

4th Grade

Where We Are in Place and Time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

April-May 2019/20

TEACHERS

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CENTRAL IDEA

Features of a region influence human settlement patterns.

Lines of Inquiry	Teacher Questions	Key Concepts	Related Concepts
<ul style="list-style-type: none">• Features of regions• Settlement patterns• Changes to a region	<ul style="list-style-type: none">• What are the features of a region?• What causes settlement patterns?• How do regions change over time?	Form Causation Change	Region Patterns

UNIT VOCABULARY

location, region, formation, political map, economic map, geographic map, geography, economics, landforms, resources, patterns, features, settlement, similarities, differences, densely populated, sparsely populated, climate, latitude, longitude, relative location, absolute location

SKILLS AND PROCESSES			
Reading	Writing	Science/SS	Math
<ul style="list-style-type: none">• RU of S Unit 4: Historical Fiction Book Clubs	<ul style="list-style-type: none">• Argumentative /Opinion Essay	<ul style="list-style-type: none">• Economics• Regions• Maps• Geography	<ul style="list-style-type: none">• Review all skills taught this year

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 Producer
Caring	Knowledgeable	Open-minded	Balanced	Principled	Community Contributor

STUDENT QUESTIONS

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LEARNING ENGAGEMENTS

- Frontloading:
- [Analyzing Settlement Patterns](#) (LOI 2)
- [Regions Videos with Notes](#) (LOI 1 & 3)
- [Map Learning Engagement](#) (LOI 1 & 2)

APPROACHES TO LEARNING <i>(skills which are focused on in this unit are in this color)</i>	
Social Skills	<ul style="list-style-type: none">• Developing positive interpersonal relationships and collaboration skills<ul style="list-style-type: none">◦ Accept Responsibility◦ Respect others◦ Cooperate◦ Resolve conflict◦ Group decision-making◦ Adopt a variety of group roles• Developing social-emotional intelligence
Communication Skills	<ul style="list-style-type: none">• Exchanging information skills<ul style="list-style-type: none">◦ Listening◦ Speaking◦ Non-verbal communication• Literacy skills<ul style="list-style-type: none">◦ Viewing◦ Presenting• ITC skills (using technology to gather, investigate and communicate info)
Research Skills	<ul style="list-style-type: none">• Information-literacy skills<ul style="list-style-type: none">◦ formulating/planning◦ Observing◦ Data gathering/recording/organizing◦ synthesizing/interpreting

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

ACTION

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LEARNING GOALS AND SUCCESS CRITERIA

- [Rubric, Self-assessments,](#) and [Reflections](#) (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)

- James Rubric (sample student rubric)
- Frauenthal Rubric (sample student rubric)
- Davis Rubric (sample student rubric)