

HEALTHY LIVING INQUIRY UNIT PLAN- Grade 4

“And the Lord will continually guide you, and satisfy your desire in scorched places, and give strength to your bones; and you will be like a watered garden. And like a spring of water whose waters do not fail.”

- Isaiah 58: 11

Goal and Purpose: To plan, plant and harvest a garden to donate vegetables to the Soup Kitchen

Approximate Length of Unit: Year long, approximately one lesson a week.

Curriculum Area: Science, Math, Language Arts, Career Education, Applied Technology and Design, Health Education

*Will only report out on the following unit in its completion in the third term CSL

What does this have to do with Jesus? Jesus calls all of us to love one another. Like in John’s Gospel, we saw how Jesus divided what little was brought forth to share with thousands (John 6:1-15.) The students will strive to do the same in their efforts to cultivate God’s creation into food for those in need.

BIG IDEAS:

Understanding ourselves and the various aspects of health helps us develop a balanced lifestyle (*Health Education*)

Designs can be improved with prototyping and testing. (Science)

Leadership requires listening to and respecting the ideas of others. (Career Education)

God created everything and it is good and full of beauty (Religion)

Care for Everyone in Our Common Home

QUESTIONS TO SUPPORT INQUIRY:

- How can we create a garden space that produces food in the space we have?
- What materials do we need to be successful?
- Who do we need to ask for assistance for our endeavours?
- How is God calling us to *Care for Everyone in Our Common Home*?

CATHOLIC WORLD VIEW

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.

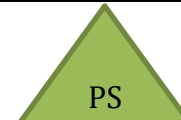
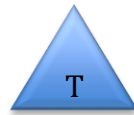
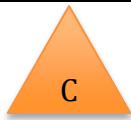
Love: Catholic Education calls us to witness that God is love; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.

Inalienable: Catholic Education promotes that “the right and the duty of parents to educate their children are primordial and inalienable” and “parents have the first responsibility for the education of their children” (*CCC 2221, 2223*).

Communion: 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.

ABORIGINAL VIEWS AND PERSPECTIVES/FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)
- Learning involves recognizing the consequences of one’s actions
- Learning recognizes the role of indigenous knowledge
- Learning involves patience and time.



Communication Facets

1. Connect and engage with others (to share and develop ideas)
2. Acquire, interpret and present information (include inquiries)
3. Collaborate to plan, carry out and review constructions and activities
4. Explain, recount and reflect on experience and accomplishments

Creative Thinking Facets

1. Generating ideas
 2. Developing ideas
- Critical Thinking Facets
1. Analyze and critique
 2. Question and investigate
 3. Develop and design

Positive Personal and Cultural Identity Facets

1. Personal values and choices
2. Personal strengths and abilities

Personal Awareness and Responsibilities

1. Self-determination
2. Self-regulation
3. Well-being

Social Responsibilities

1. Contributing to community and caring for the environment
2. Solving problems in peaceful ways
3. Building relationships

LEARNING STANDARDS

Curricular Competencies

This entire unit will follow the Applied Technology and Design curriculum in procedures for projects (Understanding content, defining, ideating, prototyping, testing, making, and sharing)

- Identify and describe factors that influence healthy choices.
- Explain the relationship of healthy eating to overall health and well-being.
- Identify and describe factors that influence healthy choices.
- Examine and explain how health messages can influence behaviours and decisions.
- Identify and apply strategies for pursuing personal healthy-living goals.
- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time.
- Demonstrate respect for differences in the classroom.
- Use innovative thinking when solving problems.
- Demonstrate safe behaviours in a variety of environments

Content

- Food portion sizes and number of servings.
- Emergent leadership skills
- Cultural and social awareness
- Safety hazards and rules at school, at home, and in the community.
- Financial literacy- monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions.
- Perimeter and intro to area (area not to be assessed)

<ul style="list-style-type: none"> • Suggest ways to plan and conduct an inquiry to find answers to their questions. • Co-operatively design projects • Generate and introduce new or refined ideas when problem solving. • Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving. • Connecting mathematical concepts to each other and to other areas and personal interests. • Develop an understanding of the life of Jesus and His message of love using the parables. <p>*Will also integrate various Language Arts reflective written reports and mathematical measuring and data acquisition.</p>			
Month	Learning Targets	Assessment Tasks	Learning Oppourtunities
<p>September</p> <p><i>“Build houses and live in them; and plant gardens and eat their produce.”</i> - Jeremiah 29: 5</p>	<p>Previous knowledge/ prototyping</p>	<ul style="list-style-type: none"> - Group converstation - Wish sheets- a brief statement statement/sket ch of what they picture the garden to look like. 	<ul style="list-style-type: none"> - Introduce project and objective. - Take suggestions, stories and experience with garden planning. - Creation stories/ links to Genesis - Go forth and discuss the project with parents, ask their opinions and experience with gardening (Inalienable) - Discuss the First People’s connection to the Land.
<p>October</p> <p><i>“He will make like Eden, and her desert like the garden of the Lord; Joy and gladness will be found in her, Thanksgiving and sound of a melody”</i> - Isaiah 51:3</p>	<p>Research garden planning</p>	<ul style="list-style-type: none"> - Safety checklist - Inquiry reflection - Parable of the Vine reflection - I am Connected reflection and diagram 	<ul style="list-style-type: none"> - Clear out plants of exsisting garden bed - Reasearch how home gardens get set up - Inquiry #1-Planting bulbs and garlic.- <i>What plants can survive the winter?</i> - Discuss and explain the parable of the vine - Create diagram of what they are connected to, in correlation with First People’s principle of connection to the land.
<p>November</p> <p><i>“The Lord God planted a garden toward the East, in Eden; and there He placed the man</i></p>	<p>Prepping garden for winter</p>	<ul style="list-style-type: none"> - Plant life cycle worksheets (FOR-Science) 	<ul style="list-style-type: none"> - Fertilizer research - Planting of bulbs and garlic - Thatching- research and discuss if it would work for our garden.

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<p><i>whom He had formed.”</i> -Genesis 2:8</p>			
<p>December <i>“Ask, and it will be given to you; seek, and you will find; knock, and it will be opened to you.”</i> - Matthew 7:7</p>	<p>Letter Writing</p>	<ul style="list-style-type: none"> - Friendly letter assessment (OF) 	<ul style="list-style-type: none"> - Friendly letter to Soup Kitchen volunteers for input on vegetables they would use. - Friendly letter writing to nurseries and gardening stores for seed and plant donations (students research where to send them)
<p>January <i>“Then the Lord God took the man and put him into the garden of Eden to cultivate it and keep it.”</i> - Genesis 2:15</p>	<p>Budgeting</p>	<ul style="list-style-type: none"> - Grocery list assessment-Price comparing (Language Arts/ Math) 	<ul style="list-style-type: none"> - First in small groups then as a whole class, make lists of materials we will need to plant in the Spring. - Healthy Eating discussion-Special guest presentation - Research local stores and their flyers to price compare.
<p>February <i>“I made gardens and parks for myself and I planted in them all kinds of fruit trees.”</i> - Ecclesiastes 2:5</p>	<p>Perimeter, Area and strategic planting</p>	<ul style="list-style-type: none"> - Measurement of the garden beds - Area proposals - Healthy Eating posters (Fine Arts) 	<ul style="list-style-type: none"> - Take inventory of donations/ make list of plants still to purchase. - Inquiry #2 Research plants that grow well together and ones that do not-<i>Can all plants grow together?</i> - Read <i>Three Sister’s Garden</i> and discuss the First People’s way of companion planting. - Start some seedlings indoors. - Measure the garden perimeter and create possible planting diagrams based on companion planting and space requirements for the plants. - Work a group to submit community garden plans (Communion) - Healthy Eating discussion and promotion- create posters
<p>March <i>“Out of his fullness we have all received grace in place of</i></p>	<p>Transplanting</p>	<ul style="list-style-type: none"> - Illustrated row markers (Fine Arts) 	<ul style="list-style-type: none"> - Research of transplanting times/ Farmer’s Almanac. *Link back to first term science unit on seasons. - Plant early plants

<p><i>grace already given.”</i> - John 1:16</p>			<ul style="list-style-type: none"> - Design, create and place row markers - Have Father come and bless the garden
<p>April <i>“Now a river flowed out of Eden to water the garden; and from there it divided and became four rivers.”</i> -Genesis 2:10</p>	Soil testing	-TBD	<ul style="list-style-type: none"> - Second round of planting (weather dependent) - Possible experiment on soil testing - Link to matter (term 3 science) in role of water cycle/ phases of matter.
<p>May <i>“Therefore the Lord God sent him out from the garden of Eden, to cultivate the ground from which he was taken.”</i> Genesis 3:23</p>	Weeding/ Upkeep	-TBD	<ul style="list-style-type: none"> - Third round of planting. - Inquiry #3-Weeding strategies- <i>What makes a weed a weed?</i> - Plant protection flowers. - Place early bulb flowers at Marian shrine
<p>June <i>“I will restore the captivity of My people Israel, and they will rebuild the ruined cities and live in them; They will also plant vineyards and drink their wine, and make gardens and eat their fruit.”</i> - Amos 9:14</p>	Early Harvest	<ul style="list-style-type: none"> - Reflection/ Care For Everyone in Our Common Home Connection 	<ul style="list-style-type: none"> - Report reflection on process of group work, connections, lessons learnt, what went well, etc. - Harvest available veggies and donate to Soup Kitchen - Bring up produce as an offering during class mass. - Possibly set up volunteers to come take care of garden in the summer

DIFFERENTIATED INSTRUCTION

* See Adaption Checklists*

SUPPORTING MATERIALS/RESOURCES

- Gardening gloves
- Gardening tools
- Seeds/ Plants
- *Three Sister’s Garden* by Sandy Baker
- *Native American Gardening* by Michael J. Caduto