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| Diocese of Wheeling-Charleston | | | | | |
| CASE Unit Planner | | | | | |
| Name of Teacher: Susie Wagner | | | Grade Level: 4th | | |
| Subject Area: Social Studies | | | Cross Curricular Opportunities: RLA and Religion | | |
| Unit Title: Exploration, Research, and Writing | | | Estimated Duration of Unit (between 2-9 weeks): 8-9 weeks | | |
| Overview of Unit: Students will be provided with a background of explorers and their discoveries through class instruction. They will be provided with websites as well as books from the library and their text in order to do in depth research on an explorer. The students will use a provided outline sheet to fill out information about their explorer. After the research and outline is complete, students will be instructed on how to create an informative paper. The teacher will teach and model each part of writing the paper then students will create that part of the paper. Students will be expected to have three students to edit their paper prior to continuing with their paper. This process will be done in parts until the rough draft and final draft of the explorer informative paper are complete. Students will be doing in depth inquiry and research to learn and present information on a specific explorer. Students will learn from each other through cooperative learning, discussion, and presentation. After this unit students will know how to : Research online and through text, complete an outline, cite sources, write an informative paper, complete each part of the writing process, edit and revise their own and peer papers, map out routes, present and actively listen to acquire knowledge about explorers. | | | | | |
| Forms of Text (nonfiction/fiction): Harcourt Horizons United States History Beginnings  Students will use multiple web sites and library books to complete their paper | | | Teaching Strategies: Whole group instruction  Small group  Research, inquiry – guided learning  Learning centered  Cooperative learning  Active learning  Discussion  Experiential learning  Humor and lecture  Writing Assignments | | |
| Catholic Identity Connections: Discuss activities of the explorers and whether they would be considered Christian – like. Identify examples of things that the explorers did and use biblical reference to base your opinion on them as Christian role models. | | | | | |
| Assessment (authentic/published - summative/formative): Summative and formative. Students will be required to complete an outline which is provided, create a rough draft and final copy of a written informative paper. | | | | | |
| Standard Number | Standards | Description of Activity | | Resources | Date of Completion |
| SS.4.H.CL1.3 | Compare and contrast backgrounds, motivations and occupational skills between English, French, and Spanish settlers | Basic introduction to students on early explorers and the reasoning behind their voyages. P.106 – 139 in Horizons. Students will read and view videos on some of the big name explorers and compare their reasoning and routes. Where they were actually supposed to go and where they ended up. Students will learn in whole group and compare using a graphic organizer and mapping in small groups. | | Harcourt Horizons P.121-139  Graphic organizer P.126 will be drawn on the board and students will extend  Map examples p.113 and 119 Harcourt Horizons to create and label routes of DaGama, Columbus, Vespucci, and DeLeon.  mrnussbaum.com/**explorer**sflash/ | 1 week |
| SS.4.G.2 | Transportation routes and settlement patterns |  | | www.watchknowlearn.org/Category.aspx?CategoryID=3753 |  |
| ELA4.RC1.1 | Details and examples in text to explain and draw inferences |  | |  |  |
| ELA.4.SL.C13.1 | Engage in collaborative discussions | After instruction and viewing as well as compare and contrast have taken place. Pairs will use the acquired to knowledge to complete a review assessment. After the page is completed, we will go over as a whole group. | | Harcourt Horizons P.141 (1 -17) |  |
| ELA.4.W.C11.1 | Conduct research that builds knowledge through investigation of a topic | Discuss with students that they will draw for a famous explorer. Explorers were chosen from famous explorers that were only basically discussed in the text. However, there are sites that provide lists of important explorers if preferred. The teacher will explain to the students that they will research their explorer and use an outline to guide them. The students will be assigned their explorer then the teacher will use brainpop to help explain the process of research as students take basic notes on the process. After each short video the teacher will stop to explain and students will discuss the process. | | http://www.biography.com/people/groups/famous-explorers  <https://www.brainpop.com/english/studyandreadingskills/research/>  <https://www.brainpop.com/english/studyandreadingskills/internetsearch/>  https://www.brainpop.com/english/writing/onlinesources/ | 1 – 2 days |
| ELA4.WC11.2 | Recall relevant information from print and digital sources, take notes and categorize information and provide a list of sources. | Use small group and whole group discussion to be sure that students understand the first part of this project which is doing the research. The students should have notes from instruction and brainpop.com to assist with research. The will also, be allowed to assist each other in research and will have guidance from the teacher. The teacher will present each child with a packet which has the outline, expectations of the paper, and the rubric. However, the teacher will explain that students will keep the packet in their explorers folder and use it throughout the project. The only part of the packet that will be utilized at the moment is the outline. The teacher will show students how the outline has all the information that they will need to find in their research and will assist them greatly when they go to create their paper. Students will use the outline questions and format and write the information on their own paper as they find what they need. The teacher will provide students with a list of books and websites that they may use in their research. Students are taught to cite their sources and how to paraphrase in order to not plagiarize. | | [Explorer research report packet.doc](file:///C:\Users\swagner.ST-JOE\Downloads\Explorer%20research%20report%20packet.doc)  [explorers powerpoint.ppt](file:///C:\Users\swagner.ST-JOE\Downloads\explorers%20powerpoint.ppt)  <http://mrnussbaum.com/explorers/printables/>  <http://mrnussbaum.com/explorersflash/>  <http://www.biography.com/people/groups/famous-explorers>  <http://www.history.com/>  http://www.brainpop.com/  www.**history**.com/topics/exploration  americanhistory.**mrdonn**.org/**explorers**.html  **explorers**.**mrdonn**.org/  [www.ducksters.com/biography/**explorers**/](http://www.ducksters.com/biography/explorers/)  [www.**kid**info.com/american\_history/**explorers**.html](http://www.kidinfo.com/american_history/explorers.html)  cybersleuth-kids.com  <https://kidskonnect.com/history/explorers/>  <http://www.socialstudiesforkids.com/subjects/explorersdropdown.htm>  Horizons US History text  Who Was?  Encylcopedia  Books from the school library that provide information about the children’s individual explorers | 1-2 weeks (This will be worked on during both Social Studies and Reading class) |
| ELA4SL.C13.2 | Paraphrase portions of text read or presented | Once students have completed their research, they will be placed in small groups to help each other to check their information with the outline information. They will go through each question asking each other to be sure that they have the information needed. At this point, any information that students could not locate, their partner may assist them in finding. Students were told to save any information that they were having trouble finding until the last day and they could get help from peers and the teacher. The teacher will assist students in finding any information that the student and their partner can’t find for their individual paper. Students typically have overlooked the information or not looked carefully enough. Therefore having someone else look will usually allow them to locate the information | | Peer and teacher assistance  Horizons  Above websites and library books that students have not completely explored. | Allow 1-2 days to ensure all information has been located |
| ELA4RC1.6 | Explain events or concepts in historical or technical text including what happened and why based on information from the informational text. | The teacher will discuss with students how the outline will be used to write their paper. Many students had trouble understanding the point of the outline until, we began writing the paper and then the understood how helpful an outline can be. Next, we look at writing a hook and an introduction to an informational paper. The teacher will discuss and model examples of good introductions and hooks as well as things that are not wanted in an introduction and hook. The teacher can use the power points provided to help in the explanation and modeling of the hook and introduction. However, I would recommend watching it first because it can be used as an example for do’s and dont’s and I would recommend showing the power point but speaking yourself. | | <https://www.youtube.com/watch?v=XmzhagFzerg>  English text  Teacher modeled example on the board for students to use   1. **Opening with a question**- Questions can create personal interest in the essay, but be careful your question is not too general. For example, in an essay about cell phone use asking, “Do you own a cell phone?” is too general.    1. **What would you do if you discovered a secret that changed everything?**   **Can you imagine how much a single day can cost if you live in Shibuya, Tokyo?**  http://www.writing-savvy.org/images/images.jpg.pagespeed.ce.-uzIQoeSkC.jpg | 1 day |
| ELA4R.C2.5 | Describe the overall structure of information in an informational text | Students will use the instruction and modeling examples above to write their hook and introduction. The hook is the biggest part of the paper that students must come up with due to the fact that the outline and information that they wrote for their outline allows them the ability to write the rest of their paper only in more of a sentence structure instead of note/outline form. After students write their hook and introduction they will need to have 3 peers to edit their paper after they have edited it themselves. The teacher will give student modeling examples and tools as to how to efficiently revise and edit their peers papers as well as their own. This is just in the rough draft stage. | | <http://www.writing-savvy.org/how-to-write-an-introduction.html>  Grammar folders with editing marks  Dictionaries  Peer discussion/editing  English text for grammar assistance as well as teacher assistance when needed  <http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf>  https://sites.google.com/a/labrae.k12.oh.us/mrs-michele-deprofio-4th-grade-language-arts/writing/editing-marks | 1 day |
| ELA4R.C3.5 | Integrate information from at least two informational texts in order to speak or write about the subject knowledgeably | The teacher will model and show examples of the body of the informative paper as well. Students will use their outlines to start this next part of their paper. Remind the students often of paragraphing/indenting and when it is appropriate to change their paragraph and indent. After writing the rough draft body which will be two paragraphs as shown by the outline. Students will use the above editing marks and provided resources that they used for the introduction to help in editing the body. Students will again be expected to have at least three peers to edit their papers before going on to the conclusion. | | <http://library.bcu.ac.uk/learner/writingguides/1.30.htm>  English text  Students already have background and practice in writing paragraphs but can always use examples from the teacher and websites and books | 1 – 2 days |
| ELA4.W.C9.2 | Write informative/explanatory texts to examine a topic and convey information | The teacher will teach and model the conclusion of the paper. The teacher will put an example on the board and do a power point in which the teacher will talk instead of using what is said on the power point due to having to refer to the outline information that is needed for the students specific papers. | | <http://examples.yourdictionary.com/examples-of-informative-essays.html>  <https://www.youtube.com/watch?v=tLb1J2yBb-4> | 1 day |
| ELA4.W.C10.1 | Produce clear and coherent writing to develop and organize appropriate to the task | Students will use the instruction and model as well as their outline in order to write the conclusion for their paper. As they did before, they will write the conclusion rough draft and have 3 peers to edit the paper before they can begin their final draft. | | Editing marks and sources used for the other rough draft parts of the paper | 1 day |
| ELA4W.C10.2 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing | This packet will again be used to guide students on what is expected. After, they have revised and edited the paper, they will do their final copy using the expectations from the packet to guide them. They will use their absolute neatest handwriting and check all spelling and punctuation and use the marks and advise provided from their peers during the rough draft and editing process. They will have one to two days to complete their final copy in their neatest writing then they will work on the other required parts of the paper. | | [Explorer research report packet.doc](file:///C:\Users\swagner.ST-JOE\Downloads\Explorer%20research%20report%20packet.doc) | 1-2 days |
| ELA4W.C11.3 | Draw evidence from literary or informational texts to support analysis, reflection, and research | Students were required to have a cover page that had a picture of the explorer printed from the internet in the center of a plain white sheet of paper. Above the picture should be the name of the explorer. Below the picture of the explorer should be the student’s name, the teachers name below that, and the date submitted below that.  Students will need to have a resources page that will have all the sources that they used for their paper. Students will also need to print out a map of the area explored and trace out the route used by their explorer. | | **Each report will contain the following:**   * Cover - Attractive, with title and student name * Neatly written report * Map or route * Bibliography of books used * C:\Users\swagner.ST-JOE\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Word\image.jpg | 3-5 days to complete remaining parts of the paper. |
| ELA4SL.C13.1 | Engage in collaborative discussions with diverse partners on texts building on each others ideas and to prepare materials for project or role | The students will present their papers to their classmates showing their knowledge of their explorer and will be able to show and explain the route used by the explorer.  Students will have already filled out the rubric for themselves and will bring that to conference with the teacher to compare the rubric they filled out with the one the teacher filled out. This one on one conference and comparison allows the student to see how they critiqued themselves and to have a conversation with the teacher. This allows the student to understand from the teacher verbally and visually what they did and how they may correct it in the future. | | C:\Users\swagner.ST-JOE\Downloads\image.jpg |  |
| ELA4L.C15.1 | Demonstrate command of conventions of Standard English grammar when writing and speaking | After each student has presented their informative paper and explained all their information as well as critiqued themselves and met with the teacher to discuss the rubric and what they did well and can improve on for their next paper. We will watch a final video on explorers to sum it all up. | | https://www.youtube.com/watch?v=edb203NMrxE | 2 days for all students to present |
| ELA.4.L.C15.2 | Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing |  | | [Explorer research report packet.doc](file:///C:\Users\swagner.ST-JOE\Downloads\Explorer%20research%20report%20packet.doc) | 1-2 days for meetings |
| ELA.4.L.C16.1 | Use knowledge of language and its conventions when writing, speaking, reading, or listening |  | |  | 1 day for video and summing up explorers |
| SS4.H.CL1.3 | Compare and contrast background, motivations, and occupational skills between English, French, and Spanish settlers |  | |  |  |
| SS4.G.4 | Plan and construct maps to demonstrate the effect of geographic conditions on historical events. |  | |  |  |
| SS4.G.2 | Documents transportation routes |  | |  |  |
| Differentiated Instruction Opportunities/Overview: Verbal and written instruction were provided. Instruction was given in chunks and examples were modeled to show students how to do the paper visually. The student were instructed in small and large groups as well as pairs. Peer modeling and editing were performed. Students worked individually and received assistance one on one with a teacher as needed. Peer partners were also used as needed. Change of environment and extended time were used as needed. There were modifications made in the grading of the rubric for a student who needed that. Each student received a one on one meeting to determine what they did well and could change in future papers. | | | | | |
| Cross Curricular Opportunities level: | | | | | |
| Standard Number | Standards | Description of Activity | Resources | | Date |
|  |  | Cross curricular activities were in the above unit. However, there was the end of the paper that involved the Christian aspect of the explorer and how their behavior could be referenced biblically. |  | |  |
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| **Teaching Strategies Checklist** | | | | | |
| Writing | | | | | |
| X | Paragraph | | | | |
| X | Essay (narratives, fairy tales, realistic fiction) | | | | |
| X | Summary | | | | |
| X | Research | | | | |
| X | Detailed answers (text supported) | | | | |
| X | Notes (note taking skills, outlines) | | | | |
| x | Complete sentences | | | | |
| Reading | | | | | |
| X | Informational text | | | | |
|  | Lexile | | | | |
| X | Complex literature |  |  | |  |
| X | Speaking | | | | |
| X | Listening | | | | |
| X | Varied strategies and instructional methods | | | | |
| X | Critical thinking in whole class discussion | | | | |
| X | Student led activities | | | | |
| x | common core standards (literature circles) | | | | |
| Technology | | | | | |
| X | Smart board | | | | |
| X | Computers | | | | |
| X | iPads | | | | |
| x | PowerPoint, Elmo etc. | | | | |
| Differentiated Instruction | | | | | |
| X | Used multiple resources | | | | |
| X | Domain Vocabulary | | | | |
| X | Cross-Curricular | | | | |
| X | Collaborative engagement (meaningful feedback) | | | | |
| x | Higher level learning and teaching | | | | |
| Assessment | | | | | |
| X | Project based | | | | |
| X | Writing prompt | | | | |
|  | Portfolio | | | | |
| X | Observation | | | | |
|  | Quiz | | | | |
| X | Technology based | | | | |
|  | Test | | | | |
| X | Student created test | | | | |
| X | Presentation | | | | |
|  | Journal | | | | |
| X | Think, pair, share | | | | |
| X | Summary | | | | |
| X | Oral questioning | | | | |
|  | Analogy | | | | |
|  | PowerPoint, or movie maker | | | | |
| Authenticity | | | | | |
| X | Various activities | | | | |
| X | Inquiry, research and evidence | | | | |
| X | Evidence of time management and planning | | | | |
| x | Problem solving strategies | | | | |
| Summary of unit upon completion: | | | | | |
| The unit combined Social Studies , RLA, technology, and Religion to allow children the opportunity to become knowledgeable about explorers through research, inquiry, note taking, and writing an informative paper among a few things that took place in the unit. The students were placed in various learning groups such as small group, pairs, whole group, individual and one on one with a teacher. The students learned through lecture, note taking, research, reading, listening, discussion, outlining, visuals, written directions as well as verbal instruction. The end result was a mulit paragraphed informative paper with works cited page for multiple sources that were used in the discovery and inquiry process. The assessment was the paper and presentation that allowed students the opportunity to meet with the teacher and receive one on one input as to what they did well and could do better. The instruction of explorers finally ended in summary with a video about the explorers that the children had learned, written, and reported on. | | | | | |
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