

4th Grade

# 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.*

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## TEACHERS

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### CENTRAL IDEA

People discover and influence humanity through communication.

Lines of Inquiry	Teacher Questions	Key Concepts	Related Concepts
<ul style="list-style-type: none"><li>• Types of communication</li><li>• Perspective</li><li>• Patterns</li></ul>	<ul style="list-style-type: none"><li>• How are perspectives influenced by the types of communication used?</li><li>• Why does an individual's humanity influence communication?</li><li>• What communication patterns are found across cultures?</li></ul>	Connection Causation Perspective	Humanity Communication

## UNIT VOCABULARY

poetry, prose, drama, figurative language, setting, character, problem, solution, theme, perspective, humanity, communication, patterns, influence, discover, literature, culture, express

[Slideshow to Teach Vocabulary](#) and there is a Kahoot Quiz “How We Express Ourselves Vocab” shared by Dana

SKILLS AND PROCESSES			
Reading	Writing	Science/SS	Math
<ul style="list-style-type: none"><li>• Finish RU of S Unit 3: Reading History</li><li>• Break from RU of S to teach Poetry, Prose, Drama</li></ul>	<ul style="list-style-type: none"><li>• Analytical</li><li>• Poems</li><li>• Prose</li><li>• Drama</li></ul>	<ul style="list-style-type: none"><li>• Technology</li><li>• Communication</li></ul>	<ul style="list-style-type: none"><li>• Measurement</li><li>• Fractions</li></ul>

## PRIOR LEARNING/CONNECTIONS

*(What do you know about the Central Idea? What connections can you make?-planners in earlier grade levels)*

- KWL
- Student Surveys
- Discussions
- Student Checklists
- Writing

LEARNER PROFILE ATTRIBUTES <i>(attributes which are focused on in this unit are in this color)</i>					
Inquirer	Communicator	Risk-taker	Thinker	Reflective	Quality

					<b>Producer</b>
<b>Caring</b>	<b>Knowledgeable</b>	<b>Open-minded</b>	<b>Balanced</b>	<b>Principled</b>	<b>Community Contributor</b>

## STUDENT QUESTIONS

- Why are there 150 Native American languages?
- How did the mail system work when we didn't have cars?
- Is sign language the same all over the world?
- Why are there so many languages, why doesn't everyone speak the same language?
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## LEARNING ENGAGEMENTS

- Frontloading: [Perspective](#) (LOI 2)
- [Types of Communication](#) (LOI 1)
- [Patterns](#) (LOI 3)

<b>APPROACHES TO LEARNING</b> <i>(skills which are focused on in this unit are in this color)</i>	
<b>Social Skills</b>	<ul style="list-style-type: none"> <li>• <b>Developing positive interpersonal relationships and collaboration skills</b> <ul style="list-style-type: none"> <li>◦ Accept Responsibility</li> <li>◦ Respect others</li> <li>◦ Cooperate</li> <li>◦ Resolve conflict</li> <li>◦ Group decision-making</li> <li>◦ Adopt a variety of group roles</li> </ul> </li> <li>• <b>Developing social-emotional intelligence</b></li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• <b>Exchanging information skills</b> <ul style="list-style-type: none"> <li>◦ Listening</li> <li>◦ Speaking</li> <li>◦ Non-verbal communication</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Literacy skills</b> <ul style="list-style-type: none"> <li>◦ Viewing</li> <li>◦ Presenting</li> </ul> </li> <li>• <b>ITC skills</b> (using technology to gather,investigate and communicate info)</li> </ul>
<b>Research Skills</b>	<ul style="list-style-type: none"> <li>• <b>Information-literacy skills</b> <ul style="list-style-type: none"> <li>◦ formulating/planning</li> <li>◦ Observing</li> <li>◦ Data gathering/recording/organizing</li> <li>◦ synthesizing/interpreting</li> <li>◦ evaluating/communicating/presenting research findings</li> </ul> </li> <li>• <b>Media Literacy</b></li> <li>• <b>Ethical use of media/information</b></li> </ul>
<b>Self-Management Skills</b>	<ul style="list-style-type: none"> <li>• <b>Organization skills</b> (manage time and tasks effectively)</li> <li>• <b>States of mind</b> <ul style="list-style-type: none"> <li>◦ Mindfulness</li> <li>◦ Perseverance</li> <li>◦ Emotional management</li> <li>◦ Self motivation</li> <li>◦ Resilience</li> </ul> </li> <li>• <b>Gross motor skills</b></li> <li>• <b>Fine motor skills</b></li> <li>• <b>Spatial awareness</b></li> <li>• <b>Organization</b></li> <li>• <b>Safety</b></li> <li>• <b>Healthy</b></li> <li>• <b>Codes of behavior</b></li> <li>• <b>Informed choices</b></li> </ul>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>• <b>Critical thinking skills</b> <ul style="list-style-type: none"> <li>◦ Synthesis (combining parts to make wholes, creating, designing)</li> <li>◦ Analysis (taking ideas apart, separating into component parts, seeing relationships)</li> <li>◦ Evaluation</li> </ul> </li> <li>• <b>Creative thinking skills</b></li> <li>• <b>Transfer skills</b> <ul style="list-style-type: none"> <li>◦ Application (using previous knowledge)</li> </ul> </li> <li>• <b>Reflection/metacognitive skills</b></li> <li>• <b>Acquisition of knowledge</b> (gaining specific facts, ideas, vocab, remembering in a similar form)</li> </ul>

## ACTION

- Several students checked out books about poetry in the library and spent time practicing their favorite poems.
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## LEARNING GOALS AND SUCCESS CRITERIA

- [Rubric, Self-assessments,](#) and [Reflections 2018-2019 rubric](#)(this is a link to the [template](#) teacher will use to make a copy of for their own class to fill out and link below) [Prompt for summative](#)
- James Rubric (sample student rubric)
  - Frauenthal Rubric (sample student rubric)
  - Davis Rubric (sample student rubric)