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| Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies | |
| Unit: Unit 1 - Personal Narratives | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.4.D: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.</p> <p>CC.1.3.4.C: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose and linked in a logical order with a concluding statement or section related to the opinion.</p> <p>CC.1.4.4.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.O: Use dialogue and descriptions to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>CC.1.4.4.Q: Choose words and phrases to convey ideas precisely.</p> <p>CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • What literary elements can enhance a personal narrative? • What is the main theme of a personal narrative? • What details can an author use to show, not tell, and why it is important to do this? • What makes a good conclusion to a story? | <p>Understandings:</p> <p>Students will know that...</p> <ul style="list-style-type: none"> • Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing. • Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading. • Personal narratives are a genre that students can use to create a sense of meaning out of their life’s experiences. |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Understand features of a personal narrative genre. ● Knowledge of literary devices in Personal Narratives. including similes and metaphors, dialogue, transition words, sensory details, and point of view. ● Knowledge of features of cause and effect text structure. ● Knowledge of the cursive alphabet. | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Develop a personal narrative (prewrite, draft, publish). ● Utilize literary devices such as similes and metaphors, dialogue, transition words, sensory details, and point of view to develop a personal narrative. ● Demonstrate understanding of cause and effect. ● Develop proficiency with cursive handwriting. |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● adept ● chronological ● contagious ● excruciating ● flawlessly ● illegal ● implications ● infantile ● jubilantly ● lugged ● plunge ● prickly ● structure ● tempting ● unique | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Text: <i>Personal Narratives</i> ● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Firebird</i>, by Misty Copeland and illustrated by Christopher Myers ● <i>Grandfather Gandhi</i>, by Arun Gandhi and Bethany Hegedus and illustrated by Evan Turk ● <i>Turning Pages: My Life Story</i>, by Sonia Sotomayor and illustrated by Lulu Delacre ● <i>Be Brave, Be Brave, Be Brave: A True Story of Fatherhood and Native American Heritage</i>, by F. Anthony Falcon and illustrated by Trisha Mason ● <i>Meet Lydia: A Native Girl from Southeast Alaska (My World: Young Native Americans Today)</i>, by Miranda Belarde-Lewis and illustrated by John Harrington ● <i>Malala's Magic Pencil</i>, by Malala Yousafzai and illustrated by Kerascoët ● <i>Dreamers</i>, by Yuyi Morales |

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| Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies | |
| Unit: Unit 2 - Empire in the Middle Ages: Part 1 & 2 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentences and using the progressive verb tense. Students work with the prefixes un-, non-, and en-, the root words arch and graph, and the suffix -y.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.4.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.</p> <p>CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.</p> <p>CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.</p> <p>CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).</p> <p>CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.2.4.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p> <p>CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.4.G: 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.</p> <p>CC.1.3.4.H: Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.</p> <p>CC.1.4.4.B: Identify and introduce the topic clearly.</p> <p>CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.4.4.G: Write opinion pieces on topics or texts.</p> <p>CC.1.4.4.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.</p> <p>CC.1.5.4.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p>CC.1.5.4.C: Identify the reasons and evidence a speaker provides to support particular points.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I figure out the meaning of unknown words/phrases/concepts? • What insights can we gain by comparing two (or more) texts? • How do authors use language and stylistic choices to convey their meaning? | <p>Understandings:</p> <p>Students will know that...</p> <ul style="list-style-type: none"> • Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures. • We must understand the past origins of these cultures in order to make sense of our current political climate. • The decline and fall of the Roman Empire led to the Islamic Empire and the |

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| <ul style="list-style-type: none"> ● How do I use text features (e.g. photographs, charts) to better comprehend the text? | <p>western European empire, influenced by the role of the Christian Church.</p> <ul style="list-style-type: none"> ● The Crusades were religious and political wars fought by both empires to gain control of The Holy Land. |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● What marked the Middle Ages as an important time in history? ● How can people solve differences without fighting? ● How did leadership evolve during the Middle Ages? ● What was the social order of the Middle Ages? ● How did Islam evolve during the Middle Ages? | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Write an informative paragraph using details from the text. ● Determine importance through note taking. ● Write an opinion piece with evidence to support that opinion. ● Use paraphrasing to create an explanatory paragraph. ● Determine importance through note taking. |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● advise ● category ● consequence ● distinctive ● diverse ● exquisite ● humble ● indicate ● inevitable ● influential ● informative ● modifications ● relevant ● restore ● specific ● vulnerable | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Empires of the Middle Ages</i> ● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i>, by Laura Amy Schlitz and illustrated by Robert Byrd ● <i>Medieval Life</i>, by Andrew Langley ● <i>The Medieval World</i>, by Phillip Steele ● <i>Sundiata: Lion King of Mali</i>, by David Wisniewski ● <i>Kubla Khan: The Emperor of Everything</i>, by Kathleen Krull and illustrated by Robert Byrd ● <i>The Sad Night: The Story of an Aztec Victory and a Spanish Loss</i>, by Sally |

Schofer Mathews

- *The Iroquois: The Six Nations Confederacy*, by Mary L. Englar
- *Castles: Conquer the World's Most Impressive Castles*, by DK
- *Mufaro's Beautiful Daughters: An African Tale*, by John Steptoe
- *The Great Voyages of Zheng He*, by Demi
- *DK Findout! Maya, Incas, and Aztecs*, by Brian Williams
- *The Phoenix of Persia*, by Sally Pomme Clayton and illustrated by Amin Hassanzadeh Sharif
- *Lailah's Lunchbox: A Ramadan Story*, by Reem Faruq and illustrated by Lea Lyon

Websites

- The Middle Ages <http://www.lordsandladies.org>
- BBC History: Middle Ages http://www.bbc.co.uk/history/british/middle_ages
- The History Channel: Middle Ages—Facts & Summary
<http://www.history.com/topics/middle-ages>
- Metropolitan Museum of Art: The Art of the Book in the Middle Ages
http://www.metmuseum.org/toah/hd/book/hd_book.htm
- Metropolitan Museum of Art: Art for the Christian Liturgy in the Middle Ages
http://www.metmuseum.org/toah/hd/litu/hd_litu.htm
- Discovery Channel: Middle Ages Quiz
<http://dsc.discovery.com/tv-shows/curiosity/topics/middle-ages-quiz.htm>
- A Chronology of the Central Middle Ages
<http://usna.edu/Users/history/abels/hh315/chronology%20950-1350.htm>

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| Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies | |
| Unit: Unit 3 - Poetry | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra’s twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. Throughout this unit, students will practice using the poetic devices exemplified by each poem (rhymes, similes, and metaphors; use repetition, anaphora, and alliteration). The students will plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.4.D: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.</p> <p>CC.1.3.4.C: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.</p> <p>CC.1.3.4.E: Explain the major differences between poems, drama, and prose and refer to the structural elements of each when writing or speaking about a text.</p> <p>CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.</p> <p>CC.1.3.4.G: 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.</p> <p>CC.1.4.4.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you determine the meaning of a poem? • What affects the tone of a poem? • What types of poetic devices can a poet use? | <p>Understandings:</p> <p>Students will know that...</p> <ul style="list-style-type: none"> • This unit prepares students for more rigorous texts, text structures, and vocabulary which they will encounter in Grade 5. • Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression. • Poetry has been around for centuries, and it is a timeless, distinctive craft. |
| <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand poetic devices including rhyme, repetition, alliteration, meter, and tone. • Understand figurative language and extended metaphors in a text. | <p>Do/Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Read text with the purpose of identifying details and evidence. • Explore imaginative possibilities of figurative language. • Explore and identify extended metaphors in text. • Write original poems with colorful language and poetic devices. • Identify poetic devices including rhyme, repetition, alliteration, meter, and tone. |

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| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">● decent● defiance● desperate● ease● infer● melodious● preside● refuse● robust● stealthy● stern● stricken● tranquil● varied | <p><u>Core Resources:</u></p> <ul style="list-style-type: none">● CKLA Anchor Text: <i>Poetry Journal</i>● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">● <i>That is My Dream!: A Picture Book of Langston Hughes's "Dream Variation"</i>, by Langston Hughes and illustrated by Daniel Miyares● <i>I Am Every Good Thing</i>, by Derrick Barnes and illustrated by Gordon C. James● <i>One Leaf Rides the Wind</i>, by Celeste Davidson Mannis and illustrated by Susan Kathleen Hartung● <i>Confetti: Poems for Children</i>, by Pat Mora and illustrated by Enrique O. Sanchez● <i>Imagine</i>, by Juan Felipe Herrera and illustrated by Lauren Castillo● <i>Thirteen Moons on the Turtle's Back: A Native American Year of Moons</i>, by Joseph Bruchac and Jonathan London and illustrated by Thomas Locker● <i>Just Like Me</i>, by Vanessa Brantley-Newton |

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 4 - Eureka! Student Inventors

Essential

Important

Compact

Big Idea: In this unit, the students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.4.4.G: Write opinion pieces on topics or texts.

CC.1.4.4.T: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CC.1.4.4.U: With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

CC.1.4.4.V: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.4.D: 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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.4.F: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Pennsylvania Social Studies Standards:

5.1.4.F: Identify state symbols, national symbols, and national holidays.

6.3.4.B: Describe the impact of government involvement in state and national economic activities.

Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:

3.5.3-5.A: Use appropriate symbols, numbers and words to communicate key ideas about technological products and systems.

3.5.3-5.B: Examine information to assess the tradeoffs of using a product or system.

3.5.3-5.C: Follow directions to complete a technological task.

3.5.3-5.D: Predict how certain aspects of their daily lives would be different without given technologies.

3.5.3-5.E: Explain why responsible use of technology requires sustainable management of resources.

3.5.3-5.G: Describe the helpful and harmful effects of technology.

3.5.3-5.H: Determine factors that influence changes in a society's technological systems or infrastructure.

3.5.3-5.I: Design solutions by safely using tools, materials, and skills.

3.5.3-5.J: Explain how technologies are developed or adapted when individual or societal needs and wants change.

- 3.5.3-5.K: Judge technologies to determine the best one to use to complete a given task or meet a need.
- 3.5.3-5.L: Demonstrate how tools and machines extend human capabilities, such as holding, lifting, carrying, fastening, separating, and computing.
- 3.5.3-5.M: Demonstrate essential skills of the engineering design process.
- 3.5.3-5.N: Identify why a product or system is not working properly.
- 3.5.3-5.O: Describe requirements of designing or making a product or system.
- 3.5.3-5.P: Evaluate the strengths and weaknesses of existing design solutions, including their own solutions
- 3.5.3-5.R: Apply tools, techniques, and materials in a safe manner as part of the design process.
- 3.5.3-5.S: Illustrate that there are multiple approaches to design.
- 3.5.3-5.T: Apply universal principles and elements of design.
- 3.5.3-5.U: Evaluate designs based on criteria, constraints, and standards.
- 3.5.3-5.V: Interpret how good design improves the human condition.
- 3.5.3-5.W: Describe the properties of different materials.
- 3.5.3-5.X: Explain how various relationships can exist between technology and engineering and other content areas.
- 3.5.3-5.Y: Identify the resources needed to get a technical job done, such as people, materials, capital, tools, machines, knowledge, energy, and time.
- 3.5.3-5.Z: Create a new product that improves someone's life.
- 3.5.3-5.AA: Create representations of the tools people made, how they cultivated to provide food, made clothing, and built shelters to protect themselves.
- 3.5.3-5.BB: Illustrate how, when parts of a system are missing, it may not work as planned.
- 3.5.3-5.CC: Describe how a subsystem is a system that operates as a part of another larger system.
- 3.5.3-5.DD: Demonstrate how simple technologies are often combined to form more complex systems.
- 3.5.3-5.EE: Explain how solutions to problems are shaped by economic, political, and cultural forces.
- 3.5.3-5.FF: Compare how things found in nature differ from things that are human-made, noting differences and similarities in how they are produced and used.
- 3.5.3-5.GG: Describe the unique relationship between science and technology, and how the natural world can contribute to the human-made world to foster innovation.
- 3.5.3-5.HH: Differentiate between the role of scientists, engineers, technologists, and others in creating and maintaining technological systems.

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| <p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can invention change the world? ● What is my strategy for reading this text? How do I know if it is working? ● What makes clear and effective writing? ● How do I support my argument? ● How do I collect, organize, and synthesize information? ● How do I best support my findings? | <p>Understandings:</p> <p>Students will know that...</p> <ul style="list-style-type: none"> ● Inventors go through a variety of steps in the creative process, oftentimes resulting in an invention. ● The creative process involves identifying problems and creating evidence-based solutions. ● Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships and teams. |
| <p>Knowledge:</p> <ul style="list-style-type: none"> ● Understand how to read complex literary and informational text, find evidence, and use it appropriately. ● Knowledge of writing in a variety of modes for a specific audience. | <p>Do/Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Read complex literary and informational text, find evidence, and use it appropriately. ● Write in opinion, informational, and narrative modes and adjust style for task and audience. ● Develop proficiency in research, observation, communication, and persuasion. ● Demonstrate understanding of key vocabulary. |

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| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● arguably ● avid ● charred ● contaminated ● cylinder ● deliberately ● drawbacks ● indifference ● inspire ● intricate ● irritation ● malfunctioning ● optimistic ● potential ● revolutionary | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Eureka! Files</i> ● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>Whoosh!: Lonnie Johnson's Super-Soaking Stream of Inventions</i>, by Chris Barton and illustrated by Don Tate ● <i>A Weed is a Flower: The Life of George Washington Carver</i>, by Alike ● <i>Iqbal and His Ingenious Idea: How a Science Project Helps One Family and the Planet</i>, by Elizabeth Suneby and illustrated by Rebecca Green ● <i>Ellen Ochoa: Dynamic Space Director (Space Crusaders)</i>, by Rebecca Felix ● <i>Chester Nez and the Unbreakable Code: A Navajo Code Talker's Story</i>, by Joseph Bruchac and illustrated by Liz Amini-Holmes ● <i>A Native American Thought of It: Amazing Inventions and Innovations</i>, by Rocky Landon and illustrated by David MacDonald ● <i>Stay Curious: A Brief History of Stephen Hawking</i>, by Kathleen Krull and Paul Brewer and illustrated by Boris Kulikov |

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 5 - Geology

Essential

Important

Compact

Big Idea: This unit focuses on the composition of the earth and the forces that change Earth's surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix -ly and the root word rupt and practice sequencing adjectives and proper use of commas and quotation marks.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.4.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.

CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.4.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.4.D: Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aid comprehension.

CC.1.4.4.H: Introduce the topic and state an opinion on the topic.

CC.1.4.4.I: Provide reasons that are supported by facts and details.

CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.4.S: Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.

CC.1.4.4.W: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CC.1.4.4.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.4.B: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

Pennsylvania Social Studies Standards:

6.5.4.G: Compare different ways people save.

6.5.4.H: Examine the basic operation of the banking system.

7.1.4.A: Describe how common geographic tools are used to organize and interpret information about people, places, and the environment.

7.1.4.B: Describe and locate places and regions as defined by physical and human features.

- 7.2.4.A: Identify the physical characteristics of places and regions.
- 7.2.4.B: Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.4.A: Identify the human characteristics of places and regions.
- 7.4.4.A: Identify the effect of the physical systems on people within a community.
- 8.1.4.A: Identify and describe how geography and climate have influenced continuity and change over time.
- 8.1.4.C: Identify a specific research topic and develop questions relating to the research topic.

Pennsylvania STEELS (Science, Technology, & Engineering, and Environmental literacy & Sustainability) Standards:

- 3.3.4.A: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- 3.3.4.B: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
- 3.3.4.C: Analyze and interpret data from maps to describe patterns of Earth's features.

Essential Questions:

- What does "close" reading require?
- How does what I read (e.g. text structure, story elements) influence how I should read it?
- What makes clear and effective writing?
- How do I use text features (e.g. photographs, charts) to better comprehend the text?

Understandings:

Students will know that...

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the Earth's surface.
- Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea.
- Information about the rock cycle, weathering, and erosion explains how the earth is continually changing.

Knowledge:

- Knowledge of how to use a glossary.
- Understanding of key vocabulary.
- Knowledge of components of an informational pamphlet, a wiki entry, and a descriptive paragraph.
- Knowledge of literary devices including alliteration, personification, and simile.
- What is below the earth's surface?
- What causes geologic phenomena?
- How have people explained geologic phenomena in the past?
- What geological features can be found at the ocean floor?

Do/Skills:

Students will be able to...

- Ability to reference bolded words in the glossary not directly addressed in lessons.
- Demonstrate understanding of key vocabulary.
- Examine and explain similes.
- Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph.
- Utilize literary devices including alliteration, personification, and simile.

Vocabulary:

- catastrophe
- dense
- distinguish
- durable
- effect
- evidence
- expand
- experiment
- eyewitness
- firsthand
- heave

Core Resources:

- **CKLA Anchor Texts: *The Changing Earth***
- **Student Activity Workbook**

- lofty
- observe
- process
- theory

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:

The Earth/General Information

- *Extreme Earth Records*, by Seymour Simon
- *Janice VanCleave's Earth Science for Every Kid: 101 Easy Experiments that Really Work*, by Janice VanCleave
- *Solving the Puzzle Under the Sea: Marie Tharp Maps the Ocean Floor*, by Robert Burleigh

Earthquakes

- *Earthquakes*, by Seymour Simon
- *Earthquakes (A True Book)*, by Ker Than
- *Earthquakes (Let's-Read-and-Find-Out Science, Stage 2)*, by Franklin M. Branley
- *Earthquakes and Tsunamis*, by Patricia O'Brien
- *Earthquakes and Volcanoes FYI: For Your Information*, by Melissa Stewart
- *Inside Earthquakes*, by Melissa Stewart
- *I Survived #5: I Survived the San Francisco Earthquake, 1906*, by Lauren Tarshis

Minerals, Rocks, and Fossils

- *Best Book of Fossils, Rocks, and Minerals*, by Chris Pellant
- *Everybody Needs a Rock (For the Junior Rockhound)*, by Byrd Baylor
- *Find Out About Rocks and Minerals: With 23 Projects and More Than 350 Photographs*, by Jack Challoner
- *Geology Rocks! 50 Hands-On Activities to Explore the Earth*, by Cindy Blobaum
- *If You Find a Rock*, by Peggy Christian
- *Let's Go Rock Collecting (Let's-Read-And-Find-Out Science, Stage 2)*, by Roma Gans
- *National Geographic Kids Everything Rocks and Minerals*, by Steve Tomecek
- *National Geographic Readers: Rocks and Minerals*, by Kathleen Weidner Zoehfeld

- *Rocks and Minerals (Eyewitness Books)*, by Dr. R.F. Symes
- *Rocks and Minerals (Eye Wonder)*, by Caroline Bingham
- *Rocks and Minerals: A Gem of a Book*, by Simon Basher and Dan Green
- *Rocks: Hard, Soft, Smooth, and Rough (Amazing Science)*, by Natalie M. Rosinsky
- *Rocks in His Head*, by Carol Otis Hurst
- *Smithsonian Handbooks: Rocks and Minerals*, Chris Pellant
- *Smithsonian Handbooks: Gemstones*, by Cally Hall
- *Sticker Encyclopedia: Rocks and Minerals*
- *The Complete Illustrated Guide To Minerals, Rocks & Fossils Of The World*, by John Farndon and Steve Parker
- *The Rock Factory: The Story About the Rock Cycle*, by Jacqui Bailey
- *Grand Canyon*, by Jason Chin
- *I'm Trying to Love Rocks*, by Bethany Barton
- *The Two Mountains: An Aztec Legend*, by Eric Kimmel and illustrated by Leonard Everett Fisher
- *Easter Island: Giant Stone Statues Tell of a Rich and Tragic Past*, by Caroline Arnold
- *The Street Beneath My Feet*, by Charlotte Guillain and illustrated by Yuval Zommer
- *Mountain Dance*, by Thomas Locker
- *Fossil Huntress: Mary Leakey, Paleontologist (Picture Book Biography)*, by Andi Diehn and illustrated by Katie Mazeika

Tsunamis

- *Escaping the Giant Wave*, by Peg Kehret
- *High Tide in Hawaii*, by Mary Pope Osborne
- *How Does an Earthquake Become a Tsunami?*, by Linda Tagliaferro
- *Magic Tree House Fact Tracker #15: Tsunamis and Other Natural Disasters: A Nonfiction Companion to Magic Tree House #28: High Tide in Hawaii*, by Mary Pope Osborne and Natalie Pope Boyce
- *I Survived #8: I Survived the Japanese Tsunami, 2011*, by Lauren Tarshis

Volcanoes

- *How Does a Volcano Become an Island?*, by Linda Tagliaferro
- *Inside Volcanoes*, by Melissa Stewart
- *The Krakatau Eruption (A True Book)*, by Peter Benoit

- *The World's Most Amazing Volcanoes*, by Anna Claybourne
- *Volcano: The Eruption and Healing of Mount St. Helens*, by Patricia Lauber
- *Volcano! The Icelandic Eruption of 2010 and Other Hot, Smoky, Fierce, and Fiery Mountains*, by Judith and Dennis Fradin
- *Volcanoes (A True Book)*, by Elaine Landau
- *Volcanoes (Let's-Read-and-Find-Out Science, Stage 2)*, by Franklin M. Branley
- *Volcanoes! (National Geographic Readers)*, by Anne Schreiber
- *Volcanoes*, by Seymour Simon
- *Volcanoes and Earthquakes*, by Susanna Van Rose

Websites: General Information

- American Museum of Natural History Online Site for Kids
<http://www.amnh.org/ology/>
- Discovery Presents: Plate Tectonics
<http://dsc.discovery.com/tv-shows/discovery-presents/videos/understanding-volcanoes-plate-tectonics.htm>

Earthquakes

- Real-Time Earthquake Map <http://earthquake.usgs.gov/earthquakes/map/>
- The Virtual Museum of the City of San Francisco
www.sfmuseum.net/1906/ew8.html
- USGS: Earthquakes for Kids <http://earthquake.usgs.gov/learn/kids/>

Volcanoes

- Discovery Photo Galleries: Pillars of Ash and Fountains of Fire: Volcanic Marvels Pictures
<http://dsc.discovery.com/tv-shows/curiosity/topics/volcanic-marvels-pictures.htm>
- Discovery Presents: Lava Flow
<http://dsc.discovery.com/tv-shows/discovery-presents/videos/understanding-volcanoes-lava-flow.htm>
- Discovery Presents: Pele: Goddess of Fire
<http://dsc.discovery.com/tv-shows/discovery-presents/videos/understanding-volcanoes-pele-goddess-offire.htm>
- Discovery: Raging Planet: The Most Active Volcano on Earth
<http://dsc.discovery.com/tv-shows/other-shows/videos/raging-planet-the-most-active-volcano-on-earth.htm>
- Discovery Presents: Underwater Volcanoes
<http://dsc.discovery.com/tv-shows/discovery-presents/videos/understanding-vol>

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 6 - Contemporary Fiction

Essential **Important** **Compact**

Big Idea: This unit leads students into a deep dive on narrative literature and writing, using excerpts from *The House on Mango Street* as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—for example, the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists’ perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.

CC.1.3.4.C: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.

CC.1.3.4.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.4.G: Write opinion pieces on topics or texts.

CC.1.4.4.N: Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.4.D: 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; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.4.E: Differentiate between contexts that require formal English versus informal situations.

Essential Questions:

- How can a story’s literary elements help readers learn implicit information from the story?
- How do you determine a theme of a story?
- How can point of view change the meaning of a story?
- How can an author show how a character has grown?

Understandings:

Students will know that...

- Through close reading, a reader can discover several different layers of meaning in a text.
- Narrative text can be similar to poetry, with short stories that contain imaginative and sometimes abstract use of language.
- Narrative text can act as windows, revealing lives different from ours, or mirrors, reflecting characters with whom we can identify.

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Understanding the use of details, dialogue, and action to infer character and theme in a text. ● Development of core and literacy vocabulary. ● Understanding of the structure of narrative prose. ● Understanding the use of evidence to support an opinion piece. ● Understand literary devices including detailed descriptions, use of theme, and contrasting character perceptions. | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Reading for details, dialogue, and action. ● Inferring character and theme in a text. ● Develop strength in writing narrative prose. ● Demonstrate proficiency in writing an opinion piece backed by clear evidence. ● Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions. |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● annotate ● aspiration ● barely ● crumbling ● deduction ● emphasis ● especially ● fancy ● march ● perception ● sobbing ● temporary ● trudge ● visualization | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: Writer’s Journal with excerpts from <i>The House on Mango Street</i> ● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● <i>A Father Like That</i>, by Charlotte Zolotow and illustrated by LeUyen Pham ● <i>The Season of Styx Malone</i>, by Kekla Magoon ● <i>Front Desk</i>, by Kelly Yang ● <i>The Bridge Home</i>, by Padma Venkatraman ● <i>The Name Jar</i>, by Yangsook Choi ● <i>Merci Suárez Changes Gears</i>, by Meg Medina ● <i>Hairs/Pelitos</i>, by Sandra Cisneros ● <i>When I Was Eight</i>, by Christy Jordan-Fenton and Margaret Pokiak-Fenton and illustrated by Gabrielle Grimard ● <i>The Proudest Blue</i>, by Ibtihaj Muhammad and illustrated by S.K. Ali Hatem Aly |

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 7 - American Revolution

Essential

Important

Compact

Big Idea: This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes im- and in-, the suffixes -ible and -able, and the root word 'port'.

PA Core Content Standards/Anchors (or National Standards):

CC.1.1.4.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.4.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

CC.1.2.4.D: Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E: Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.4.G: Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of the text in which it appears.

CC.1.2.4.H: Explain how an author uses reasons and evidence to support particular points in a text.

CC.1.2.4.I: Integrate information from two texts on the same topic to demonstrate understanding of that topic.

CC.1.2.4.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.D: Compare and contrast an event or topic told from two different points of view.

CC.1.3.4.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.4.4.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.4.C: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension

CC.1.4.4.E: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CC.1.4.4.G: Write opinion pieces on topics or texts.

CC.1.4.4.I: Provide reasons that are supported by facts and details.

CC.1.4.4.L: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.4.P: Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.4.R: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.5.4.A: Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

CC.1.5.4.G: Demonstrate command of the conventions of standard English when speaking based on grade 4 level and content.

Pennsylvania Social Studies Standards:

8.3.4.A: Differentiate common characteristics of the social, political, cultural, and economic groups in United States history.

8.3.4.B: Locate historical documents, artifacts, and places critical to United States history.

8.3.4.C: Explain how continuity and change in U.S. history have influenced personal development and identity.

8.3.4.D: Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States.

8.4.4.A: Differentiate common characteristics of the social, political, cultural, and economic groups in world history

8.4.4.B: Locate historical documents, artifacts, and sites, which are critical to World history.

8.4.4.C: Explain how continuity and change in world history have influenced personal development and identity.

8.4.4.D: Distinguish between conflict and cooperation among groups and organizations that impacted the development of the history of the world.

Essential Questions:

- What does a close reading require?
- What makes clear and effective writing?
- How do I support my argument?
- How do I use text features (e.g. photographs, charts) to better comprehend the text?
- How do I figure out the meaning of unknown words/phrases/concepts?

Understandings:

Students will know that...

- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- The causes, major figures, and consequences provide a framework for understanding the strive for independence.
- There were significant ideas and values at the heart of the American Revolution.

Knowledge:

- Know the components of a five paragraph compare and contrast essay.
- Knowledge of key vocabulary.
- Understand subject-verb agreement.
- Know grade level prefixes and suffixes.

Do/Skills:

Students will be able to...

- Write a five paragraph compare and contrast essay.
- Demonstrate understanding of key vocabulary.
- Develop proficiency of subject-verb agreement with both regular and irregular verbs.
- Deepen knowledge and understanding of prefixes and suffixes when added to root words.

Vocabulary:

- accurate
- conflict
- confront
- defiant
- eliminate
- essential
- implication
- intolerable
- jeer
- liberty
- morale
- peal
- revere
- skeptical

Core Resources:

- **CKLA Anchor Texts:** *The Road to Independence*
- **Student Activity Workbook**

Common Assessment(s):

- CKLA Domain Assessments

Supplemental Resources:**General Information About the American Revolution**

- *George vs. George: The American Revolution as Seen from Both Sides*, by Rosalyn Schanzer
- *King George: What Was His Problem?: Everything Your Schoolbooks Didn't Tell You About the American Revolution*, by Steve Sheinkin
- *Struggle for a Continent: The French and Indian Wars*, by Betsy Maestro
- *US Kids History: Book of the American Revolution*, by Howard Egger-Bovet and Marlene Smith Baranzini
- *Get to Know Bernardo de Gálvez*, by Guillermo Fesser and illustrated by Alejandro Villén

Significant Events of the American Revolution

- *Give Me Liberty! The Story of the Declaration of Independence*, by Russell Freedman
- *Let It Begin Here!: April 19, 1775: The Day the American Revolution Began*, by Don Brown
- *Let It Begin Here!: Lexington & Concord: First Battles of the American Revolution*, by Dennis Brindell Fradin
- *The Signers: The 56 Stories Behind the Declaration of Independence*, by Dennis Brindell Fradin
- *Washington at Valley Forge*, by Russell Freedman

African Americans During the American Revolution

- *America's Black Founders: Revolutionary Heroes and Early Leaders*, by Nancy Sanders
- *Crispus Attucks: Black Leader of Colonial Patriots*, by Dharathula H. Millender
- *Liberty or Death: The Surprising Story of Runaway Slaves Who Sided with the British During the American Revolution*, by Margaret Blair
- *Phillis Sings Out Freedom: The Story of George Washington and Phillis Wheatley*, by Ann Malaspina and illustrated by Susan Keeter
- *Mumbet's Declaration of Independence*, by Gretchen Woelfle and illustrated by Alix Delinois
- *American Indians and African Americans of the American Revolution* -

Through Primary Sources, by John Micklos

Women During the American Revolution

- *Independent Dames: What You Never Knew About the Women and Girls of the Revolution*, by Laurie Halse Anderson
- *Heroines of the American Revolution: America's Founding Mothers*, by Diane Silcox-Jarrett

Historical Fiction: Children During the American Revolution

- *Sophia's War: A Tale of the Revolution*, by Avi
- *Boys of Wartime: Daniel at the Siege of Boston: 1776*, by Laurie Calkhoven

Websites: General Information

- The National Park Service: Experience the Revolution
http://www.nps.gov/revwar/about_the_revolution/timeline_of_events.html

Significant Events of the American Revolution

- The Boston Tea Party Museum
<http://www.bostonteaartyship.com/sons-of-liberty>
- The Boston Tea Party: Eyewitness History
<http://www.eyewitnesstohistory.com/teaparty.htm>
- Paul Revere: The Paul Revere Heritage Project
<http://www.paul-revere-heritage.com/>
- Yorktown: Revolutionary War Animated—The Siege of Yorktown
<http://www.revolutionarywaranimated.com/YorktownAnimation.html>

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 8 - Treasure Island

Essential **Important** **Compact**

Big Idea: This unit examines the fiction genre through a classic novel, *Treasure Island*. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson's popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students

draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes –ful and –less and the root word ‘bio’.

PA Core Content Standards/Anchors (or National Standards):

- CC.1.1.4.D: Know and apply grade level phonics and word analysis skills in decoding words. Use combined knowledge of all sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
- CC.1.2.4.A: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CC.1.2.4.B: Refer to details and examples in text to support what the text says explicitly and make inferences.
- CC.1.2.4.C: Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.
- CC.1.2.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- CC.1.2.4.J: Acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC.1.2.4.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.4.A: Determine a theme of a text from details in the text; summarize the text.
- CC.1.3.4.B: Cite relevant details from text to support what the text says explicitly and make inferences.
- CC.1.3.4.C: Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
- CC.1.3.4.F: Determine the meaning of words and phrases as they are used in grade level text, including figurative language.
- CC.1.3.4.J: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- CC.1.4.4.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.
- CC.1.4.4.K: Choose words and phrases to convey ideas precisely.
- CC.1.4.4.M: Write narratives to develop real or imagined experiences or events.

Essential Questions:

- How do you “read between the lines?”
- How do I figure out the meaning of unknown words/phrases/concepts?
- How do authors develop ideas, characters, and events within the text?
- What is this text really about (e.g. theme, main idea, moral)?
- What makes a story “great?”
- Why do we have/need rules of language?
- What makes clear and effective writing?

Understandings:

- Students will know that...
- This text is an abridged version of the original novel written by Robert Louis Stevenson in 1883 and provides exposure to literary classics.
 - There are several themes, including greed, adventure, duplicity, and bravery, throughout the text.
 - Sailing, the primary form of long distance travel at the time, also included many challenges, including disease, piracy, and accurate navigation.

Knowledge:

- What makes an adventure story excellent?
- How can dialogue help move the plot forward?
- How can you determine if someone is trustworthy or untrustworthy?
- How can metaphors and similes strengthen writing?

Do/Skills:

- Students will be able to...
- Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions.
 - Demonstrate understanding of key vocabulary.
 - Trace development of character, setting, plot, and literary devices in a longer work of fiction.
 - Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution.

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| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● captivate ● deduce ● duplicity ● excursion ● Impending ● inference ● portray ● predicament ● pretext ● ransack ● ringleader ● scoundrel ● scout ● shroud ● stun ● superstitious ● taunt ● treacherous ● unison | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● CKLA Anchor Texts: <i>Treasure Island</i> ● Student Activity Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● CKLA Domain Assessments | <p><u>Supplemental Resources:</u></p> <p>Adventure Stories</p> <ul style="list-style-type: none"> ● <i>Fish Finelli: Seagulls Don't Eat Pickles</i>, by E.S. Farber ● <i>Kidnapped</i>, by Robert Louis Stevenson ● <i>Lilly and the Pirates</i>, by Phyllis Root ● <i>Pirates Past Noon</i>, by Mary Pope Osborne ● <i>Robinson Crusoe (Core Classics Series)</i>, by Daniel Defoe ● <i>Swiss Family Robinson</i>, by Johann David Wyss ● <i>The Ship of Lost Souls</i>, by Rachelle Delaney ● <i>Treasure Island (Core Classics Series)</i>, by Robert Louis Stevenson ● <i>Encounter</i>; by Jane Yolen and illustrated by David Shannon ● <i>The Greatest Adventure</i>, by Tony Piedra <p>Pirates</p> <ul style="list-style-type: none"> ● <i>Hook</i> (1991) ● <i>Peter Pan</i> (1953) ● <i>The Princess Bride</i> (1987) ● <i>Treasure Island</i> (1950) |

- *Lives of the Pirates: Swashbucklers, Scoundrels (Neighbors Beware!)*, by Kathleen Krull
- *Pirate*, by Richard Platt
- *Pirateology*, by Captain William Lubber
- *Pirates*, by Peter Chrisp
- *Pirates: Magic Tree House Research Guide*, by Mary Pope Osborne
- *What If You Met a Pirate?*, by Jan Adkins
- *Real Pirates: The Untold Story of the Whydah from Slave Ship to Pirate Ship*, by Sharon Simpson
- *Pirate Queen: A Story of Zheng Yi Sao*, by Helaine Becker and illustrated by Liz Wong
- *Yao Bai and the Egg Pirates*, by Tim J. Meyers and illustrated by Bonnie Pang
- *The Pirate Tree*, by Brigita Orel and illustrated by Jennie Poh
- *How to Be a Pirate*, by Isaac Fitzgerald and illustrated by Brigitte Barrager

Websites

- Pirate 101 Online Game <https://www.pirate101.com/>
- St. Augustine Pirate and Treasure Museum: Glossary of Pirate Terms and Phrases
<http://www.thepiratemuseum.com/images/stories/pdf/glossary22112.pdf>
- Boat Safe Kids <http://www.boatsafe.com/kids/index.htm>
- Mystic Seaport: The Museum of America and the Sea
<http://www.mysticseaport.org/>
- Nautical Terms and Phrases: Their Meanings and Origins
<http://www.history.navy.mil/trivia/trivia03.htm>
- The Mariner's Museum <http://www.marinersmuseum.org/>

Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies

Unit: Unit 9A - Pennsylvania State Government

Essential **Important** **Compact**

Big Idea: Local and State Government runs similarly to our national government. Citizens have rights and responsibilities.

PA Core Content Standards/Anchors (or National Standards):

Pennsylvania Social Studies Standards:

5.1.4.B: Explain rules and laws for the classroom, school, community and state.

5.1.4.C: Explain the principles and ideals shaping local and state government (liberty, democracy, justice, equality)

5.2.4.A: Identify individual rights and the needs and the rights and needs of others in the classroom, school, and community.

5.2.4.C: Describe the roles of leadership and public service in school, community, state and nation.

- 5.2.4.D: Describe how citizens participate in school and community activities.
- 5.3.4.A: Identify the three roles of the three branches of government.
- 5.3.4.B: Describe how the elected representative bodies function in making local and state laws.
- 5.3.4.C: Identify the services performed by local and state governments.
- 5.3.4.D: Identify positions of authority at the local, state and national level.
- 5.3.4.E: Explain the voting process.
- 5.3.4.F: Explain how different perspectives can lead to conflict.

- Essential Questions:**
- How can citizens take an active role in government?
 - What is the difference between rights and responsibilities?
 - How do different perspectives lead to conflict?
 - How do citizens work together to resolve conflict?
 - How do the three branches of government work together?

- Understandings:**
- Students will know that...
- Citizens who take an active role can have a voice in their government (concept of democracy).
 - People have certain rights and responsibilities as citizens of a state.
 - Different perspectives can lead to conflict.
 - People with different perspectives must work together (by compromising or negotiating) to make progress.

- Knowledge:**
- Three branches of government and their functions: executive (governor’s office), legislative (Pennsylvania senate, Pennsylvania House of Representatives), and judicial (Pennsylvania supreme court).
 - How a bill becomes a law.
 - Rights and responsibilities of citizens .
 - System of checks and balances within the state government.

- Do/Skills:**
- Students will be able to...
- Compare/contrast citizen’s rights versus citizen’s responsibilities and three branches of government.
 - Use sequencing skills to describe how a bill becomes a law or system of checks and balances.
 - Use communication skills to explain (speaking or writing) a perspective on an issue or topic.

- Vocabulary:**
- state government
 - governor
 - executive
 - legislative
 - judicial
 - checks and balances
 - rights vs responsibilities

- Core Resources:**
- Pennsylvania Textbook

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| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • Pennsylvania State Government test (needs to be updated) | <p><u>Supplemental Resources:</u></p> |
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| <p><u>Grade, Subject/Course:</u> Fourth Grade English Language Arts with Integrated Science and Social Studies</p> | |
| <p><u>Unit:</u> Unit 9B - Pennsylvania History</p> | <p><input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact</p> |
| <p><u>Big Idea:</u> The students will learn about the major events that shaped the early history of Pennsylvania including the people, conflicts, and early government.</p> | |
| <p><u>PA Core Content Standards/Anchors (or National Standards):</u> <u>Pennsylvania Social Studies Standards:</u> 5.1.4.D: Identify key ideas about government found in significant documents. 5.2.4.B: Describe the sources of conflict and disagreement and different ways conflict can be resolved. 5.3.4.F: Explain how different perspectives can lead to conflict. 8.1.4.B: Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events. 8.2.4.A: Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania. 8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history. 8.2.4.C: Explain how continuity and change in Pennsylvania history have influenced personal development and identity. 8.2.4.D: Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of Pennsylvania.</p> | |
| <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why did the pioneers settle in Pennsylvania? • How did the early events of Pennsylvania history have an impact on government and culture? • How did conflict and cooperation between groups of people | <p><u>Understandings:</u> Students will know that...</p> <ul style="list-style-type: none"> • Pioneers settled in PA to gain new opportunities and religious freedom. • Conflict and cooperation among groups of people influenced the development of Pennsylvania. |

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| <p>impact Pennsylvania's government and culture?</p> | <ul style="list-style-type: none"> • Early events in Pennsylvania history had an impact on Pennsylvania's government and culture. |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Goods and resources native to PA and how settlers used them; the development of products/industries. • Relationships with Native Americans: conflict and cooperation, influences Native Americans have. • People who had an impact on Pennsylvania: William Penn, Hannah Penn, King Charles II, James Logan, Thomas Penn, John Penn, Quakers. • Major events that have shaped PA: Charter of 1681, Charter of Privileges, Walking Purchase, Treaty of Shackamaxon. • Pennsylvania State symbols. | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <p>Sequence events in Pennsylvania history.</p> <ul style="list-style-type: none"> • Understand and analyze the difference between primary source documents (first-hand) and secondary sources. • Locate and utilize resources to gain knowledge relating to Pennsylvania history. • Distinguish between credible and non-credible online sources. • Identify various perspectives of groups of people that may lead to conflict. • Identify central ideas and supporting details. • Distinguish between faulty and valid generalizations. • Draw conclusions based on textual evidence. |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • quakers • abolitionists • indentured servants | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • Pennsylvania Textbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • Pennsylvania History test (needs to be updated) | <p><u>Supplemental Resources:</u></p> |

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| Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies | |
| Unit: Unit 10 - Regions of the United States | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| Big Idea: The students will learn about the regions of the United States, including the culture, climate, general population, resources, and geographical features. | |
| PA Core Content Standards/Anchors (or National Standards): Pennsylvania Social Studies Standards: 5.1.4.F: Identify state symbols, national symbols, and national holidays. 5.3.4.G: Identify individual interests and explain ways to influence others. 7.1.5.A: Describe how common geographic tools are used to organize and interpret information about people, places and environment. 7.1.4.B: Describe and locate places and regions as defined by physical and human features. 7.2.4.A: Identify the physical characteristics of places and regions. 7.2.4.B: Identify the basic physical processes that affect the physical characteristics of places and regions. 7.3.4.A: Identify the human characteristics of places and regions using (population, culture, settlement, economic activities, political) 7.4.4.A: Identify the effect of the physical systems on people within a community. 7.4.4.B: Identify the effect of people on the physical systems within a community. 8.1.4.A: Identify and describe how geography and climate have influenced continuity and change over time. 8.1.4.C: Identify a specific research topic and develop questions relating to the research topic. 8.3.4.C: Explain how continuity and change in U.S. history have influenced personal development and identity. 8.3.4.D: Distinguish between conflict and cooperation among groups and organizations that impacted the history and development of the United States. | |
| Essential Questions: <ul style="list-style-type: none"> • What are the regions of the United States? • How does the culture, climate, general population, resources, and geographical features vary from region to region? • What geographical features and resources are available in each region? • How do the features and resources impact how people live in each region? | Understandings: Students will know that: <ul style="list-style-type: none"> • Culture, climate, general population, resources, and geographical features vary from region to region. • Geographical features and resources available in each region impact how people live. • The United States is divided into unique regions based on location and diverse characteristics. |
| Knowledge: <ul style="list-style-type: none"> • Landforms that impact the region- plateau, ridge, mountain range, basin, peninsula, canyon, coast, valleys. • Characteristics (i.e., geographical features, products, resources, climate, culture and location) of the five US Regions: <ul style="list-style-type: none"> ○ <u>Northeast Region:</u> Maine, Vermont, New Hampshire, Rhode Island, Connecticut, Massachusetts, New York, New Jersey, Delaware, Maryland, Pennsylvania ○ <u>Southeast Region:</u> Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North | Do/Skills: <ul style="list-style-type: none"> • Research the features of each region. • Oral presentation based on the research. • Compare and contrast the various features of the regions. • Make inferences of how the features influence the culture (including goods and services) of the region. |

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| <p>Carolina, South Carolina, Tennessee, Virginia, West Virginia</p> <ul style="list-style-type: none"> ○ Midwest Region: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin ○ <u>Southwest Region</u>: Texas, Arizona, New Mexico, Oklahoma ○ <u>Western Region</u>: Alaska, Utah, Wyoming, Washington, Montana, Nevada, Hawaii, Colorado, Oregon, California, Idaho | |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● resources ● physical features ● climate, industries ● products ● region ● culture | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● Regions Textbook ● Teacher Created Resources |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● Individual Region Assessments | <p><u>Supplemental Resources:</u></p> |

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| Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies | |
| Unit: Unit 11 - Junior Achievement - Our Region | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| Big Idea: Junior Achievement - Our Region introduces students to entrepreneurship and how entrepreneurs use resources to produce goods and services in a region. Students operate a hypothetical hot dog stand to understand the fundamental tasks performed by a business owner and to learn about business profit and loss as well as revenue and payments. | |
| PA Core Content Standards/Anchors (or National Standards): | |
| Pennsylvania Social Studies Standards: | |
| <p>5.1.4.A: Examine school rules and consequences.</p> <p>5.2.4.A: Identify individual rights and needs and the needs and rights of others in the classroom, school and community.</p> <p>5.2.4.B: Describe the sources of conflict and disagreement and different ways conflict can be resolved.</p> <p>5.2.4.C: Describe the roles of leadership and public service in school, community, state and nation.</p> <p>5.2.4.D: Describe how citizens participate in school and community activities.</p> <p>5.3.4.F: Explain how different perspectives can lead to conflict.</p> <p>6.1.4.A: Identify scarcity of resources in a local community.</p> <p>6.1.4.B: Recognize the difference between basic needs and wants. Explain the role of producers in making goods and providing services.</p> <p>6.1.4.C: Illustrate what individuals or organizations give up when making a choice.</p> <p>6.1.4.D: Explain what influences the choices people make.</p> <p>6.2.4.A: Explain how a product moves from production to consumption.</p> <p>6.2.4.B: Determine how sellers compete with one another.</p> <p>6.2.4.C: Differentiate between monetary and non-monetary incentives in advertising.</p> <p>6.2.4.D: Explain the role of buyers and sellers in determining prices of products.</p> <p>6.2.4.E: Explain why local businesses open and close.</p> <p>6.2.4.F: Describe the role of a private economic institution in the local community.</p> <p>6.2.4.G: Explain the three basic questions all economic systems must answer: What to produce? How? For whom?</p> <p>6.3.4.A: Explain how the government responds to social needs by providing public goods and services.</p> <p>6.3.4.B: Describe the impact of government involvement in state and national economic activities.</p> <p>6.3.4.C: Explore ways in which tax revenues are used in a local community.</p> <p>6.4.4.A: List and explain factors that promote specialization and division of labor.</p> <p>6.4.4.B: Explain why nations trade.</p> <p>6.5.4.G: Compare different ways people save.</p> <p>6.5.4.H: Examine the basic operation of the banking system.</p> | |
| Essential Questions: | Understandings: |
| <ul style="list-style-type: none"> ● What impact do entrepreneurs have on a region? ● Which traits are common to successful entrepreneurs? ● How are resource providers, businesses, and consumers interdependent? | <p>Students will know that...</p> <ul style="list-style-type: none"> ● Recognize the impact entrepreneurs have on a region. ● Certain traits are common to successful entrepreneurs. ● Explain how resource providers, businesses, and consumers are interdependent. |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Entrepreneurship: well known businesses, traits of an entrepreneur. ● Tools for entrepreneurs: resources, products, and services related to business. ● Revenue/Expenses of a business. ● Problem-solving: potential risks and rewards and the outcomes of each business decision. ● Globalism: manufacturing and trade, supply chain. ● Define natural, human, and capital resources. ● Describe how products and services use resources. ● Identify the fundamental tasks required to run a business. ● Explain the importance of keeping an accurate account of a business's financial information. | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Identify the risks and rewards of entrepreneurship. ● Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs. ● Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: <ul style="list-style-type: none"> ○ Marketing, Production, Research and development, Selection of goods and services |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● advertising ● capital resources ● entrepreneur ● expense ● goods and services ● human resources ● innovation ● loss ● interdependence ● manufacturing ● natural resources ● price ● products ● profit ● region ● resources ● revenue ● risk and reward ● services ● supply ● supply chain ● trade ● traits | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● https://resources.finalsite.net/images/v1714400942/etownschoolsorg/rzg3al98bqivnldthqpl/JuniorAchievementCorrelationtoPAStandards.pdf ● Student Activity Workbook provided by Junior Achievement |

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| <p>Common Assessment(s):</p> <ul style="list-style-type: none"> • N/A | <p>Supplemental Resources:</p> <ul style="list-style-type: none"> • None |
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| <p>Grade, Subject/Course: Fourth Grade English Language Arts with Integrated Science and Social Studies</p> | | | |
| <p>Unit: Unit 12 - Leader in Me / Citizenship</p> | <p><input checked="" type="checkbox"/> Essential</p> | <p><input type="checkbox"/> Important</p> | <p><input type="checkbox"/> Compact</p> |
| <p>Big Idea: Leadership is a shared responsibility.</p> | | | |
| <p>PA Core Content Standards/Anchors (or National Standards): Pennsylvania Social Studies Standards: 5.1.4.A: Examine school rules and consequences. 5.1.4.B: Explain rules and laws for the classroom, school, community, and state. 5.2.4.A: Identify individual rights and needs and the rights and needs of others in the classroom, school, and community. 5.2.4.B: Describe the sources of conflict and disagreement and different ways conflict can be resolved. 5.2.4.C: Describe the roles of leadership and public service in school, community, state, and nation. 5.2.4.D: Describe how citizens participate in school and community activities. 5.3.4.F: Explain how different perspectives can lead to conflict. 5.3.4.G: Identify individual interests and explain ways to influence others. 6.1.4.D: Explain what influences the choices people make. 6.5.4.B. Identify the requirements for different careers and occupations.</p> | | | |
| <p>Essential Questions: How do I demonstrate each of the 7 Habits? 1: Be proactive 2: Begin with the end in mind 3: Put first things first 4 .Think Win-Win 5. Seek first to understand, then to be understood 6. Synergize 7. Sharpen the Saw How do I show leadership in school and at home? How do I set ‘Wildly Important Goals’? (WIGs)</p> | <p>Understandings: Students will understand... <ul style="list-style-type: none"> • It takes cooperation and an understanding of other perspectives for everyone’s rights to be respected. • Conflicts arise and can be resolved in many ways. • Leadership is a shared responsibility. </p> | | |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Bullying has negative effects on others and an overall school climate; respond with assertiveness, effective communication. ● Students can be proactive to stop bullying and get along with others by problem solving. ● Self esteem affects how we feel about ourselves and how we relate to others. ● 7 Habits of Highly Effective People: be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand then to be understood, synergize, sharpen the saw. | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> ● Students will learn and demonstrate ‘The 7 Habits of a Successful Learners’. ● Students will be able to follow class meeting procedures and expectations. ● Students will set personal goals (WIGs) and track their progress. |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> ● Proactive ● Synergize ● Wildly Important Goal (WIG) | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> ● Leader in Me |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> ● N/A | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> ● School and Classroom artifacts |