p>Review adding subtracting, multiplying decimals by whole numbers</p>	<p><b>Independent</b></p> <p><b>At seat:</b> NBT7 add/sub/multiply decimals formative graded</p> <p><b>Technology</b> Ready</p> <p><b>Hands clean</b> 😊 project/nearpod/choice board</p>

		project/ nearpod /choice board	Complete WB 385- 386  <u>Homework</u> WB 389- 390		<a href="http://com/e/MxG7ElBw3eb">com/e/MxG7ElBw3eb</a> And WB 392  <u>Homework</u> WB 395-396		Introduce multiply and divide decimals shopping project	Decimals shopping project/ nearpod/ choice board		
<b>Accel</b>  <b>Essential Questions</b>  How can I use place value and properties to divide decimals?  <b>Small Groups</b> <b>T- Word Problems/ Inquiry work</b> <b>S- Spiral Work</b> <b>T- Technology (I-Ready)</b>  <b>Spiral Skill:</b>  (Taskwork and links posted on each channel)	<u>Math Inquiry</u>  Measurement on a Line Plot WBp. 845    Scroll down on PPT to Monday slides  <b>HW: WBp. 849-850</b>	<u>Student Work</u>  WBp. 847-848 (skip #4)  <i>(Work is posted in each channel daily)</i>  <u>Spiral</u>  <u>Hands Clean</u>   Flocabulary Line Plots <u>Technology I-Ready</u>  <u>Meet-Teacher</u>	<u>Math Inquiry</u>  Convert Metric Units of Length WBp. 857 <a href="https://share.nearpod.com/JnAdfW7vlab">https://share.nearpod.com/JnAdfW7vlab</a>   <b>HW: WBp. 861-862</b> <b>Quiz Frida</b>  <a href="https://quizzzz.com/join?gc=28426386">https://quizzzz.com/join?gc=28426386</a>	<u>Student Practice</u>  WBp. 859-860  <i>(Work is posted in each channel daily)</i>  <u>Spiral</u>  <u>Hands Clean</u>   Flocabulary Metric System  <u>Technology I-Ready</u>  <u>Meet-Teacher</u>	<u>Math Inquiry</u>  Convert Metric Units of Mass WBp. 871-872  <b>HW: WBp. 875-876</b>	<u>Student Independent Practice</u>  WBp. 873-874  <i>(Work is posted in each channel daily)</i>  <u>Spiral</u>  <u>Hands Clean</u>  <a href="https://youtu.be/ptrKThVQwh4">https://youtu.be/ptrKThVQwh4</a>  <u>Technology I-Ready</u>  <u>Meet - Teacher</u>	<u>Math Inquiry</u>  Convert Metric Units of Capacity WBp. 877  <b>HW: WBp. 881-882</b>	<u>Student Independent Practice</u>  WBp. 879-880  <u>Review Small Groups</u>  Practice Customary Length Conversion WS  <i>(Work is posted in each channel daily)</i>  <u>Spiral</u>  <u>Hands Clean</u> <a href="https://quizzzz.com/join?gc=30089362">https://quizzzz.com/join?gc=30089362</a>	<u>Math Inquiry</u>  Convert Metric Units Review  <b>*Convert Metric Units Quiz, Formative Grade</b>	<u>Student Independent Practice</u>  (N/A) <i>(Work is posted in each channel daily)</i>  <u>Spiral</u>  <u>Hands Clean</u>  <u>Technology I-Ready</u>  <u>Meet-Teacher</u>

							<a href="#">Technology I-Ready</a>  <a href="#">Meet- Teacher</a>		
--	--	--	--	--	--	--	---	--	--

**Read Aloud**  
**9:30-9:50**

**Read Aloud**  
**The Mysterious Tadpole by Steven Kellogg**  
Today, we will be reading "The Mysterious Tadpole". This book was written and illustrated by Steven Kellogg. In this book, Louis receives a special birthday present from Uncle McAllister, who lives in Scotland. Mr. Kellogg begins this story with a picture instead of words. (Show students the introduction illustration.) Look at the illustration. What do you think Louis's gift is going to be?  
Book Link:  
<https://www.youtube.com/watch?v=tx97wYpQtAA>  
Book Quiz:  
<https://quizizz.com/admin/quiz/5cb49a4ab7d7cc001c199ebf>

**Read Aloud**  
**Wemberly Worried by Kevin Henkes**  
Today, we will be reading "Wemberly Worried". This book was written by Kevin Henkes. The main character in this story is a young mouse who worries about everything. Based on the title, I know that Wemberly will be worrying a lot during this story. Make a prediction. What do you think Wemberly will be worried about?  
Book Link:  
<https://www.youtube.com/watch?v=tkuXc0htNGk>  
Book Quiz:

**Read Aloud**  
**Wednesday Surprise by Eve Bunting**  
Today, we will be reading "Wednesday Surprise" by Eve Bunting. This book tells the story of a girl and her grandmother planning a surprise. The author also has a surprise for us as readers. Have you ever been surprised? Who surprised you? How did it make you feel to be surprised? Turn to your partner and share your surprise.  
Book Link:  
<https://www.youtube.com/watch?v=IjW5gWVCZdc>  
Book Quiz :  
<https://quizizz.com/admin/quiz/5d838a7e0324380021414c9b>  
**8**

**Read Aloud**  
**Junkyard Wonders by Patricia Polacco**  
Today, we will be reading "The Junkyard Wonders". This book was written by Patricia Polacco. In this book, the author tells about an experience she had when she was a young girl in school. Trisha thought she was different than the other kids in school. Why would it be a good thing to be different? Can you think of a time where it might not be a good thing to be different?  
Book Link:  
[https://www.youtube.com/watch?v=wSTCE23\\_XVw&t=4s](https://www.youtube.com/watch?v=wSTCE23_XVw&t=4s)  
Book Quiz:  
<https://quizizz.com/admin/quiz/5e7b4d811ce28e001bf937ac>

**Read Aloud**  
**Mystery Reader**  
Today, we will be having a mystery reader join us. Can you use the clues to guess who our mystery reader will be?

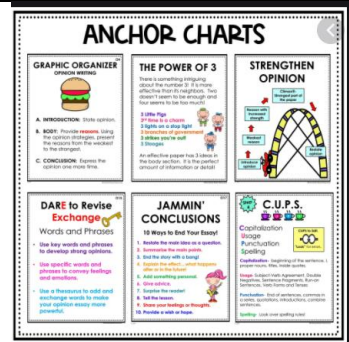
		<a href="https://quizizz.com/admin/quiz/5b9faceaff86e000197d29d4">https://quizizz.com/admin/quiz/5b9faceaff86e000197d29d4</a>			
<b>Specials 9:55-10:40</b>	Stockard-Spanish Collins- Art Rutledge- Art Hunt- PE	Stockard-PE/Coach K Collins- PE/Coach K Rutledge- Music/LeSaicherre Hunt- Art/Strom	Stockard-PE/Braddock Collins- PE/Coach K Rutledge-Spanish Hunt- Music/LeSaicherre	Stockard- Music/LeSaicherre Collins- Spanish Rutledge-PE/Coach K Hunt- P.E.- Braddock	Stockard-Art/Strom Collins- Music/LeSaicherre Rutledge-PE/Coach K Hunt- Spanish
<b>Recess 10:45-11:15</b>					
<b>Writing/ELA 11:15-11:45 &amp; 12:15-12:30</b>  <b>(Test – Prep Units)</b>  <small>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</small>	<b>Units of Study</b>  <b><i>Bend III- Writing an Opinion Essay Based on Two Passages</i></b>  <i>(As Per grade level discussion)</i>  Session 1- Reading questions carefully to plan for an opinion essay off of two tests.  <b>Options</b> Text: School Lunches Passages 1 & 2  <b>Mini-Lesson</b> – Summarizing the process that writers go through to write an Opinion	<b>Units of Study</b>  <b><i>Bend III- Writing an Opinion Essay Based on Two Passages</i></b>  Session- 2- Planning Essays with Structure in Mind (and Fitting Text Evidence into that Plan)  Text: School Lunch Passages 1& 2.  <b>Mini-Lesson-</b> Teaching the outline for an opinion essay. Guide students to understand how to plan	<b>Units of Study</b>  <b><i>Bend III- Writing an Opinion Essay Based on Two Passages</i></b>  Session- 3 The Thin Line Between Including Text Details and Plagiarism  Text: School Lunches Passages 1 &2  <b>Teaching Point</b> “Today, I want to teach you a few key tips that can help you to include text details in	<b>TAG DAY</b>  <b>REVIEW</b> Review The Thin Line Between Including Text Details and Plagiarism  <b>Session 3 (Extended work Session)</b>  <b>REVIEW DAY</b> <b>Teacher Autonomy (extension tasks)</b>  <b>STUDENTS SHOULD BE FOCUSING ON Short Response Questions</b>  Suggested Activities:	<b>Units of Study</b>  <b><i>Bend III- Writing an Opinion Essay Based on Two Passages</i></b>  Session- 4 Making Sure You Have Included Details from Both Passages  <b>Teaching Point:</b> “Today I am going to teach you two ways to use sources that mostly disagree with your point of view (The Cons Side of your T-Chart) because you can’t only pay



**Small Group Work:** Supporting Students with selecting appropriate evidence for the Pro Or Con side of the argument.

**Prompt:** Think about the ideas in BOTH Passages. Should Students eat lunch from home or be required to eat lunch provided by school? Write an opinion essay supporting one point of view/side . Explain your opinion, and give reasons to support it. Be Sure to use information from BOTH passages.

(Writing Text-Based Opinions)



**Students Will:**  
Collect and organize evidence that correlates to each side of the argument.

**Students will:**  
Continue to annotate the texts and begin their drafts using the opinion writing outline.

**Students will:**  
Revising to include text evidence. Students will include examples of both evidence cited and paraphrased.

**Students will:**  
-Vocabulary Choiceboard  
-Language Skill Practice  
-Nearpod/ Quizizz

**Student Practice:**  
Including Opposing Arguments  
Edtiing drafts  
Publishing

**Lunch**  
**11:45-**  
**12:15**



**Reading/Phonics**  
**12:30-1:35**

**Mini-Lesson:**  
Grade 4, Bend 3: Reading Informational Texts

**Mini-Lesson: Integrating Text Features**

Teaching Point- "Today I want to remind you that when you read a nonfiction text, you read all parts of it, including the text features. As you read, you ask yourself: "How do these parts fit together?"  
Passage: "You CAN Run a Mile"

**Word Work**  
**vers, vert =turn**

Vocabulary – The class will go over the new vocabulary words for the week

**Digital Flash Cards:**  
[https://www.flippity.net/fc.php?k=1KeVcS2wV0kZmFPsLvokpevdyGVldvCtZguWx6CEt\\_vo](https://www.flippity.net/fc.php?k=1KeVcS2wV0kZmFPsLvokpevdyGVldvCtZguWx6CEt_vo)

**Mini-Lesson:**  
Grade 4, Bend 2: Reading Informational Texts

**Mini-Lesson: Author's Purpose**

Teaching Point- "Today I want to teach you that authors of informational texts write those texts for a reason –a purpose. They usually want readers to feel and think a certain way about a topic. Readers can look closely at a text to find clues about how an author feels about a topic."

Passage: "Liberty: How the Revolutionary War Began"

**Word Work**  
**vers, vert =turn**  
Vocabulary Match – The class will match the word and its correct definition.

**Mini-Lesson:**  
Grade 4, Bend 3: Reading Informational Texts

**Mini lesson: Reading for More than One Main Idea**

Teaching Point- "Today I want to teach you that readers expect nonfiction to be about more than one idea. That means that they not only think about what the article is mostly about, readers also consider how parts of the text suggest different ideas.

Passage: "Building the Longest, Fastest, Tallest Scream Machine"

Students will complete ReadWorks "Recycling and Conservation: Why Recycle?" express question set for a grade that allows for practice with multiple choice questions.

**Mini-Lesson:**  
Grade 4, Bend 2: Reading Literary Nonfiction  
**Small Group/Centers Work**

In this session students will work in small groups with the teacher and support their independent learning with centers.

**Word Work**  
**vers, vert =turn**



Vocabulary Review- Students will review for their vocabulary quiz.

**Quizziz Review**  
<https://quizizz.com/admin/quiz/5e81fbba1372a7001b7909a3>

**Mini-Lesson:**  
**Reading Marathon**

In this session students will have a reading marathon where they are asked to read books of their choosing for extended periods of time, focusing on building their stamina and reading for pleasure.

**Word Work**  
**vers, vert =turn**  
Students will take their vocabulary quiz.

			<p align="center"><b>Word Work</b>  <b>vers, vert =turn</b>  Vocabulary Sort-  Students will sort the  vocab words into the  correct sentences.</p>		
	<p align="center"><b>Independent Practice</b>  Students will work on I-Ready  Reading.</p> <p>Students will read independently  and record their reading on their  reading log.</p> <p>Students will read "Scream  Machines" independently.</p>	<p align="center"><b>Independent Practice</b>  Students will work on I-Ready  Reading.</p> <p>Students will read  independently and record  their reading on their reading  log.</p>	<p align="center"><b>Independent Practice</b>  Students will work on I-Ready  Reading.</p> <p>Students will read independently  and record their reading on their  reading log.  <b>** Recycling and Conservation "</b>  <b>Express Question Set (Formative)</b></p>	<p align="center"><b>Independent Practice</b>  Students will work on I-Ready  Reading.</p> <p>Students will read  independently and record their  reading on their reading log.</p>	<p align="center"><b>Independent Practice</b>  Students will work on I-Ready  Reading.</p> <p>Students will read independently  and record their reading on their  reading log  <b>*Vocabulary Quiz (summative)</b></p>
<p align="center"><b>Small  Groups</b></p>	<p>The class will participate in small  book clubs within the class to talk,  discuss, and wonder about books on  their level.</p>	<p>The class will participate in  small book clubs within the  class to talk, discuss, and  wonder about books on their  level.</p>	<p>The class will participate in small  book clubs within the class to talk,  discuss, and wonder about books  on their level.</p>	<p>The class will participate in  small book clubs within the  class to talk, discuss, and  wonder about books on their  level.</p>	<p>The class will participate in small  book clubs within the class to  talk, discuss, and wonder about  books on their level.</p>
<p><b>SS/Sci</b>  1:35-2:05  <b>Theme:</b>  <b>Where we  are in place  and time-</b>  An inquiry into  orientation in  place and time;  personal  histories; homes  and journeys;  <b>the discoveries,  explorations and  migrations of  humankind;</b> the  relationships  between the  interconnectedn</p>	<p><u>Focused Lesson</u>  <b>Abolitionists and Women's  Suffrage  movement</b><a href="https://www.brainpop.com/socialstudies/ushistory/womensuffrage/">https://www.brainpop.com/socialstudies/ushistory/womensuffrage/</a>  Abolitionist and suffragette  quilt project- choose 1  Use Studies weekly week 24  articles and videos  Optional Women's Suffrage  NearPod  <a href="https://share.nearpod.com/e/N3CBUuYJaeb">https://share.nearpod.com/e/N3CBUuYJaeb</a></p>	<p><u>Focused Lesson</u>  <b>Abolitionists and  Women's Suffrage  movement</b>  <a href="https://www.brainpop.com/socialstudies/famous/historicalfigures/frederickdouglass/">https://www.brainpop.com/socialstudies/famous/historicalfigures/frederickdouglass/</a>  Abolitionist and  suffragette quilt  project  Use Studies weekly  week 24 articles and  videos  Optional Women's  Suffrage NearPod</p>	<p><u>Focused Lesson</u>  <b>Westward Expansion  Review</b>  Westward Expansion 2021  4<sup>th</sup> grade Kahoot (shared)    Westward Expansion  Internet Scavenger Hunt  Westward Expansion  NearPod review</p>	<p><u>Focused Lesson</u>  <b>Westward Expansion  Review</b>  Westward Expansion  2021 4<sup>th</sup> grade Kahoot  (shared)    Westward Expansion  Internet Scavenger Hunt  Westward Expansion  NearPod review</p>	<p><u>Focused Lesson</u>  <b>Westward Expansion TEST</b>  <b>Westward Expansion  Summative assessment  using all journal notes</b>    (next: space/planets)</p>

<p>ess of individuals and civilizations, from local and global perspectives.</p> <p><b>Central Idea:</b>  <b>Exploration leads to new ideas.</b>  <b>Key concepts and lines of inquiry</b></p> <p>~How does expansion impact the people and the surrounding area?  <b>(Causation)</b>  ~How does movement shape position and perspective?  <b>(perspective)</b>  ~How do observable features help identify similarities and differences?  <b>(form)</b></p>	<p><b>Westward Expansion</b>  Summative assessment using all journal notes <b>Friday 4/16</b></p> <p><u>Extensions</u>  1. Research IB Country of Study  <b>April:</b> Travel Brochures; plan a trip to your country  <b>Connection:</b>  How are we able to travel and visit other countries because of expansion? What might travel be like without expansion?  <a href="https://kids.nationalgeographic.com/videos/are-we-there-yet/">https://kids.nationalgeographic.com/videos/are-we-there-yet/</a>  2. Add a wonder to the wonder board  3. Research and answer another's wonder</p>	<p><a href="https://share.nearpod.com/e/N3CBUuYJaeb">https://share.nearpod.com/e/N3CBUuYJaeb</a></p>	<p><a href="https://share.nearpod.com/e/75jKUuff6eb">https://share.nearpod.com/e/75jKUuff6eb</a></p>	<p><a href="https://share.nearpod.com/e/75jKUuff6eb">https://share.nearpod.com/e/75jKUuff6eb</a></p>	
---	---	--	--	--	--