**Grade** **Level**: 4th **Dates**: September 7th- October 8th

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: David, Jennings, Nelson  **Buffer**: None | **Transdisciplinary Theme**: Who We Are  **Segment of Theme**: What it means to be human.  **Over Arching Concept**: Change | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Being human makes us the same, but our experiences and perspective give us each a personal story. | | |
| 1. **Key Concepts**: Change, connection, form | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Identity and Cooperation | -Human actions can create change.  -Our point of views can change as a result of our experiences.  -Personal choices and decisions have consequences. | **DOK Level 3 & 4**   1. Differentiate the effects of the American revolution on specific populations on people ? (DOK3) 2. Analyze how organizers of the revolution get others to agree with them and join the effort ?(DOK4) 3. Critique what ways the revolution was successful AND in what ways it was unsuccessful ? (DOK3) |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students will complete a KWL chart stating what they know about the war, want to learn about the war ,and at the end of the unit they will discuss what they have learned about the war. This will be posted on wonder wall in classroom. | 1. **Graphic Organize**r: Complete graphic organizer on causes/effects of American Revolution 2. **Narrative Writing Assignmen**t-On April 19th , 1776 The American revolutionary war began imagine you were there tell us about the environment and attitudes of everyone 3. **Mini day group project:** Your class is writing a newspaper article to share info about the battles in the revolutionary war. You are task with writing a narrative in your narrative, you will rewrite the story of the battles of Lexington and Concord without the influence of Paul Revere. Think about how these battles would have differed without him. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| * Broken pieces activity: Teachers will break up the Central Idea into words/ phrases on chart paper. Students will walk around writing down in their own words what the word/ phrase means to them. * Choice board: Teachers will create a choice board that relates to change and perspective. The choice board will have different experiences that students can relate too. They will choose 3 boxes and share their experiences from their perspectives in their notebooks. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| -Canvas Pre-assessments  -I-ready | 1. **Exit tickets** – Students will complete a graphic organizer regarding causes and effects of the American revolution. 2. **3-2-1 prompt** – Students will list 3 things they learned about the American revolution, 2 things they want to learn more about, and 1 question they have. 3. **Brochure:** Students will create a brochure to encourage citizens to join their revolution OR create a commercial promoting a current revolutionary cause. 4. **Quizzes –** given weekly to assess students learning of the American revolution:   Week 1-2: SS4H1a: Events  Week 3: SS4H1b: Key Individuals  Week 4: SS4H1c: Major Events  Week 5: SS4H1d: Declaration of Independence   1. **Narrative Writing Assignmen**t-On April 19th , 1776 The American revolutionary war began imagine you were there tell us about the environment and attitudes of everyone | **American Revolution Collaborative Inquiry project: SS4h1a-d**  Students will work in groups to research a cause of the  American revolution. The groups will then create an activity for other students to learn about the event/causes. Students will then travel the road to revolution participating in each other's activities to learn about the causes of the revolution.  -Sugar act  -Stamp act  -Boston Tea Party  -Tea Act  -Boston Massacre  -Lexington and concord  -Townshend act  -French and Indian war  -proclamation of 1963`  **Other summative assessments:**  -Canvas Unit Post-Test  -IReady Lesson Post- Test |
| 1. L Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Teacher will choose one of the options below to sparks students interest:   1. **War Time:** Create a cause for revolution in the classroom to provide background knowledge ( The teacher will ban use of: technology, chairs, talking, charge a fee etc.) 2. **BrainPOP:** Show Brain pop American revolution video to student prior to learning. 3. **Gallery walk:** with pictures from the American revolution. Students will walk around and write down what they think each picture represents. | **Week 1-2: SS4H1a: Events of the American Revolution:**   * **Debate**- Patriots vs Loyalist class debate. Students will be assigned to defend either side of the patriots or the loyalist during the American Revolution. Students will then be split into two groups to come up with opening statements, rebuttals, and closing argument for why America should break away or stay loyal to England. ( Show school house rock video prior to assignment) * **Mock Tea party** – Students reenact the events that unfolded at the Boston Tea Party. Teacher will encourage students to dress up for the reenactment. Teachers will set up a mock tea party with iced tea and treats for students after the reenactment. * **Paper snowball fight –** Students will participate in a paper snowball fight as a student interactive lesson for the Boston Massacre. * **Readworks Passages:**   Unrest in the American Colonies  The American Revolution  The Stamp Act  The Road to The American Revolution  Trouble is Brewing: A Tax on Tea  A Change in Thinking  **Week 3: SS4H1b: Key Individuals of the American Revolution:**   * **Flip classroom-** Throughout the Unit the teachers will change their classrooms by using decorations to represent different events that took place during the American Revolution. * **Guess Who: Journal/ Class discussion:** Students will be assigned a key individual from the American Revolution. Students will research the individual then write a journal giving facts about the individual without stating their name. Students will take turns guessing who the individuals are. * **Readworks Passages:**   George Washington  Benjamin Franklin  Thomas Jefferson  Fighting Shifts to the South  John Adams  Paul Revere’s Ride  **Week 4: SS4H1c: Major Events of the American Revolution:**   * **Mock Protest-** Students will make posters and participate in a mock protest on the 4th grade Hall way demanding others to take their side on school matters. * **Bowling Alley -** Students create a bowling activity to represent how uneven “forces” affected the outcome of the American Revolution. * **Readworks Passages**   Measuring Distance on a Map  The Fight Begins  Saratoga  **Week 5: SS4H1d: Declaration of Independence:**   * **Classroom Declaration**-Students will create a classroom creed to recite in class daily. This declaration must be followed by all students daily. * **Readworks Passages**   Colonization & Revolutionary War - The Declaration of Independence  The Declaration of Independence | -Leveled Readers  -Stations based on ability  -ReadWorks differentiated passages  -Social Studies Weekly Videos |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| |  | | --- | | Art  Fourth grade students will be creating self-portraits. Students’ self-portraits will give a window into where they are coming from and their point of view. Students will do a gallery walk to view each other’s self-portraits and learn more about their peers. | | PE  One of the 4th grade P.E. standards states that the physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings. I will relate this standard to the 4th grade line of inquiry that personal choices and decisions have consequences. | | Spanish  Language B will be connected to the unit through the key concept: “Connection” Since SS will be focused on “Hispanic Heritage Month” Inquiry about Hispanic Heritage influence in the US and reflection about it. | | We can connect the content to local/national/global issues by having students:   1. write an essay to identify potential current revolutionary situations. 2. Compare and contrast different social, cultural, political or technological revolutions. | 1. -**Creating a class declaration** – Students will have the opportunity to active their voices by creating a class declaration to recite daily. This declaration will be followed by all students. 2. -**Mock protest-** Students will have the opportunity to have a voice as they make posters and participate in a mock protest on the 4th grade Hall way demanding others to take their side on school matters. |
| 7. Student Agency and Play:  What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 8. Resources:  Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| **All of these learning experiences will allow students to take ownership of their learning and have a voice:**  -Mock Protest  -Tea party  -Paper snowball fight  -Flip classroom  -Bowling Alley  -Create a Class Declaration  -Debate | | -Social studies weekly  -I-ready  -Readworks  -Myon  -BrainPOP |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| **2021-2022: (Nelson): The students were able to partake in great experiences. The students enjoyed the activities that were created to make the connections to their new learning.**  **David- My students were very intrigued with this unit. They had a lot of questions about the War and all of the important key figures. Overall, they enjoyed the reading passages about each war and/or influential members. Students also enjoyed the activities and writing prompts for this unit.**  **Jennings- My class was so happy about all the wars. There were many questions about the Boston Tea Party, French and Indian War. They really enjoy it. They also wanted to spend a whole day on it. It was a great lesson for me and my students.** | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| **2021- 2022: (Nelson): I was able to differentiate to meet the different learning styles by focusing on the needs of my expectational students. While planning an carrying out this unit I made that activities planned would work for my Speech, IEP, 504, Gifted and ELL students. I created more rigor where it was needed and made activities less rigorous for certain students as well. We included learning experiences that were for visual, auditory, kinesthetic, and reading/ writing learners.**  **David- I was able to differentiate to meet the different learning styles of my learners by catering to the 3 different types of learning styles: Auditory, Visual, and Kinesthetic. I showed videos and played story's aloud for my (auditory learners). I had worksheets printed and provided visuals for my ( visual learners) and I provided opportunities for collaboration and or hands on activities for my ( Kinetic learners)**  **Jennings- I can agree with Nelson, David I was able to meet the different learning styles of my learners by catering to the 3 different types of learning styles: Auditory, Visual, and Kinesthetic. I showed videos and played story's aloud for my (auditory learners). I had worksheets printed and provided visuals for my ( visual learners) and I provided opportunities for collaboration and or hands on activities for my ( Kinetic learners).** | | **2021-2022: (Nelson): Students were able to show understanding of the Central Idea. The students understood that being human makes us the same, but our experiences and perspective give us each a personal story. I allowed the students to share their personal experiences with COVID-19. After sharing their experience, they were able to see how their peers’ experiences gave them a personal story. Students were then able to better understand how people who were alive during the American Revolution could have different stories based on their experiences and perspectives during the war.**  **David- The students were able to show their understanding of the central idea by participating in class discussions. As the students were learning about the important figures of the American revolution they were able to share about their personal experiences (personal story). They also were able to see throughout the unit how people apart of the war views may have been shaped differently do to their experiences.**  **Jennings- The students were able to show their understanding of the central idea by participating in class discussions. As the students were learning about the important figures of the American revolution they were able to share about their personal experiences (personal story). They also were able to see throughout the unit how people apart of the war views may have been shaped differently do to their experiences.** |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| **2021- 2022: (Nelson): The learning experiences that best supported the student’s development and demonstration of the attributes of the learner profile and the approaches to learning were:**  **Approaches to Learning:**   * **Social: Students were able to create their own Class Declaration.** * **Communication: Students participated in think-pair-shares and constant collaboration with classmates.** * **Self-Management: Students were required to use time management and organization to complete independent research.**   **Learner Profiles:**   * **Communicator: Students were required to be communicators when creating their Class Declaration. Students must share their knowledge with their classmates. Students were required to listen to other classmates to gain their knowledge on topics.** * **Risk-taker: Students were asked to share their opinions on sensitive topics like the Boston Massacre.** * **Reflective: Students were asked to be reflective on their prior knowledge and new discoveries during this unit. As well as how well they best learned on task; whole group, individually; or in a group.** | | **2021- 2022: (Nelson): Due to Covid-19 related issues, I have not been able to give the students their summative assessments (Canvas/ IReady) yet. I will do this upon my return.**  **David- Summative assessments will be taken this week (12/6). We just finished covering everything for the standard. Therefore, we had to push back the summative assessment to this week. However, the summative assessment content based assessment showed me that majority of my learners were on their way to mastery of the standard.** |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| **2021- 2022: (Nelson): Some student- initiated inquires and questions were: Why did the Indians Fight on both sides during the French and Indian War? Why did King George III require Stamps on all paper goods? Why were the soldiers protecting the tax building? Students created their own stamps and gave examples of different things that they would require the stamps to go on.**  **David-Why did George Washington join the other side against the British ? Is a Parliament similar to the 3 branches of Government ? How did Britian decide to pay the war ?**  **Jennings – Students asked many questions about the Boston Tea Party, French and Indian War. They were curious about the causes of the wars** | | **2021- 2022: (Nelson): The student action that stood out most to me during this unit was when a student compared the King George making everyone pay for stamps to the government trying to make everyone get a Covid shot. This then prompted me to have everyone make current connections to the past.**  **David- The student action that arose from this unit was the students wanted to create their own revolution against the class.** |
| 1. Any additional notes or changes that need to be considered next year? | | |
| **2021- 2022: (Nelson): Making this an 8 week unit, at times things felt rushed.**  **David- As a Team there were quite a few activities we did not get to. Next year I think it would best to extended this unit by 2 weeks. It was a lot to cover within a short period of time.**  **Jennings – We need to extend the unit to an 8 week unit in order to cover each war. Students wanted to spend more time learning about the wars.**  Spanish:  Ss made a Hispanic Heritage Gallery Walk about different Hispanic countries and discussed about how other’s beliefs and experiences can enrich their own.  Art:  Students created self-portraits and did a gallery walk to look at each other's artwork. | | |
| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**: 4RL1, 4RL4, 4RI1,4RI4

**Math**: 3NBT2, 3OA3, 3OA7

**Science**:N/A

**Social Studies**: SS4H1, SS4CG1a, SS4G2a