

4th Grade French Immersion Curriculum Map

last updated June 2020

	French Library <i>Mille-feuilles CE2</i>	Science	MATH REINFORCEMENT <i>French Envision Math 4</i>	Social Studies Reinforcement <i>Utah Core Standards</i>
Aug Sept	See detailed Scope and Sequence www.utahdli.org WEEK 1 • Review WEEK 2 • Review UNITÉ 1 - <i>Des récits d'école</i> UNITÉ 2 - <i>Des histoires de rencontres</i>	These lessons come from the SEF4 Storylines. These will soon be available in French. Strand 4.1 - Organisms Functioning in Their Environment 4.1.1 - Structures for Survival (1-2 weeks) 4.1.2 Responding to the Environment (~1 week) 4.1.3 Fossil Evidence (1-2 Weeks) 4.1.4 Changes Over Time (1-2 weeks)	PLEASE FOLLOW THE MATH MAP PROVIDED BY YOUR SCHOOL / DISTRICT There are 16 Topics in <i>Envision Math 4</i> : Topic 1: Multiplication and Division Topic 2: Generate and Analyze Patterns Topic 3: Place Value Topic 4: Addition and Subtraction Topic 5: Multiplying by 1-Digit Numbers Topic 6: Multiplying by 1-Digit Numbers Topic 7: Multiplying by 2-Digit Numbers Topic 8: Multiplying by 2-Digit Numbers Topic 9: Dividing by 1-Digit Divisors Topic 10: Dividing by 1-Digit Divisors Topic 11: Fraction Equivalence and Ordering Topic 12: Adding and Subtracting Fractions Topic 13: Extending Fraction Concepts Topic 14: Measurement Units Topic 15: Solving Measurement Problems Topic 16: Lines, Angles, and Shapes Plan with your English DLI teacher to determine which concepts you will reinforce in French each day.	These are the Utah State Standards. Your school/district may use a different program. Work with your English counterpart to know when/how you should be reinforcing those state standards. If you visit the uen.org/utahds , you can find activities and lessons for each objective. Standard 1 - Students will understand the relationship between the physical geography in Utah and human life. Objective 1 - Classify major physical geographic attributes of Utah. Objective 2 - Analyze how physical geography affects human life in Utah. Objective 3 - Analyze how human actions modify the physical environment. Standard 2 - Students will understand how Utah's history has been shaped by many diverse people, events, and ideas. Objective 1 - Describe the historical and current impact of various cultural groups on Utah. Objective 2 - Describe ways that Utah has changed over time. Objective 3 - Investigate the development of the economy in Utah.
Oct	UNITÉ 3 - <i>Des histoires étranges</i> AAPPL Assessment			Standard 3 - Students will understand the roles of civic life, politics, and government in the lives of Utah citizens. Objective 1 - Describe the responsibilities and rights of individuals in a representative government as well as in the school and community. Objective 2 - Analyze the different ways people have organized governments in Utah to meet community needs.
Nov	UNITÉ 4 - <i>Des fiches sur les animaux</i>	Strand 4.2 - Energy Transfer 4.2.1 & 4.2.2 Transferring Energy (1-2 weeks) 4.2.3 & 4.2.4 Using Energy (~2 weeks)	Use the 20-30-minute math reinforcement in French to promote oral language production through: 1- REVIEW Concept: Envision Retrace worksheet. After reviewing concepts with the class, have partners or small groups explain to each other how to solve one or more problems.	

4th Grade Curriculum Map Template With Dates

Michael D. Rettig, Robert Lynn Canady



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Keys to Curriculum Mapping Susan Udelhofen, 2005-02-24 Based on extensive experience as a teacher staff development consultant and earlier work in the field by foreword writer Heidi Hayes Jacobs Wisconsin based Udelhofen PhD explains how curriculum mapping can help educators better help students She describes such mapping as a process in which teachers electronically document and share all curricular **Mapping Comprehensive Units to the ELA Common Core Standards,**

K-5 Kathy Tuchman Glass, 2012-04-26 Consultant and former teacher Glass helps K 5 teachers make sense of the new Common Core State Standards in English language arts ELA and presents numerous classroom activities differentiation ideas and rubrics She introduces a process for developing a unit of study using the ELA Common Core Standards and includes a template with each key component explained in detail There is also a lesson design template and sample lessons using the template The website provides reproducibles for classroom use Annotation 2012 Book News Inc Portland OR booknews com

Elementary School Scheduling Michael D. Rettig, Robert Lynn Canady, 2013-09-27 This practical book and its accompanying downloadable resources include over 100 schedules to help elementary schools raise student achievement

Susan Udelhofen, 2014-04-25 Discover your road map for creating a curriculum based on the Common Core State Standards Explore various stages of curriculum development from the preliminary work of building academic support to creating Common Core curriculum maps and tracking school improvement goals Learn to effectively share information during the curriculum building process and engage in significant collaborative conversations around the curriculum

STEM Road Map Carla C. Johnson, Erin E. Peters-Burton, Tamara J. Moore, 2015-07-03 STEM Road Map A Framework for Integrated STEM Education is the first resource to offer an integrated STEM curricula encompassing the entire K 12 spectrum with complete grade level learning based on a spiraled approach to building conceptual understanding A team of over thirty STEM education professionals from across the U S collaborated on the important work of mapping out the Common Core standards in mathematics and English language arts the Next Generation Science Standards performance expectations and the Framework for 21st Century Learning into a coordinated integrated STEM education curriculum map The book is structured in three main parts Conceptualizing STEM STEM Curriculum Maps and Building Capacity for STEM designed to build common understandings of integrated STEM provide rich curriculum maps for implementing integrated STEM at the classroom level and supports to enable systemic transformation to an integrated STEM approach The STEM Road Map places the power into educators hands to implement integrated STEM learning within their classrooms without the need for extensive resources making it a reality for all students **From Mandate to Achievement** Elaine

Makas, 2009-09-14 Based on a five step model this guide helps school leaders establish the processes necessary to align curriculum to mandated standards develop curriculum maps and systematize instructional practices *Curriculum Renewal*

Rebecca Crawford Burns, Association for Supervision and Curriculum Development, 2001 **Digital Storytelling as**

Translanguaging Heather A. Linville, Polina Vinogradova, 2024-04-01 This innovative accessible book is an introduction to using digital storytelling in language teaching with a focus on English as an Additional Language EAL instruction Linville and Vinogradova provide a clear framework that addresses translanguaging and multimodal meaning making in teaching multilingual learners MLs through use of digital storytelling This book provides detailed guidance on how to incorporate digital storytelling into language teaching building on recent developments in the fields of TESOL and language education that position multilingualism and multiliteracies as important components of any language instruction Through this text and accompanying activities readers will understand how to work with MLs to create multimodal digital texts This book offers an easy to follow step by step process for language educators to follow to support MLs digital storytelling projects in any EAL classroom Featured digital storytelling projects from EAL practitioners in various contexts as well as multiple examples and resources are included for each stage of the process always grounded in contemporary TESOL theories e g critical pedagogy culturally responsive teaching translanguaging and a pedagogy of multiliteracies This framework supports the development of multilingualism and multiliteracies and can be adapted by educators of other world languages for any language education setting Grounded in contemporary TESOL theories this book is an essential text for courses on technology in TESOL and TESOL methods courses as well as for language educators

Reading and Writing Instruction for Fourth- and Fifth-Grade Classrooms in a PLC at Work® Kathy Tuchman Glass, 2020-06-16 Prepare students to succeed with increasingly sophisticated reading and writing challenges Designed for teachers of grades 4 5 this resource helps readers address the pivotal shift in learning expectations that occurs during the upper elementary years Myriad templates tools and strategies are included to support collaborative teams as they work to establish a rich and robust plan for quality literacy instruction assessment and intervention Use this resource to inspire fourth and fifth graders to excel in reading and writing Understand the role PLCs and collaborative teams play in literacy development and reading comprehension strategies Obtain strategies and tools such as the pre unit protocol for unpacking and clarifying literacy standards Explore adaptable research based instructional strategies and learn how to plan high quality literacy instruction that boosts student reading and writing skills Examine the four components of the gradual release model 1 focused instruction 2 guided instruction 3 collaborative learning and 4 independent learning Observe how to collaboratively score assessments and conduct effective data inquiry and analysis Study the powerful impact literacy has on student engagement and inclusivity Contents Introduction Every Teacher Is a Literacy Teacher Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Data to Ensure All Students Learn Chapter 6 Differentiate Instruction With Gradual Release of Responsibility Chapter 7 Plan High Quality Literacy Instruction Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A List of Figures and Tables

Appendix B Templates and Tools Appendix C Process for Prioritizing Standards Appendix D Depth of Knowledge Overview Appendix E Essential Understandings and Guiding Questions References and Resources Index **STEM Road Map 2.0**

Carla C. Johnson, Erin E. Peters-Burton, Tamara J. Moore, 2021-03-10 Featuring a team of over thirty STEM education professionals from across the United States the updated and revised edition of this landmark book provides an integrated STEM curriculum encompassing the entire K 12 spectrum with complete grade level learning based on a spiraled approach to building conceptual understanding Taking into account the last five years of evolution in STEM education the second edition includes an increased focus on computer science computational thinking mathematics and the arts as well as cultural relevance and addressing the needs of diverse learners and underrepresented students Divided into three main parts Conceptualizing STEM STEM Curriculum Maps and Building Capacity for STEM each section is designed to build common understandings of integrated STEM provide rich curriculum maps for implementing integrated STEM at the classroom level and offer supports to enable systemic transformation to an integrated STEM approach Written for teachers policymakers and administrators this second edition is fully updated to account for the needs of K 12 learners in the innovation age STEM Road Map 2.0 enables educators to implement integrated STEM learning into their classroom without the need for extensive resources empowering educators and supporting students

Creating an Inclusive Social Studies Classroom for Exceptional Learners Darren Minarik, Timothy Lintner, 2024-06-01 Creating an Inclusive Social Studies Classroom for Exceptional Learners serves as a comprehensive reference guide for K 12 educators and university based social studies methods instructors and special education instructors wanting to create more inclusive opportunities for students with disabilities in the general education curriculum Numerous research based methods and instructional strategies are shared that enable teachers to effectively engage all learners in the social studies classroom Social studies educators are encouraged to become a leading voice in support for the inclusion of students with disabilities in K 12 general education classrooms Written by scholars with extensive backgrounds in social studies and special education this book enhances and extends the small but growing body of literature addressing the needs of students with disabilities in social studies classrooms Divided into three sections the chapters explore how social studies provides an opportunity to create more inclusion for students with disabilities how to create an inclusive learning environment through best practices in collaborating and planning and how to help students with disabilities gain access to social studies content and achieve higher levels of understanding Each chapter provides a brief theoretical underpinning and the latest research within the chapter topic and practical and engaging strategies that readers can easily implement within their own classrooms Educators receive guidance on how to get started with implementing the strategies along with suggestions for future research topics

Curriculum and Teaching Dialogue Bradley Conrad, Crystal D. Howell, Cristy Sellers, 2024-10-01 Curriculum and Teaching Dialogue is a peer reviewed journal sponsored by the American Association for Teaching and Curriculum AATC The purpose of the journal is to promote the

scholarly study of teaching and curriculum The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings The journal is published annually in two volumes and includes traditional research papers conceptual essays as well as research outtakes and book reviews Publication in CTD is always free to authors Information about the journal is located on the AATC website and can be found on the Journal tab

Differentiation at Work, K-5 Lane Narvaez, Kay Brimijoin, 2010-04-21 Based on research and the authors experiences over the past seven years at one elementary school *Differentiation at Work K 5* describes what schoolwide differentiation looks like in real classrooms Lane Narvaez and Kay R Brimijoin go beyond the easy definition of differentiation and describe why administrators and teachers need to receive training and ongoing support in order to achieve differentiated instruction that is responsive to students readiness learning styles and interests Their model is based on several core elements including student feedback the use of anchor activities peer teacher collaboration pre assessment and curriculum alignment The book includes sample lesson designs that include supplemental materials and lessons are categorized by readiness interest and learning style differentiation The authors also address the topic of management and share a set of tools that have proven highly effective for facilitating and enhancing differentiation Finally they discuss the challenge of sustaining second order change the role parents play in nurturing and sustaining such change and the future possibilities for any school involved in a similar journey

Data Mining and Data Visualization, 2005-05-02 Data Mining and Data Visualization focuses on dealing with large scale data a field commonly referred to as data mining The book is divided into three sections The first deals with an introduction to statistical aspects of data mining and machine learning and includes applications to text analysis computer intrusion detection and hiding of information in digital files The second section focuses on a variety of statistical methodologies that have proven to be effective in data mining applications These include clustering classification multivariate density estimation tree based methods pattern recognition outlier detection genetic algorithms and dimensionality reduction The third section focuses on data visualization and covers issues of visualization of high dimensional data novel graphical techniques with a focus on human factors interactive graphics and data visualization using virtual reality This book represents a thorough cross section of internationally renowned thinkers who are inventing methods for dealing with a new data paradigm Distinguished contributors who are international experts in aspects of data mining Includes data mining approaches to non numerical data mining including text data Internet traffic data and geographic data Highly topical discussions reflecting current thinking on contemporary technical issues e g streaming data Discusses taxonomy of dataset sizes computational complexity and scalability usually ignored in most discussions Thorough discussion of data visualization issues blending statistical human factors and computational insights

Resources in Education, 1996

Literacy Difficulties Cathy Collins Block, 1997

Opportunity to Learn Stephanie W. Cawthon, 2002 The purpose of this study was to investigate educational equity for deaf students in early elementary grades Teacher reports of reading instruction were

analyzed for alignment to Wisconsin Model Academic Standards for Reading by the 4th grade Abstract *The Cambridge Handbook of Multimedia Learning* Richard E. Mayer, 2014-07-28 The updated second edition of the only handbook to offer a comprehensive analysis of research and theory in the field of multimedia learning or learning from words and images It examines research based principles to determine the most effective methods of multimedia instruction and uses cognitive theory to explain how these methods work

Who Says I Can't? Gwendolyn Battle Lavert, James A. Bellanca, 2025-01-15 Eliminating the reading achievement gap is essential for long term school success In *Who Says I Can't* the authors explain how to close the third grade reading gap for marginalized students They supply educators with research strategies structure and support necessary to revise current practices so that all children regardless of ethnic racial or socioeconomic deterrents will read for meaning before grade 4 K-4 educators can use this book to Learn current research on the third grade reading gap and why it matters Understand the importance of teaching phonics and phonemics in the early grades Explore how to expand vocabulary for students below target levels Guide students on forming meaning in cognitive and metacognitive ways Provide reading material with diverse characters to encourage investment and belonging Contents Foreword Introduction A Necessary Pathway Chapter 1 Engage With the Learning to Read Challenge Chapter 2 Acknowledge That Yes It Is About the Brain Chapter 3 Make Meaning Visible Chapter 4 Use the Reciprocal Teacher's Playbook Chapter 5 Hear It First With Phonemics and Ensure Mastery Chapter 6 Make the Phonics Connection Chapter 7 Use Patterns to Achieve Vocabulary Fluency Chapter 8 Learn to Read for Meaning Chapter 9 Prioritize Equity Epilogue A Dream Revisited Appendix Lesson Design Templates and Further Reading References and Resources Index

Differentiating Instruction Jacqueline S. Thousand, Richard A. Villa, Ann I. Nevin, 2014-11-14 The ultimate guide to leaving no child behind newly updated Now in its second edition this best selling book is your one stop resource for differentiated instruction Whether you're new to the concept or just looking to improve your approach you'll find tools to meet the needs of all your students in a way that works for you You'll discover how innovative approaches such as Universal Design for Learning UDL and retrofitting can help you adapt general education curriculum to fit diverse learning styles Featuring case studies at the elementary middle and high school levels this new edition offers More easy to use strategies to differentiate instruction in mixed ability classrooms A new chapter on collaborative planning and evaluation plus a discussion of co teaching and differentiation Updated lesson plans tied to the Common Core A greater emphasis on cultural proficiency ELLs and gifted students New technology references and resources A strengthened link to RTI Every student is different and every classroom is different too With multiple options to differentiate instruction at any point along the way this essential guide will help you create the path to success for every student Thousand Villa and Nevin take three very big ideas in education Universal Design Collaboration and Differentiated Instruction and combine them in a novel and engaging way And they practice what they preach the information and examples speak to someone just beginning to differentiate instruction as well as the expert who wants to further refine his or her craft

Douglas Fisher Professor San Diego State University The extensive emphasis on technology case studies and lesson plans throughout the book provide a rich resource to the readers of this exciting text Administrators university instructors and staff developers will find this a valuable tool to support their students and colleagues on their differentiation journey Mary Falvey Retired Dean and Professor Emeritus California State University Los Angeles

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