Nicole Cheroff, Niyka James, Julie Chartier, Elizabeth Rountree, Katy Lucas, Lisa Alexander, Rachel Bailey, Kelley Jordan-Monne, Stephanie Berry, Paul Hulsing, Wendy Sanders, Lisa Moye, Jessica Weingart

Summary

Where We Are In Place And Time - Pathways To Destinations

Subject	Year	Start date	Duration
English, Science Lab, Social Studies	Fourth Grade	Week 1, September	6 weeks

Inquiry

Transdisciplinary Theme

Where we are in place and time

The Central Idea

Discoveries lead to advancements.

Lines of Inquiry

- Reasons for explorations
- Impact of explorations on cultures
- An inquiry into how multiple paths lead to similar destinations
- An inquiry into how predictions dictate patterns
- An inquiry into the impact of technological advances on humans

Learning Goals

Scope & Sequence

English

[CCGPS] Reading Informational

Learning Outcomes

Key Ideas and Details

ELACC4RI1. Refer to details and examples in a text when explaining what thetext says explicitly and when drawing inferences from the text.

ELACC4RI2. Determine the main idea of a text and explain how it is supportedby key details

ELACC4RI3. Explain events, procedures, ideas, or concepts in a historical,scientific, or technical text, including what happened and why, based onspecific information in the text.

Craft and Structure

ELACC4RI4. Determine the meaning of general academic language anddomain-specific words or phrases in a text relevant to a grade 4 topic orsubject area.

ELACC4RI6. Compare and contrast a firsthand and secondhand account of thesame event or topic

[IB] Oral language - listening and speaking

Overall Expectations

show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable

Conceptual Understandings

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.

Learning Outcomes

verbalize their thinking and explain their reasoning

listen appreciatively and responsively, presenting their own point of view and respecting the views of others

use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context

Standards and benchmarks

Georgia State Standards
GSE: Physical Education (2018)

Fitness Grade 4

PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

a. Identifies physical activities which contribute to fitness.

b. Demonstrates warm-up and cool-down activities as they relate to cardiorespiratory fitness assessment.

c. Identifies the components of health-related fitness.

d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.

e. Identifies what the Health Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.

f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.

g. Identifies areas to improve based on Georgia Fitness Assessment results.

h. Compares opportunities for participating in physical activity outside of physical education class.

i. Independently engages in physical education class.

j. Discusses the importance of hydration related to physical activity.

GSE: Fine Arts: Music (2018)

General Music Grade 4

Creating
ESGM4.CR.1 Improvise melodies, variations, and accompaniments.

a. Improvise rhythmic question and answer phrases using a variety of sound sources.

ESGM4.CR.2 Compose and arrange music within specified guidelines.

d. Arrange rhythmic patterns to create simple forms and instrumentation.

Performing
ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.

a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.

ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.

b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.

d. Perform multiple songs representing various genres, tonalities, meters, and cultures.

ESGM4.PR.3 Read and Notate music.

a. Read, notate, and identify, in various meters, iconic or standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests).

Responding
ESGM4.RE.1 Listen to, analyze, and describe music.

a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda).

b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture adjectives (e.g. thick/thin).

c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound.

ESGM4.RE.2 Evaluate music and music performances.

a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).

b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.

c. Refine music performances by applying personal, peer, and teacher feedback.

ESGM4.RE.3 Move to a varied repertoire of music, alone and with others.

a. Respond to contrasts and events in music with locomotor and non-locomotor movement.

Connecting
ESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.

a. Discuss connections between music and the other fine arts.

ESGM4.CN.2 Connect music to history and culture.

a. Perform and respond to music from various historical periods and cultures.

GSE: Fine Arts: Visual Arts (2017)

Creating Grade 4

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.

b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.

c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA4.CR.2 Create works of art based on selected themes.

b. Create works of art emphasizing multiple elements of art and/or principles of design.

c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).

VA4.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).

e. Explore multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

VA4.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

Responding Grade 4

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

b. Explain how selected elements and principles of design are used in works of art to convey meaning.

d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

Connecting Grade 4

VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

b. Apply art skills and knowledge to improve understanding in other disciplines.

VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

GSE: Science (2016)

Earth and Space Science Grade 4

S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.

a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky.

b. Construct an argument on why some stars (including the Earth's sun) appear to be larger or brighter than others.

c. Construct an explanation of the differences between stars and planets.

S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.

a. Develop a model to support an explanation of why the length of day and night change throughout the year.

c. Construct an explanation of how the Earth's orbit, with its consistent tilt, affects seasonal changes.

GSE: Social Studies (2016)

Historical Understandings Grade 4

SS4H1 Explain the causes, events, and results of the American Revolution.

a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," the activities of the Sons of Liberty, the activities of the Daughters of Liberty, Boston Massacre, and the Boston Tea Party.

b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.

c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.

d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
Form	**What is it like?** The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	We are better able to recognize and understand the world by the use of technological advancements.	How technological advancements improve societies understanding of the solar system.	English, Science Lab, Social Studies
Perspective	**What are the points of view?** The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.	Students are better able to understand and interpret the perspectives of individual and groups living in a particular time period and how technological advances change their perspectives and way of life.	Understand how technological advances change the perspective of the people living a given area and time period.	English, Science Lab, Social Studies

Developing IB Learners

Learner Profile

Inquirers

Knowledgeable

Risk-takers (Courageous)

Description

Students will be **inquirers** when investigating the effects of colonialism in N.America **(discoveries)**, and scientific **advancements**/technologies that have influenced space exploration.

Students will use inquiry to gain **knowledge** in order to explore what it means to be a **risk-taker,** like historical explorers of the Earth and space (trial and error).

Students will also display their **knowledge** and practice their own **risk-taking** as they create and present various inquiry-based knowledge products such as scaled models of the solar system and stars or teaching timelines of important historic events surrounding the Revolutionary War.

ATL Skills

Approaches to Learning

Description

Students will be **inquirers** when asking questions related to the topic. Students will be **thinkers** when asked to answer higher order thinking questions. Students will keep an o**pen-mind** when learning about groups from around the world and how multiple paths are taken to a single destination. Students are **communicators** when presenting findings to the class and teacher and while sharing ideas with peers during small groups.

Communication Skills

- Exchanging information - Listening, interpreting and speaking
    - Listening
        - Listen actively to other perspectives and ideas.
        - Listen actively and respectfully while others speak.
    - Interpreting
        - Be aware of cultural differences when providing and interpreting communication.
    - Speaking
        - State opinions clearly, logically and respectfully.
        - Discuss and negotiate ideas and knowledge with peers and teachers.
- Literacy - Reading, writing and using language to gather and communicate information
    - Reading
        - Read critically and for comprehension.
    - Writing
        - Make summary notes.
        - Understand and use mathematical notation and other symbols.

Self-management Skills

Action

Student-initiated Action

Some students downloaded the Star Gazer app to continue their investigation.

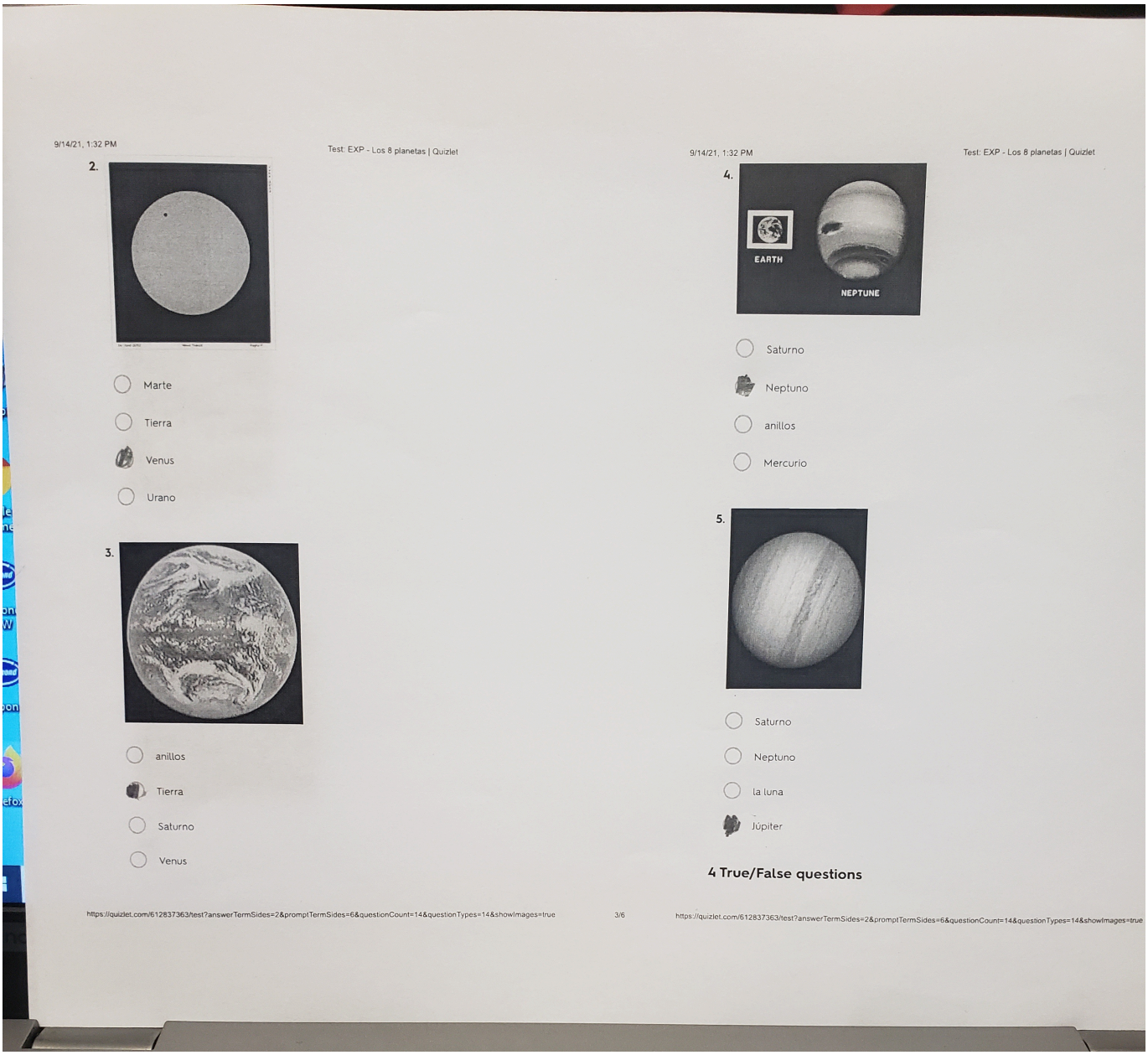
Students questioned the existence of other possible planets and why scientists chose to change planets to dwarf planets and back to regular planets again.

Assessment & Resources

Ongoing Assessment

IMG_4503__1_.PNG Sep 20, 2021

4th_Artifacts_Planner_1.pdf Sep 20, 2021



Quizlet: Spanish assessment - Identify planets in Spanish

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Links to Rubrics for Projects: (You choose)

https://www.researchgate.net/figure/Self-assessment-rubrics-used-with-a-wiki-based-project-to-assess-soft-skills_fig4_305849305

https://www.schrockguide.net/assessment-and-rubrics.html

https://sites.google.com/a/k12.sd.us/k-clark-classes/home/multimedia/project-rubrics

Science

Culminating Activity: Interest-based peer groups will select a knowledge product from the attached choice board.

Students will use thier newly acquired knowledge and experiences to complete and present their choice product to peers while connecting their product to centeral idea and/or Key concepts. Student will engage in a feed back session to explore these connections.

: Developing Exhibits and a Demonstration for a Science Museum Exhibit Area, The Stars and Our Solar System

GRASPS

Goal:

(a) Students will compare and contrast the physical attributes of stars, star patterns, and planets.

(b) Students will model the position and motion of the Earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

Role: The curator of a science museum is requesting your help for the development of a new exhibit area, The Stars and Our Solar System.

Your task is to create exhibits for the new museum area and to present a space-related demonstration to museum visitors.

Audience: Science museum curator and science museum visitors (teachers, students on all grade levels)

Scenario: Exhibits are to be developed to show the physical attributes of planets and the relationships among them.

The exhibits should consist of 3-dimensional models, sketches, and/or charts. Brief, written descriptions of the science information represented by the exhibits should be presented along with the exhibits. Specific space-related ideas to be addressed by the exhibits include:

a. Comparison of planets to include appearance, position, and relationship to the Sun

b. Revolution of the Earth around the sun and the Earth’s tilt to explain seasonal changes

c. Relative size and order from the sun of the planets in the solar system

In addition to the development of exhibits, you need to present a space-related demonstration to the museum visitors. Your demonstration may be presented in one of two ways: (a) Select one of the exhibits, show how the exhibit works, and describe the science concepts represented by the exhibit; or (b) Create a demonstration related to the science concepts of one exhibit. Rather than to use the actual exhibit, you may use whatever materials you desire to describe your selected space-related science concept. Present your information to museum visitors.

Product: Development of exhibits for a museum area, The Stars and Our Solar System, and a space-related demonstration

Standard: S4E1 Students will compare and contrast the physical attributes of stars, star patterns, and planets.

a. Recognize the physical attributes of stars in the night sky such as number, size, color, and patterns.

b. Compare the similarities and differences of planets to the stars in appearance, position, and number in the night sky.

c. Explain why the pattern of stars in a constellation stays the same, but a planet can be seen in different locations at different times.

d. Identify how technology is used to observe distant objects in the sky.

S4E2 Students will model the position and motion of the earth in the solar system and will explain the role of relative position and motion in determining sequence of the phases of the moon.

a. Explain the day/night cycle of the earth using a model.

b. Explain the sequence of the phases of the moon.

c. Demonstrate the revolution of the earth around the sun and the earth's tilt to explain the seasonal changes.

d. Demonstrate the relative size and order from the sun of the planets in the solar system.

(Assessment) Rubric (included) checks for correct science content, attractive science exhibits, and appropriate use of language to describe information in the written descriptions and oral explanation.

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

GRASPS

Goal - Students construct arguments and evaluate the strengths and weaknesses of technological advancement and how it influences exploration and discovery.

Role - I am the teacher.

Audience - Present to fourth-grade peers, teachers, and administration.

Situation - Select one of the five tasks described and use the knowledge gained from the unit and share what you learned to a group of your peers and teacher.

Product Performance and Purpose -

1. Press Conference (You are an Astronomer working for NASA)

Students must have questions prepared for the audience to ask the contestant and be knowledgeable about the topic.

Kid Press Conference Task

2. Google Slide Presentation

Students must include a description of planets, moon, star, and technological advancements within the presentation. Students are required to present their findings to the class and teacher with full and accurate descriptions using the knowledge gained from the unit.

3. Jeopardy

Students are required to create a Jeopardy game in which the answer is stated as a Question. This requires students to have a comprehensive understanding of the content. Students should include five categories with at least four questions, including a key, that encompass the earth, planets, moon, star, and technology.

4. Write A Play/Skit

Students will pick a partner or create groups of at least two to four students. Students will be required to show proof of their contribution to the group and to link the dialogue to the content covered in class. Students will use a rubric to organize information and to provide a tool to be used for the duration of the assignment.

5. Create a Model of Technological Advancement

Students will be provided a rubric and guidelines when building their model. Students will be required to present in front of an audience of their peers and teacher and will describe their model in terms of the advancements made by the use of this technological advancements.

Standards and Criteria for Success -

SCIENCE
S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets

S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.

SOCIAL STUDIES (APS Scope and Sequence)
Taken from Phoenix https://apsk12.edutrax.us/resources/library/D5D34BE0-D825-4DB9-A49D-35AD13833AC7.pdf

Unit 1 (General Summary of the unit standards BELOW)
This unit does not address standards; rather it is an introduction to the themes by which the standards should be taught throughout the 5th-grade year
• Beliefs & Ideals
• Individuals, Groups, & Institutions
• Conflict & Change
• Movement & Migration
• Distribution of Power
• Technological Innovations
• Production, Distribution, & Consumption
• Location
These themes will provide the scaffolding needed for the study

Historical Understandings -(Unit 1)
SS4H1 Explain the causes, events, and results of the American Revolution.
a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan “no taxation without representation,” the activities of the Sons of Liberty, the activities of the Daughters of Liberty, the Boston Massacre, and the Boston Tea Party.
b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, Thomas Jefferson, Benedict Arnold, Patrick Henry, John Adams, Paul Revere, and Black regiments.
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat; include the Battles of Lexington and Concord, Saratoga, and Yorktown.
d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it was a response to tyranny and the abuse of power.

Geographical Understandings - (Unit 1)
SS4G1 Locate important physical and man-made features in the United States.
a. Locate major physical features of the United States: the Atlantic Coastal Plain, the Great Plains, the Continental Divide, the Gulf of Mexico, the Mississippi River, and the Great Lakes.
b. Locate major man-made features of the United States: New York City, NY; Boston, MA; Philadelphia, PA; Washington, D.C.; Gettysburg, PA; and the Erie Canal.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Informal Assessments

5-In-5 - Students answer 5 questions in 5 minutes, reviewing content known and unknown.

Writing Task - Students are asked to reflect on a question of the day or question from the text.

Exit Ticket - Students fill out card with answers to statements such as: three things I learned, two questions I have, one thing I do not understand; what did you find the most interesting?

Student Self-Evaluation - "I fully understand the topic," "I am a little confused," "I need help."

Narration - Tell me, in your own words, what you heard or read or learned after studying this topic.

Learning Experiences

Designing engaging Learning Experiences

This concept was selected because the ability to observe, identify, describe and categorize is fundamental to human learning within and across all disciplines.

This concept was selected because of the compelling need to develop in students the disposition towards rejecting simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.

This concept was selected for a series of interrelated reasons. It challenges the students to examine their evidence, methods and conclusions. In doing so, it extends their thinking into the higher order of metacognition, begins to acquaint them with what it means to know in different disciplines, and encourages them to be rigorous in examining evidence for potential bias or other inaccuracy.

Music

Central Idea: Structure supports music.

Key Concept: Form, Causation, Connection

Learner Profile: Students will develop communicator and risk-taker learner profiles by playing new musical selections and working with others to perform. Students will develop attitudes of respect, cooperation, and tolerance as they work with others, learn how to listen to others in their ensemble, and develop respectful ensemble techniques.
Assessment: Students will receive a performance assessment on musical ensembles played, and students will practice analyzing other ensemble parts according to student and teacher-determined criteria.

- Students will perform music from other time periods and discuss connections
- Students will analyze music from other time periods
- Students will discuss how other time periods and/or places influenced music

Spanish

Key Concept: Form, Causation, Connection

- Students will learn vocabulary associated with the planets in Spanish. DLI will learn vocabulary to describe the physical attributes of the planets.

Art Class Instruction:

Key Concepts: Form, perspective, and Reflection

Students will focus on IB profiles: inquirer, knowledgeable, and risk-taker by:

-creating works of art that display both elements of art: line and shape

-identifying how artists use line for different imagery and situations (example: how would "wind" look as a line vs. bricks- connecting visual imagery to visual representation)

-using math to plan out name/letter spacing on our "name Tags"

-making connections to other disciplines - science, and math. Example: organic and geometric line, division for letter planning

-reviewing "composition" and how it related to other disciplines. Planning out how letters can fill a space

-Problem solving through letter spacing

-using class discussion and line identification to create different visual imagery to complete provided worksheet

-planning a rough draft, and executing their final designs.

Assessment: Geometric and Organic name designs

Science Lab

Key Concepts: Form, Perspective, Connection

Activities:

- Students will utilize experience all the steps of a STEAM design challenge with the Art -bot design challenge. Students will connect how multiple paths can lead to the same outcome
- Students will investigate and inquire about the impact of tech. advances on space discoveries with the below activities:
- Students will view Sci-Show video on the phases of the moon, then investigate using moon stations: phases or moon puzzle, collar, flip-book, model with sun, moon, earth, to explain and describe the repeating pattern of the phases of the

moon AND to explain why the length of day and night change throughout the year. Students will share answers and arguments on Flip-grid.
- Students will view Mystery Science: Wandering Planets, then learn how models of solar systems have strengths and weakness with the "Race to Neptune" to scale chalk drawing of solar system.
- Students will expand knowledge of differences between stars and planets with Space Escape Room activity
- Students will investigate and argue why stars appear larger or brighter than others with star life-cycle chart , comparison phenomena video, and create a celestial body sticker to put in Planetarium.

Physical Education

Key Concept: Form, Causation, Connection

Students will develop communicator and how to be a risk-taker by engaging in physical activity and working with others to perform at individual fitness level. Students will develop attitudes of respect, cooperation, and tolerance as they work with others.
Assessment: Students will perform fitness activities with 80% accuracy while maintaining form during exercises, and students will practice analyzing other healthy fitness behaviors according to teacher-determined criteria.

Provocations

Chalk Talk - What ideas come to mind when you consider the following question? How do you think technology has influenced the past, present, and future?

How do multiple paths, taken by different populations throughout history, lead to similar destinations?

How does knowledge in the present influence your ideas about the past and the future?

How do technological advances impact humans in the past, present, and future?

Reflections

General Reflections

Looking Back

Wendy Sanders Nov 30, 2021 at 4:01 PM

Evidence gathered: quizzes, team projects, debates, time-line projects, models created to teach about star size comparisons, Flipgrid videos of STEM design challenge of 5 different satellites/satellites described below.

Tech. Advancements and Discoveries

Orbiting Observatory Team Design Challenge:

1. Work with your partner to prepare your knowledge project by clicking Google Slides below, then choose the slide with the telescope you and your partner chose to build a model of.

2. View the video and slides to **build your knowledge** so you can **COMMUNICATE** to others the many **discoveries about space and our planet that your orbiting telescope has revealed**.

3. Once you upload your video it's time for **FEEDBACK with 1 GLOW and 1 GROW**, for your own video and at least 2 others.

4. Last be sure to view the feedback and reflect on the responses with your partner. **DISCUSSION TIME**: What would you do different? What worked best? Were you showing your IB attributes? If so how?

Learner-profiles: students participated in SEL sessions where they conducted self and peer feedback to reflect upon their learner profile strengths and weaknesses.

We plan to create a Google Form to reflect on the Learner Profiles and central ideas.

Stream & Resources

Resources

Niyka James
Posted **photo** on Aug 31, 2021 at 3:37 PM

4_IB_Pics.PNG

Note posted on Aug 15, 2019 at 9:48 AM

Links to Rubrics for Projects: (You choose)
https://www.researchgate.net/figure/Self-assessment-rubrics-used-with-a-wiki-based-project-to-assess-soft-skills_fig4_305849305
https://www.schrockguide.net/assessment-and-rubrics.html
https://sites.google.com/a/k12.sd.us/k-clark-classes/home/multimedia/project-rubrics

Book Study:

1) About Time: A First Look at Time and Clocks (This talks about the different technological advances in exploring astrology---sun, moon, stars, our calendar and etc...)

Brainpops:

SPACE EXPLORATION Brainpop
(43 different videos and 31 games) Here are a few.....

1) International Space Station

2) Space Flight

3) Solar System

4) Eclipse

5) Moon

6) Sally Ride

MAP SKILLS Brainpop

(9 videos)

1. Map Skills

2. Geography Themes

3. Latitude and Longitude

4. Compass

Science and Social Studies Weeklies:
Science: Weeklies EARTH SPACE SCIENCE (Weekiles 1, 7, 8 & 9)

1) Week 1 Earth Space Science - Shaping the Earth
2) Week 7 Earth Space Science - The Solar System
3) Week 8 Earth and Space Science - Earth's Place in the University
4) Week 9 Earth Space Science - Science and Technology

Social Studies: Weeklies 1 -4

1) Week 1: Picture the USA!
2) Week 2: Dividing the New World
3) Week 3: Trouble Brewing in the Colonies
4) Week 4: Mounting Tensions in the Colonies

Readworks.org
Science:

1) Scientific Method 5th grade
2) The Scientific Method 5th grade
3) How Did the Solar System Form? 4th grade
4) Getting to Know the Planets (Article a Day Set) 4th grade
5) Why is the Moon So Scarred with Craters? 4th grade
6) What Causes the Seasons? 4th grade
7) The Ever-changing Sky 4th grade
8) One Way to Find a Planet 4th grade
9) The Universe (Article a Day Set) 4th grade
10) Outer Space 4th grade (Article a Day Set) 4th grade
11) The Moon and the Sun (Article a Day Set) 4th grade

Readworks.org
Social Studies:

1) Life in the Colonies 4th grade
2) Colonization & Revolutionary War: Background to the Colonies 4th grade
3) Geography and the World 1st grade

4) North American Geography 2nd grade