

## Gr 3 & 4 Unit of Inquiry Summary

### Transdisciplinary Theme: How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### Central Idea:

People around the world express themselves and understand others through culture, communication, and aesthetic.

### Lines of Inquiry:

- How does culture impact our perspectives?
- How does culture affect how we express ourselves?
- How do cultures communicate in different ways?

### Key concepts:

- Connection: How is it connected to other things?
- Perspective: What are the points of view?

## Reading/Language Arts

### Grade Three Standards

Students will be able to:

- CCSS.ELA-Literacy.RL.3.4
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- CCSS.ELA-Literacy.RL.3.7
- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- CCSS.ELA-Literacy.RI.3.7
- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- CCSS.ELA-Literacy.W.3.3.b
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.L.3.1  
Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### **Grade Four Content Standards:**

- CCSS.ELA-Literacy.W.4.9
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-Literacy.SL.4.5
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- CCSS.ELA-Literacy.SL.4.6
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
- CCSS.ELA-Literacy.W.4.2.d
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-Literacy.W.4.3.b
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- CCSS.ELA-Literacy.W.4.3.d
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- CCSS.ELA-Literacy.RI.4.6
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
- CCSS.ELA-Literacy.RL.4.7
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

#### **Social Studies**

Students will be able to

- Explore a variety of signs and symbols and interpret their messages
- Identify the cultural and historical context in which signs and symbols develop
- Describe the impact of communications technology on everyday communication
- Demonstrate how non-verbal communication allows people to transcend language barriers.

#### **Art**

Students will be able to:

- Understand that the brain interprets images in different ways through examining optical illusions and studying the work of M.C. Escher
- Demonstrate an understanding of optical illusions through an ink drawing

- Identify warm and cool colors, and complementary colors
- Explore the art of multiple cultures, such as Islamic, Indonesian, Mexican and Chinese
- Understand that tessellation is the repetition of a pattern or shape, and demonstrate it visually
- Demonstrate an understanding of shading to express ourselves
- Draw a six-fold star pattern using Islamic geometry principles
- Create a batik-style work of art by using crayons and tempera paint
- Describe basic elements of Islamic geometry
- Describe basic elements of Mexican folk art
- Describe basic elements of Chinese brush art
- Experiment with bamboo brushes to create Chinese brush art
- Compare and contrast the work of different cultures
- Understand that how we express ourselves visually through artistic mediums influences our culture

## **Quran & Islamic Studies**

Students will be able to:

- Brainstorm different ways people can communicate with Allah by contributing to a class concept web.
- Practice their communication with Allah (swt) by exploring the concept of prayer in Islam.
- Determine Salah timings without a clock by analyzing each time period that the Prophet (s) described.
- Explain the steps of Salah to their younger schoolmates by acting out two raka'ah for them.
- Practice the dua associated with Salah by reciting them out loud.
- Investigate the many lessons that could be taken from Surah Al-Hujuraat by examining the translation of the ayaat.
- Discuss the impacts of gossip and backbiting by formulating conclusions as a group.
- Analyze the harms of anger by discussing the hadeeth of the
- Prepare an oratory piece to present to the school by analyzing the etiquette of speech and communication that Allah (swt) has given us.

## **Arabic**

Students will be able to:

- Research and make comparisons of customs and cultural practices in Arab countries (weddings, feasts, etc.)
- Research and present profiles of known Arab artists and poets
- Understand, initiate, and respond to greetings and short introductory conversations
- Use pronouns correctly and change a verb to achieve subject-verb agreement
- Recognize, pronounce, and write 10-20 alphabet letters and 7-14 words