

## UNIT 6

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| <b>Course:</b> Language Arts/Science/SEL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Grade Level:</b> 4th Grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Unit Title:</b> Earth processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Length of Unit:</b> Until the end of the second trimester - Approximately 6 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Unit Summary:</b> Students are expected to develop an understanding of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. They apply their knowledge of natural Earth processes to generate and compare multiple solutions to reduce the impacts of such processes on humans. In order to describe patterns of Earth's features, students analyze and interpret data from maps. Students will use a variety of reading strategies to read and analyze a wide range of text (first hand/second hand accounts and first and third person point of view) to determine how an author uses reasons and evidence to effectively support and develop a topic. Students will then be able to use the writing process to write a well-supported (i.e. facts, definitions, details, quotations, information, examples) opinion text that shows a clear relationship between the claim (opinion) and the reasoning and includes an introduction, precise language and a concluding statement or section.</p> <p><b>SEL</b><br/>Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to demonstrate decision-making skills and responsible behaviors when making decisions in personal, school, and community contexts.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Stage 1- Desired Results</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>STANDARDS</b></p> <p><b>Priority:</b><br/><b>Sciences:</b><br/>4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind or vegetation.</p> <p><b>Language Arts:</b><br/>RL/RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Transfer</b></p> <p><i>Students will be able to independently use their learning to...</i></p> <p><b>TG1: Make observations and analyze evidence about Earth's systems and the processes that have shaped the Earth in order to generate a solution to a problem.</b></p> <p><b>TG2: Read and analyze a wide range of texts, drawing on textual evidence to support an understanding of how different viewpoints affect narration of a story or an accounting of a topic/event, and to explain how an author uses reasons and evidence to validate key points in a text.</b></p> |

| <p>when drawing inferences from the text.</p> <p><b>RL.4.6:</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RI.4.6:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI.4.8:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>W.4.1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<b>W.4.1</b> Determine my opinion/point of view on a particular topic or text.</p> <p><b>A.</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p><b>B.</b> Provide reasons that are supported by facts and details.</p> <p><b>C.</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>)</p> <p><b>D.</b> Provide a concluding statement or section related to the opinion presented.</p> | <p><b>TG3: Write a well-supported opinion text that shows a clear relationship between the claim (opinion) and the reasoning.</b></p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="625 293 1283 363">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="625 363 1283 1511"> <p><b>ENDURING UNDERSTANDINGS</b><br/><i>Students will understand that...</i></p> <p><b>EU1:</b> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. <i>(Patterns can be used as evidence to support an explanation.)</i></p> <p><b>EU2:</b> Effective readers of informational text recognize that the same event or topic can be told differently when shared from different perspectives/viewpoints; effective readers of literary text recognize that there are differences and similarities between first and third person point of view.</p> <p><b>EU3:</b> Providing reasons and support brings validity to an author's particular points.</p> <p><b>EU4:</b> Effective writers draw on multiple valid resources to support their claim (opinion) and use strong reasoning between the claim and the evidence.</p> <p><b>EU5:</b> When we take responsibility for our actions and develop self-awareness of our</p> </td><td data-bbox="1283 363 1955 1511"> <p><b>ESSENTIAL QUESTIONS</b><br/><i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How can water, ice, wind and vegetation change the land? <i>Why does the surface of the Earth change?</i></p> <p><b>EQ2:</b> How does viewpoint influence how a story or text is told?</p> <p><b>EQ3:</b> How do reasons and evidence support an author's particular points in a text?</p> <p><b>EQ4:</b> How do I convince others to agree with my opinion?</p> <p><b>EQ5.</b> How do we make responsible decisions?</p> </td></tr> </tbody> </table> | Meaning |  | <p><b>ENDURING UNDERSTANDINGS</b><br/><i>Students will understand that...</i></p> <p><b>EU1:</b> Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around. <i>(Patterns can be used as evidence to support an explanation.)</i></p> <p><b>EU2:</b> Effective readers of informational text recognize that the same event or topic can be told differently when shared from different perspectives/viewpoints; effective readers of literary text recognize that there are differences and similarities between first and third person point of view.</p> <p><b>EU3:</b> Providing reasons and support brings validity to an author's particular points.</p> <p><b>EU4:</b> Effective writers draw on multiple valid resources to support their claim (opinion) and use strong reasoning between the claim and the evidence.</p> <p><b>EU5:</b> When we take responsibility for our actions and develop self-awareness of our</p> | <p><b>ESSENTIAL QUESTIONS</b><br/><i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How can water, ice, wind and vegetation change the land? <i>Why does the surface of the Earth change?</i></p> <p><b>EQ2:</b> How does viewpoint influence how a story or text is told?</p> <p><b>EQ3:</b> How do reasons and evidence support an author's particular points in a text?</p> <p><b>EQ4:</b> How do I convince others to agree with my opinion?</p> <p><b>EQ5.</b> How do we make responsible decisions?</p> |
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| <p><b>W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>thoughts and feelings, we make better (more responsible) decisions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>SEL:</b><br/> <b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b></p> <p><b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b></p> <p><b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b></p> <p><b>Supporting:</b><br/>           Sciences:<br/>           4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.</p> <p>4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>Language Arts:<br/>           RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional</p> | <p><b>Acquisition</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Science</b><br/> <b>K2:</b> Rainfall helps to shape the land and affects the types of living things found in a region</p> <p><b>K3:</b> Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around</p> <p><b>K4:</b> Living things affect the physical characteristics of their regions</p> <p><b>Language Arts/Digital Literacy</b><br/> <b>K4:</b> Reading strategies</p> <p><b>K5:</b> The structure of opinion writing</p> <p><b>K6:</b> The writing process</p> <p><b>K7:</b> The process of research</p> <p><b>K8:</b> The expectations for being a responsible digital citizen</p> <p><b>SEL</b></p> | <p><a href="#">Year-Long English/Spanish "I Can" Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Science</b><br/> <b>S1:</b> I can identify the evidence that supports particular points in an explanation.</p> <p><b>S2:</b> I can make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.</p> <p><b>S3:</b> I can analyze and interpret data to make sense of phenomena using logical reasoning.</p> <p><b>Language Arts/Digital Literacy</b><br/> <b>S4:</b> I can identify the point of view (first, third) of the narration of different stories in order to compare and contrast them. (RL.6)</p> <p><b>S5:</b> I can compare/contrast the first and secondhand accounts of texts on the same topic/event. (RI.6)</p> <p><b>S6:</b> I can examine how an author uses reasons and evidence to support key points in written text. (RI.8)</p> |

| <p>literature from different cultures.</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>W.4.6: With some guidance and support from adults, 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.</p> | <p><b>K9: Decision-making skills</b></p> | <p><b>S7:</b> I can write an opinion piece that supports a point of view on topics or texts. (W.1)</p> <ul style="list-style-type: none"> <li>• I can provide reasons for the opinion supported by facts and details.</li> <li>• I can choose words, phrases, or clauses to link the opinion and reason</li> <li>• I can write a conclusion that is related to the opinion presented in the introduction</li> </ul> <p><b>S8:</b> I can identify when I need to give credit to others without plagiarism. (Info/Dig Lit Goal 1)</p> <p><b>S9:</b> I can understand what censorship is. (Info/Dig Lit Goal 2)</p> <p><b>S10:</b> I can select an appropriate format for communicating ideas. (Info/Dig Lit Goal 3)</p> <p><b>S11:</b> I can create and publish a multiple page product using the appropriate technology to the task. (Info/Dig Lit Goal 4)</p> <p><b>SEL</b></p> <p><b>S12:</b> I can demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> |
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| Stage 2- Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Evaluation Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assessment Evidence                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <a href="#">Task Rubric</a>                                                                                                                                                                                                                                                                                                                                                                                                                                               | <a href="#">PERFORMANCE TASK(S):</a>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <p><a href="#">Task Rubric- Spanish</a></p> <p><a href="#">Reading Rubrics</a><br/><a href="#">Spanish Reading Rubric</a></p> <p><a href="#">Opinion Writing Rubrics</a>,<br/><a href="#">Prompt &amp; Checklists</a></p> <p><a href="#">SEL Single Point Rubric</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>You are a stormwater engineer working with a village Planning Department. The library parking lot is next to a river and when it rains water covers part of the lot. As the water washes over the parking lot it carries the soil with it, which causes the parking lot to also wash away. Design a solution to this erosion problem.</p> <p>OTHER EVIDENCE</p> <ul style="list-style-type: none"> <li>• 4th Grade <a href="#">Sample Reading Assessments</a></li> <li>• Written or recorded reflection on a reading or video</li> <li>• Written or recorded reflection after a lab experience</li> <li>• Results of labs and classroom activities</li> <li>• Exit ticket</li> <li>• Teacher observation and discussion in class</li> </ul> <p>STUDENT SELF-ASSESSMENT &amp; REFLECTION</p> |
| <p><b>Stage 3- Learning Plan</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>The Learning Plan</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> How will I support learners as they come to understand the important ideas and processes?</li> <li><input type="checkbox"/> How will I prepare them to independently transfer their learning?</li> <li><input type="checkbox"/> How are my students going to learn what they need to know and be able to do?</li> <li><input type="checkbox"/> How do I teach for understanding and transfer?</li> </ul> <p><b>Lessons</b> <a href="#">4th Grade Link to Integrated Curriculum Resources</a><br/> <a href="#">4th grade Earth/Space Science Teacher Choice Board</a><br/> <a href="#">4th grade Earth/Space Science Folder</a></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What are the goals/standards toward which we are working in this lesson? How will I communicate this? <i>An introduction to the unit goals/standards and the purpose/value of learning them. A preview of the evidence needed to demonstrate learning, including the performance task.</i></li> <li><input type="checkbox"/> Is there proper alignment with Stages 1 and 2?</li> <li><input type="checkbox"/> What will the students be learning? <i>A preview of the rubric(s) to be used, along with models/exemplars of effective performance. A review of the unit sequence.</i></li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

- ☐ From where are the students coming? What prior knowledge, learning styles, talents do they bring?
- ☐ What misconceptions may exist?
- ☐ How will I know? *Pre-assessment to check for students' readiness---knowledge, skill levels, potential misconceptions and interests related to the topic.*
- ☐ What meaning-making activities (facilitative teaching strategies) will move students toward the desired understandings?
- ☐ How will I create opportunities for students to act on feedback?
- ☐ Will students be asked to “perform” (ie- apply their learning in some fashion) with their learning in this lesson? If so, how? *A return to the Essential Questions to consider what has been learned and better understood.*
- ☐ How am I addressing the differing levels of readiness and interests of my students?
- ☐ How will I check the progress of my students? *Formative assessments (other evidence)*
- ☐ What feedback will they need?
- ☐ Are my students able to make connections to previous learning? Future/Real-world applications? *A reflection on the “so what”; for example, “What can I now do with what I have learned?” “How will this learning help me in school? In my life?”*
- ☐ Have I allowed sufficient time for students to self-reflect/self-assess? *An opportunity for students to self-assess their performance based on the unit goals and assessment results. Set future learning goals.*