

4th Grade

Who We Are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

August–September 2019/20

TEACHERS

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CENTRAL IDEA

Attitudes and attributes affect choice and action.

Lines of Inquiry	Teacher Questions	Key Concepts	Related Concepts
<ul style="list-style-type: none">• Characteristics of individuals who take action• Motivation to make a choice• Effects of actions	<ul style="list-style-type: none">• How and why to the attributes and attitudes of an individual influence choice?• How and why are people prompted to take action?• How do actions affect society?	Causation Responsibility Perspective	Attitudes Attributes Action

UNIT VOCABULARY

motivation. choices, change, affect, individuals, effect, actions, characteristics, attitudes, attributes, society

SKILLS AND PROCESSES			
Reading	Writing	Science/SS	Math
<ul style="list-style-type: none">RU of S Unit 1: Interpreting Characters	<ul style="list-style-type: none">narratives	<ul style="list-style-type: none">Historical figuresHistorical events	<ul style="list-style-type: none">Base TenNumber Sense

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

- Why was Ruby Bridges bullied?
- Why did black and white people not get along and be friends?
- Why did Amelia Earhart want to fly when it was so dangerous back then?
- Why was Martin Luther King killed for being a risk-taker?
- What actions do I need to take to be a great 4th grader?

LEARNING ENGAGEMENTS

- Frontloading: [Kid President](#) (LOI 2)
- [Community Contributors Research](#) (all LOI)
- [Learner Profile Terms](#) (LOI 1)
- [Oh, The Places You'll Go](#) (LOI 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

	<ul style="list-style-type: none"> • 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 ◦ 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

- Students set goals for improving their reading levels. They are reading nightly at home and showing growth.
- Another student made a goal to get better at writing. He is working on writing stories, essays, and even learning super speed grammar to enhance his writing.
- One student talked about how his family is growing more of their own food and trying to go green to help the environment. He shared information about his chicken and collecting the eggs.

LEARNING GOALS AND SUCCESS CRITERIA

- [Rubric, Self-assessments,](#) and [Reflections](#) (this is a link to the [template](#) teacher will use to make a copy for their own class to fill out and link below) [Summative Notes Page](#)
 - [James Rubric Template](#) (sample student rubric)/ [James Student Reflection template](#) (sample [student reflection](#))
 - Frauenthal Rubric (sample student rubric)
 - [Davis Rubric](#) (sample student rubric)