

UNIT PLAN

Community: An Integrated Theme Unit

Term I
September - November

Grade 4

Unifying Concept: Connected As One (Community)

Le n s	Essential Questions / Enduring Understandings	
	<ol style="list-style-type: none"> 1. What is a community? How is your family like a community? 2. What were some key attributes of the Early Christian Community? How can this guide us today? What would a community rooted in God’s love look like, sound like and feel like? 3. How do communities get established? 4. How do communities survive over time? 5. What do communities of animals and plants look like? How do they survive? 6. How do we build an inclusive, caring, welcoming community? 7. How does what you know about place affect your observations, questions, and predictions? 	
	Principles of Catholic Education	First People’s Principles
	<ol style="list-style-type: none"> 1. COMMUNION/COMMUNITY – Catholic education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and Others by balancing the rights of the individual with the common good 2. ONE – Catholic Education responds to Christ’s desire “that they may all be one” (John 17.21) by integrating the various parts of what we learn into the coherent whole. 3. TRADITION – Catholic Education guides us in the selection of excellent content, pedagogy and resources in the pursuit of Truth through faith and reason. 	<ol style="list-style-type: none"> 1. Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. 2. Learning recognizes the role of indigenous knowledge 3. Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Core Competencies		
<i>Students are expected to reflect on the following:</i>		
Communication		
<ol style="list-style-type: none"> 1. Connect and engage with others (to share and develop ideas): 2. Acquire, interpret, and present information (include inquiries) 		

	<ul style="list-style-type: none"> 3. Collaborate to plan, carry out, and review constructions and activities 4. Explain/recount and reflect on experiences and accomplishments <p>Critical Thinking</p> <ul style="list-style-type: none"> 1. Analyze and Critique 2. Question and Investigate 3. Develop and Design <p>Creative Thinking</p> <ul style="list-style-type: none"> 1. Generating Ideas 2. Developing Ideas <p>Personal and Cultural Identity</p> <ul style="list-style-type: none"> 1. Relationships and cultural contexts <p>Social Responsibility</p> <ul style="list-style-type: none"> 1. Contributing to community and caring for the environment 2. Valuing diversity 3. Building relationships
U n d e r s t a n d	<p>Big Ideas</p> <hr style="border-top: 1px dashed black;"/> <p><i>Students are expected to understand the following:</i></p> <p>CE Curriculum</p> <ul style="list-style-type: none"> 1. Describe why Christ is the founder and head of the Church. 2. Summarize the characteristics of the early Christian community. 3. Interpret the Apostles’ Creed. 4. Reflect on what it means to have full, conscious and active participation in Mass. 5. Demonstrate respect and appreciation for others’ gifts and talents, including the disabled. 6. Define Chastity emphasizing self-respect (modesty, self-control) and respect of others. 7. Explore the Catholic faith tradition as expressed by the First Nations community. 8. Utilize the CISVA Liturgy Guidelines for writing Prayers of the Faithful for a class celebration. 9. Relate the mysteries of the Rosary to their lives. <p>Social Studies</p> <ul style="list-style-type: none"> 1. The pursuit of valuable natural resources has played a key role in changing the land, people, and communities of Canada. 2. Interactions between First Peoples and Europeans lead to conflict and cooperation, which continues to shape Canada’s identity.

	<p>Language Arts</p> <ol style="list-style-type: none"> 1. Language and text can be a source of creativity and joy 2. Exploring stories and other texts helps us understand ourselves and make connections to others and to the world <p>Math</p> <ol style="list-style-type: none"> 1. Regular change in patterns can be identified and represented using tools and tables. 2. Polygons are closed shapes with similar attributes that can be described, measured, and compared. <p>Science</p> <ol style="list-style-type: none"> 1. All living things and their environment are interdependent.
Do	<p>Curricular Competencies</p>
	<p><i>Students are expected to do the following:</i></p> <p>Social Studies</p> <ol style="list-style-type: none"> 1. Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions 2. Differentiate between intended and unintended consequences of events, decisions, or developments, and speculate about alternative outcomes (cause and consequence) 3. Construct narratives that capture the attitudes, values, and worldviews commonly held by people at different times and places (perspective) 4. Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment) <p>Language Arts</p> <p>Comprehend and connect (reading, listening, viewing)</p> <ol style="list-style-type: none"> 1. Consider different purposes, audiences, and perspectives in exploring texts 2. Apply a variety of thinking skills to gain meaning from texts 3. Identify how differences in context, perspectives, and voice influence meaning in texts 4. Use personal experience and knowledge to connect to text and develop understanding of self, community, and world 5. Identify how story in First Peoples cultures connects people to land <p>Create and communicate (writing, speaking, representing)</p> <ol style="list-style-type: none"> 1. Exchange ideas and perspectives to build shared understanding 2. Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

3. Use language in creative and playful ways to develop style
4. Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
5. Transform ideas and information to create original texts

Math

Reasoning and analyzing

1. Estimate reasonably
2. Develop mental math strategies to make sense of quantities
3. Use reasoning and logic to explore and make connections

Understanding and solving

1. Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community

Communicating and representing

1. Communicate mathematical thinking in many ways

Connecting and reflecting

1. Connect mathematical concepts to each other and make mathematical connections to the real world
2. Share and reflect upon mathematical thinking
3. Draw upon local First Peoples knowledge and/or expertise of local Elders to make connections to mathematical topics and concepts

Science

Questioning and predicting

1. Demonstrate curiosity about the natural world
2. Identify questions about familiar objects and events that can be investigated scientifically
3. Make predictions based on prior knowledge

Planning and conducting

1. Suggest ways to plan and conduct an inquiry to find answers to their questions
2. Consider ethical responsibilities when deciding how to conduct an experiment
3. Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate
4. Make observations about living and non-living things in the local environment

	<p>5. Collect simple data</p> <p>Processing and analyzing data and information</p> <ol style="list-style-type: none"> 1. Experience and interpret the local environment 2. Sort and classify data and information using drawings or provided tables 3. Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends 4. Compare results with predictions, suggesting possible reasons for findings <p>Applying and innovating</p> <ol style="list-style-type: none"> 1. Contribute to care for self, others, school and neighborhood through individual or collaborative approaches <p>Communicating</p> <ol style="list-style-type: none"> 1. Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate 2. Express and reflect on personal or shared experiences of place
OW	<p>Content</p> <p><i>Students are expected to know the following:</i></p> <p>Social Studies</p> <ol style="list-style-type: none"> 1. the history of the local community and of local First Peoples communities <p>Language Arts</p> <p>Story/text</p> <ol style="list-style-type: none"> 1. literary elements <p>Strategies and processes</p> <ol style="list-style-type: none"> 1. reading strategies 2. metacognitive strategies 3. writing processes <p>Math</p> <ol style="list-style-type: none"> 1. addition and subtraction to 10 000

	<ol style="list-style-type: none"> 2. addition and subtraction facts to 20 (developing computational fluency) 3. increasing and decreasing patterns, using tables and charts 4. algebraic relationships among quantities 5. one-step equations with an unknown number using all operations 6. regular and irregular polygons <p>Science</p> <ol style="list-style-type: none"> 1. the ways organisms in ecosystems sense and respond to their environment 2. features of biomes
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Learning Experiences and Assessment

<p>Focus – Essential Questions / Enduring Understandings</p> <ol style="list-style-type: none"> 1. What is a community? 2. What were some key attributes of the Early Christian Community? How can this guide us today?
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Learning Experiences	Assessment	Core Competency – Self Reflection
<p>"Hook"--"Wordle" - whole class brainstorm</p> <ul style="list-style-type: none"> - show "Community" wordle - discuss words that define a community - using the classroom as an example, brainstorm words that define community - student must provide a reason for each word chosen to define community <p>What is a community? -- Key characteristics</p> <p>Design a Logo to define "community" - small group activity</p> <ul style="list-style-type: none"> - choose 3-5 key attributes that define a community (based on brainstorm activity above) - design a logo (picture and words) that communicates the key attributes of a community - present logo (and explain relevance) to the class 	<p>Logo Activity</p> <ul style="list-style-type: none"> - Look at examples of effective logos - why use a logo? - what are some key design principles? - design a rubric with the following elements: must incorporate both words and 	

Note: Opportunities for Differentiation

- students may choose to design a logo for either the class, the school, or the church community

Early Christian Community:

Reflect and Refine our understanding of community by looking at the example of the Early Christian Community

- read "Acts of the Apostles" and other Roman Sources
- list the characteristics of the Christian community as described in Acts 4:2.
- relate the characteristics of the Christian community as described in Acts 4:2 to their own lives (family life, school or parish community).
- read Apostle's Creed picture book to students
- what were some key attributes of the Early Christian Community?
- reflect on the key attributes of a community as agreed upon in the group project above and the key attributes of the early Christian Community
- Revise your current definition of community - adding any important attributes as exemplified by the early Christian Community
- share your reflection and revision with your small group
- provide a brief overview of the salvation history
- develop a rubric of self-reflection regarding behaviour during Mass
- pray the Rosary during the month of October, the month of the Holy Rosary

pictures / must be simple, memorable, communicate the message

- with students - create a simple three point scale to assess the group logo design
- see assessment page for details

Poster

- students create posters containing illustrations of the various people and groups in the parish community

Apostle's Creed Activity

- students provide relevant illustrations, images, etc. that relate to one of the articles of the Apostle's Creed.

Timeline of Salvation History

- students create a timeline to trace the covenantal relationship of God to his people, ultimately establishing Christ as the head of the Church.

Mystery of the Rosary Activity

- students select 1 of the 20 mysteries activities from The Religion Teacher Rosary package and complete the stated task(s).

Early Christian Community – Self Reflection

- What have we learned?
- How can we improve?
- How can I share my ideas?

Core competencies -

Communication

- connect and engage with others (to share and develop ideas)
- acquire, interpret, and present information
- see self reflection page for details

<p><i>Students will:</i></p> <ul style="list-style-type: none"> ● be introduced to Key Qualities of the Ideas Trait ● pre-read to Find the Big Idea ● [teacher] read the Picture Book from the Ideas Traits (<i>A Bad Case of Stripes</i>) ● be given a Pre-Writing Story Chart (graphic organizer) with the following information: <ul style="list-style-type: none"> ○ <i>the main character</i> ○ <i>the character's problem</i> ○ <i>character details</i> ○ <i>support characters</i> ○ <i>problem details</i> ○ <i>plot twists</i> ○ <i>a solution and the big idea</i> ● pre-write to show important ideas – with Teacher's help, students will complete the graphic organizer based on <i>A Bad Case of Stripes</i> ● put into groups of 3 ● choose a Character card and a Problem card ● complete a Pre-Writing Story Chart based on the Character card and the Problem card ● individual students will be given a copy of their group Pre-Writing Story Chart ● independently write story based on the group Pre-Writing Story Chart 	<p>Character and Problem Writing Assignment</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> - students will conference with the teacher during the group planning process for guidance and feedback on the progress of the group planning and suggestions for improvement - students will conference with the teacher during the individual writing process for guidance and feedback on the progress of the writing assignment and suggestions for improvement <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - students will be assessed individually based on rubric 	
<p>Focus – Essential Questions / Enduring Understandings</p> <ul style="list-style-type: none"> 3. How do communities get established? 4. How do communities survive over time? 		
Learning Experiences	Assessment	Core Competency – Self Reflection
<p>Early Explorers</p> <ul style="list-style-type: none"> - read biographies and stories of early explorers such as Christopher Columbus, John Cabot, Martin Frobisher, Henry Hudson, Cartier, Mackenzie, Simon Fraser, David Thompson, etc. 	<p>Early Explorer Report</p> <p><u>Summative Assessment</u></p> <ul style="list-style-type: none"> - students will be assessed based on rubric 	

- research (e.g. Google and books from the library) an early explorer
- the 5 Ws (Who, When, Where, What and Why)
- what motivated explorers and settlers to come to Canada?
- what were some of the hardships they faced on their journeys?
- compare the “discovery” and “exploration” of North American from European and First Peoples perspectives

BC Communities Sheet

- Students select 1 community in BC whose name is of Aboriginal origins, and 1 community in BC that is named after an explorer or prominent individual
- Students will complete a sheet, with the following criteria:
- [for community with a name of Aboriginal origins] the location of the community; the meaning of the name of the community; the language group in which the name came from; the population of the community; when was the community established/incorporated; facts about the community
- [for a community named after an explorer or prominent individual] the location of the community; the population of the community; when was the community established/incorporated; facts about the community
- Pictures that depict the meaning/prominence of the communities

Aboriginal Cultures Research Project

- Students will conduct research project, with the following describing their cultures in terms of Geography, Food , Shelter, Transportation and Art
- Teacher to look for evidence that they are able to
 - o Make connections between geography and the other features
 - o Use simple mapping skills to represent an environment
 - o Make generalizations about the effect of specific geography features (e.g. climate, landforms, resources) on food, shelter and art
 - o Reflect the seasonal nature of resource gathering and its effect upon life and culture

Aboriginal Cultures Research Project

Formative Assessment

- students will conference with the teacher on a weekly basis for guidance and feedback on the progress of the project and suggestions for improvement

Summative Assessment

- students will be involved in the creation of a 4 point

Aboriginal Cultures Research Project

Self-Reflection

- student self-reflection to focus on the student's growing understanding of the Aboriginal culture

Core Competencies

- Positive Personal & Cultural Identity
- Relationships and cultural Contexts

<ul style="list-style-type: none"> ○ Draw conclusions about the relationship between Aboriginal people and the land and natural resources ○ Justify their decisions <p><u>Note: Opportunities for differentiation and creativity</u> The student may present the information in any format, providing that criteria are followed. Potential choices include: an interview, PowerPoint, iMovie, suitcase of artefacts, poster board, scrapbook, digital or paper book, portfolio of photographs, comic book, etc. Project choice must be discussed with and approved by the teacher</p>	<p>performance scale based on project criteria - see assessment page for details</p>	<p>- see self reflection page for details</p>
<p>Focus – Essential Questions / Enduring Understandings</p> <p>5. What do communities of animals and plants look like? How do they survive? 6. How do we build an inclusive, caring, welcoming community?</p>		
<p>Learning Experiences</p>	<p>Assessment</p>	<p>Core Competency – Self Reflection</p>
<p>My Community Project - Students to create a project to make their school / parish community more welcoming - small group project</p> <ul style="list-style-type: none"> - in small groups, students to revisit their definition of "community" and reflect on ways to make a community more welcoming - students to revise their definition to include 3-5 key attributes and 1-2 qualities of welcome - students then to create and distribute a survey to a target audience to determine possible strengths and weaknesses of the target community. The resulting data will be graphed. - students will then target one area of weakness and create a short term initiative for community improvement - All project proposals to be submitted and approved by the teacher - projects will be carried out over a one week period 	<p>My Community Project</p> <p><u>Formative Assessment</u> - students will conference with the teacher on a daily basis for guidance and feedback on the progress of the project and suggestions for improvement</p> <p><u>Summative Assessment</u> - students will be involved in the creation of a 4 point performance scale based on project criteria - see assessment page for details</p>	<p>My Community Project: Self Reflection - student self reflection to focus on how thoughtful actions can have a positive influence on making one's community a better place (inclusive, welcoming, caring)</p> <p>Core Competencies Creative Thinking - developing ideas Social Responsibility - contributing to community</p>

- at the end of the week, students will redistribute the survey, graph the results, and report if their project resulted in growth in the targeted area

Note: Opportunities for differentiation and creativity

- students may choose the size of the target community, for a minimum of 2 classes, to the primary division, the intermediate division, whole school, parish groups (CWL, Youth, etc), whole parish

Note - sample project proposals will be brainstormed and discussed to provide examples. However, student will be creating an original community project with teacher guidance and support

Biomes

- Introductory worksheet
 - students fill in the information on the features of biomes as the slides are displayed
- Interactive Notebook
 - students watch a powerpoint presentation on the various biomes in the world
 - students write down the features (e.g. climate, organisms) for various biome (e.g. terrestrial, aquatic)
- Stations
 - students work in groups as they complete the various task cards. Stations include:

- Explore It!
 - Students match the biomes with the descriptions

- Research It!
 - This station allows the student to get online and research the topic being taught
 - Students complete an interactive activity online

Biomes

Summative Assessment

Biomes Travel Guide

- criteria
 - What are the essential materials you need to bring?
 - What is the climate like?
 - What are some of the plants and animals that can be found?
 - Provide facts for a couple of animals that can be found
- students choose one of the project options stated based on the acronym B.I.O.M.E.S. from the Kesler Science Lesson Bundle
- students write the unit test

- Watch It!
 - Students watch a short video and answer questions based on the video.

- Read It!
 - This allows students to gain information from a traditional one-page reading passage.
 - Students answer 4 reading comprehension questions based on the reading.

- Write It!
 - Students write out responses to open-ended questions, in complete sentences while reflecting on the information.

- Illustrate It!
 - Identify the locations of biomes found around the world and color code them.

- Assess It!
 - Students answer multiple-choice questions

- Organize It!
 - This is a hands-on station which allows students to work with a manipulative in order to show mastery of the concept.

Animals Report

- Science Probe (Chapters on Habitats and Adaptations)

**Animals Report:
Self-Assessment: Compare and
Contrast Descriptive Texts**

<ul style="list-style-type: none"> – students learn about the habitats and adaptations (behavioural and structural) - Animal Book + online research <ul style="list-style-type: none"> – Hook: students read Thrills Across the Board (making connections) - they are to fill out the Snowboarding/Skateboarding chart and list the various differences <ul style="list-style-type: none"> – students read a small book and animal as part of the research to the Animal Report (support by online research during Computer block) – they are to take notes and organize them into the various categories (habitats [description, climate, type of food found there], structural and behavioral adaptations) – students will be provided with the checklist prior to the writing process <p>Place Values, Patterns, Addition and Subtraction</p> <ul style="list-style-type: none"> ● Student use base ten blocks and place value mats ● Students use place cards to create numbers ● <u>JumpMath 4.1</u> (Patterns & Algebra; Number Sense) ● <u>Math Makes Sense</u> textbook pp. 6-67; Lessons 1.1 & 1.4; Lessons 2.1, 2.3 – 2.11. ● Complete the Reflect Questions found in Unit 2 in <u>Math Makes Sense</u> in Math Journals ● Develop an understanding of the following terms, through exploration activities in Units 1 & 2 of <u>Math Makes Sense</u>: <ul style="list-style-type: none"> ○ Expanded form ○ Standard form ○ Round ○ Position pattern 	<p>Animals Report</p> <p><u>Formative Assessment</u></p> <p>- students will conference with the teacher during the drafting process for guidance and feedback on the progress of the report and suggestions for improvement</p> <p><u>Summative Assessment</u></p> <p>- students write a Compare and Contrast on 2 different animals found in BC (marked on the Compare/Contrast Essay Checklist)</p> <p>Place Values, Patterns, Addition and Subtraction</p> <p><u>Summative Assessment</u></p> <p>- students write test on each concept</p>	<p>- student self-assessment: focus on the criteria stated on the self-assessment sheet</p>
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- Number pattern
- Pattern rule

Resources

Our Beginnings

Literacy Place Program – Making Connections Strategy Guide

Writing Power

Reading Power

Kesler Science – Biomes Lab and Lesson Bundles

Christ Our Life

The Religion Teacher – Rosary Package

The Bible

Math Makes Sense

JumpMath

Thrills Across the Board

The Trait Crate – Teaching Ideas using *A Bad Case of Stripes*

A Bad Case of Stripes

Writing Power

Teacher Reflection



❖ See attached pages for sample templates, blackline masters, ideas and activity pages