

MCAA STE(A)M Unit Planner

Unit Title: MCAA Summer Above the Line

Grade: House Challenge

Duration: April 20-May 26

[INSTRUCTIONAL SLIDESHOW FOR STUDENTS LINKED HERE](#)

Driving Question/Problem/Phenomenon
How can you keep yourself engaged, healthy, and active all summer long?

Focus Standards
not connected to a single subject. See below

Integration Across Content	
Math	<p>MGSE4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions.</p> <p>MGSE3.NF.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction)</p>
ELA	<p>ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Other	Gifted strand of SEL development

Planning the Unit

Launch	Read <u>And Then Comes Summer</u> here . Then say “we want to make sure you have a full, fun summer!”	
Unit Summary	Students will create a summer challenge that includes a variety of activities and keeps them engaged, healthy, active, and balanced over summer break.	
Real World Connections	The goal of the unit is to plan options for students to participate in over the summer, especially those that help motivate them to get involved with their community .	
Vocabulary Acquisition	Unit Vocabulary	Community, Incentive, motivate, options, residents (as in other residents in their house that can participate with them)
		Know or No at launch to introduce important key terms before

	Instructional Activities	explaining the activity and instructions
Hands-on Activities to Support the Driving Question/ Problem/Phenomenon	Students will create a tangible product that can be recreated for everyone.	
Specialists Integration <i>Art, Music, Tech, PE</i>	Include one activity that incorporates each of these domains in their final product	
Experts/Community Partnerships/ Related Field Trips	Treigned with Kat and Mandy Cobb County Public Library speaking to all students on May 2nd	
Possible Products	Students' choice, winner to be created for the whole school: -list -calendar -A-Z -Bingo -Shoebox -Fortune teller/cootie catcher -sticks -Spinner wheel	
Assessment <i>Unit Rubrics and Student Self-Reflection</i>	Teacher	Design criteria: <ul style="list-style-type: none"> • Easy to follow • Includes attainable goals and activities • Product is carefully crafted • Exactly ½ of the activities take place outside • At least 10 options are included
	Student Self-Reflection	MCAA: Scholar Reflection
Materials <i>Provide a list of materials needed for donation to Dr. Patterson 2-3 weeks prior to the unit starting</i>	Materials will vary by student project proposals	

Project Timeline/Checkpoints

Date/Week	Tasks for Teachers	Tasks for Students
April 19	Staff Launch	n/a
Between April 20 -May 6,	Find a time to meet with your house to launch the challenge. Read the book, complete the vocabulary activity, and sort students into groups.	Students will listen to the book, complete vocabulary activity, and meet their group members.
May 9-18	Schedule several times for groups to get together to research , imagine, plan, and create a design.	Students will resea/rch , imagine, plan, and create a design in groups. Students should also plan their presentation to the house.
May 19	Present and vote on a house winner.	Present final designs to the house using the sentence stems included in the presentation.
May 23-26	Prep and distribute winning design to all students.	Winning team will improve, prepare, and distribute the winning product to all students.
Aug. 2022		As an incentive , students can turn in their product (pictures, written paragraph, etc.) and proof of completion for a reward.