

Common Core Interdisciplinary Unit Planning Template A

Grade:	4 th	
Title of Unit:	<i>Know Your Surroundings (Unit 1)</i>	
21st Century Theme(s):	<i>Global Awareness & Environmental Literacy</i>	
Enduring Understanding:	<i>Our surroundings can change through various processes.</i>	Resources/Activities
*Essential Question 1: <i>(SS) How do physical and human geographic features define our surroundings?</i>		<p>21st Century Themes and Skills (P21) 21st Century Learning Map 21st Century Skills Student-friendly Poster</p> <p>DOK, Depth of Knowledge</p> <p><input type="checkbox"/> Level 1: Recall & Reproduction 7% <input type="checkbox"/> Level 2: Skills & Concepts 12% <input type="checkbox"/> Level 3: Strategic Thinking 55% <input type="checkbox"/> Level 4: Extended Thinking 26%</p> <p>✓ Levels of DOK the lesson will target to demonstrate student understanding of the Big Idea, knowledge, skills, and processes. Hess Rigor Matrix DOK Info NYC DOK Chart</p> <p>Variations and Strategies</p> <p>RTI ELD GATE Differentiation</p> <p><input type="checkbox"/> Project G.L.A.D., Guided Language Acquisition Development <input type="checkbox"/> Concept mapping/graphic organizers (Thinking Maps, Inspiration, Timeliner) <input type="checkbox"/> UNRAVEL Larry Bell</p> <p>Websites Flocabulary.com (\$) Superteacherworksheets.com (\$) Expertspace.grolier.com (Dist.) Trueflix.com (Dist.) Brainpop.com (\$) Glogster.com (\$) Scholastic.com Mybookezz.net Bing.com Readworks.org Pearsonschool.com Arcademicskillbuilders.com</p> <p>Textbooks Avenues HM SS Sci</p>
Students will focus on the following CCS Standards:		
<p>4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.</p> <p>1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.</p> <p>2. Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.</p> <p>3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity.</p> <p>4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.</p> <p>5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.</p> <p>RI.1 Refer to details in the text and cite when explaining what the text says explicitly and when drawing inferences. RI.4 Determine meaning of academic and domain specific words or phrases. RI.9 Integrate information from two texts on the same topic to be able to write or speak about it knowledgeably.</p> <p>W.2 Informative W.4 Produce clear and coherent writing including multi-paragraph texts. W.5 Planning, revising and editing. W.6 Keyboarding, research and publication using the Internet. W.7 Conduct short research projects. W.10 Write routinely over extended and shorter time frames.</p>		
Embedded Assessment:		
<i>Short Constructive: If you were one of the original peoples arriving in California, in which of California's four regions would you choose to settle? Describe the location and what resources would be available for you to use to establish your settlement.</i>		

Selected Response: The California coastline became heavily populated because of its a. mild climate b. resources c. mountain passes d. accessibility to shipping e. rivers

***Essential Question 2:**

(Sci) How is the Earth's surface reshaped by natural processes?

Students will focus on the following CCS Standards:

4.5 Waves, wind, water, and ice shape and reshape Earth's land surface. As a basis for understanding this concept:

- Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
- Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces.
- Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition).

4.6 Investigation and Experimentation

RI.1 Refer to details in the text and cite when explaining what the text says explicitly and when drawing inferences.

RI.4 Determine meaning of academic and domain specific words or phrases.

RI.9 Integrate information from two texts on the same topic to be able to write or speak about it knowledgeably.

W.2 Informative

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.4 Produce clear and coherent writing including multi-paragraph texts.

W.5 Planning, revising and editing.

W.6 Keyboarding, research and publication using the Internet.

W.7 Conduct short research projects.

W.10 Write routinely over extended and shorter time frames.

[21st Century Themes and Skills](#)
[\(P21\) 21st Century Learning Map](#)
[21st Century Skills Student-friendly Poster](#)

DOK, Depth of Knowledge

- Level 1: Recall & Reproduction 7%
 - Level 2: Skills & Concepts 12%
 - Level 3: Strategic Thinking 55%
 - Level 4: Extended Thinking 26%
- %
- ✓Levels of DOK the lesson will target to demonstrate student understanding of the Big Idea, knowledge, skills, and processes.
 Hess Rigor Matrix
[DOK Info NYC](#) [DOK Chart](#)

Variations and Strategies

- RTI
 ELD
 GATE
 Differentiation
- Project [G.L.A.D.](#), Guided Language Acquisition Development
 - Concept mapping/graphic organizers ([Thinking Maps](#), [Inspiration](#), [Timeliner](#))
 - UNRAVEL Larry Bell

Websites
[Flocabulary.com](#) (\$) [Superteacherworksheets.com](#) (\$) [Expertspace.grolier.com](#) (Dist.) [Trueflix.com](#) (Dist.) [Brainpop.com](#) (\$) [Glogster.com](#) (\$) [Scholastic.com](#) [Mybookezz.net](#) [Bing.com](#) [Readworks.org](#) [Pearsonschool.com](#) [Arcademicskillbuilders.com](#)

Textbooks
 Avenues
 HM
 SS
 Sci.

<p>Embedded Assessment: Short Constructed: Identify one natural process that rapidly changes the Earth’s surface. Explain how the changes occur, and the possible effects of those changes. Repeat for a slow process. Selected Response: Which of the following are natural processes that can reshape the surface of the Earth? a. sunlight b. earthquakes c. volcanoes d. bulldozers e. mining f. floods</p>	
<p>*Essential Question 3: (ELA) How can the meaning of a word change according to its context?</p>	<p>21st Century Themes and Skills (P21) 21st Century Learning Map 21st Century Skills Student-friendly Poster</p>
<p>Students will focus on the following CCS Standards:</p> <p>RI.4 Determine meaning of academic and domain specific words or phrases.</p> <p>RL.1 Refer to details in the text and cite when explaining what the text says explicitly and when drawing inferences.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in a text, esp. mythology.</p> <p>W.2 Informative</p> <p>W.4 Produce clear and coherent writing including multi-paragraph texts.</p> <p>W.5 Planning, revising and editing.</p> <p>W.6 Keyboarding, research and publication using the Internet.</p> <p>W.7 Conduct short research projects.</p> <p>W.10 Write routinely over extended and shorter time frames.</p>	<p>DOK, Depth of Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Level 1: Recall & Reproduction 7% <input type="checkbox"/> Level 2: Skills & Concepts 12% <input type="checkbox"/> Level 3: Strategic Thinking 55% <input type="checkbox"/> Level 4: Extended Thinking 26% <p>%</p> <p>✓Levels of DOK the lesson will target to demonstrate student understanding of the Big Idea, knowledge, skills, and processes. Hess Rigor Matrix DOK Info NYC DOK Chart</p> <p>Variations and Strategies</p> <p>RTI ELD GATE Differentiation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Project G.L.A.D., Guided Language Acquisition Development <input type="checkbox"/> Concept mapping/graphic organizers (Thinking Maps, Inspiration, Timeliner) <input type="checkbox"/> UNRAVEL Larry Bell <p>Websites Flocabulary.com (\$) Superteacherworksheets.com (\$) Expertspace.grolier.com (Dist.) Trueflix.com (Dist.) Brainpop.com (\$) Glogster.com (\$) Scholastic.com Mybookezz.net Bing.com Readworks.org Pearsonschool.com Arcademicskillbuilders.com</p> <p>Textbooks Avenues HM SS Sci.</p>
<p>Embedded Assessment: TBD</p>	
<p>Essential Question 4:</p>	
<p>Students will focus on the following CCS Standards:</p>	
<p>Embedded Assessment:</p>	
<p>Essential Question 5:</p>	
<p>Students will focus on the following CCS Standards:</p>	
<p>Embedded Assessment:</p>	
<p>Essential Question 6:</p>	

Students will focus on the following CCS Standards:	
Embedded Assessment:	
Additional Essential Question(s):	
Students will focus on the following CCS Standards:	
Embedded Assessment(s): (Include an Assessment for each essential question that has been added.)	
SBAC Aligned Performance Task:	

*Information in the uneditable portions of this template is considered "tight" (not to be changed).

DRAFT