

UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

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Content	ELA/Science
Grade Level	4
Power Standard/CCSS Power Standard	<ul style="list-style-type: none"> • ELA: W.3A.4a (W.r.2.a-e) R3c.a-k (RI.4.3) <ul style="list-style-type: none"> ○ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ▪ 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. ▪ Use ideas within categories of information using words and phrases (<i>e.g., another, for example, also, because</i>). ▪ 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. ○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ○ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • Science: EC42A. a-c. EC1Aa <ul style="list-style-type: none"> ○ Identify the ways a specific organism may interact with other organisms or the environment. ○ Differentiate between the types of consumers. ○ Categorize organisms as predator or prey in a given ecosystem. ○ Classify populations of organisms as producers and consumers by

	the role they serve in the ecosystem.
Suggested Length of Unit	6-8 weeks

Reference Deconstruction Document and Power Standard/CCSS Power Standard	http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Sci_Grade_4_A.pdf
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Unwrapped Concept: Pull “the what” from deconstruction documents, should represent what students need to know.	Key Vocabulary: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	Depth of Knowledge (DOK)
<ul style="list-style-type: none"> ▪ Classify organisms as producers or consumers. ▪ Differentiate between the types of consumers. ▪ Categorize organisms as predator or 	<ul style="list-style-type: none"> ▪ Camouflage ▪ Shelter ▪ Migration ▪ Hibernation ▪ Ecosystem 	<ul style="list-style-type: none"> ▪ R3C: 3 ▪ W3A: 3 ▪ EC42A: 3

<pre>prey. ▪ Ways a specific organism interacts with other organisms in an environment. ▪ Compose ▪ Detail</pre>	<ul style="list-style-type: none"> ▪ Omnivore ▪ Carnivore ▪ Herbivore ▪ Producer ▪ Consumer ▪ Decomposer ▪ Predator ▪ Prey ▪ Fact/Opinion ▪ Cause/Effect ▪ Draw Conclusions ▪ Compare/Contrast ▪ Problem/Solution 	
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<p>Supporting Standards (current and CCSS): Standards that build to the power standard.</p>	<p>Other Vocabulary Terms: Terms worth learning in the unit.</p>
<p>R1H (RL4.1) 43c (RI.4.5) WIA (W.4.5)</p>	<p>Summarize; note-taking, classify, organize</p>

<p>Reference to Power Standard Assessment:</p> <ul style="list-style-type: none"> ▪ Need a written assessment for W3A ▪ Need a written assessment for EC42A. a-c. ▪ Need a written assessment for EC1Aa 	
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PART II: LEARNING PROGRESSIONS

Learning Progressions:

Task 1: Students will research, take notes, and create a poster of different types of consumers.

Task 2: Students will create a food chain and write an explanatory paragraph.

Task 3: Students will create a food web and write an explanatory paragraph.

Task 4: Use non-fiction texts to research how energy flows through a food web. Students will determine what information is necessary to compose an explanatory piece.