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## UNITS DESIGN FRAMEWORK

### PART I: UNIT OVERVIEW

<b>Content</b>	ELA/Social Studies
<b>Grade Level</b>	4
<b>Power Standard/CCSS Power Standard</b>	<ul style="list-style-type: none"> <li>• <b>ELA:</b> R3C.a-d (RI.4.3); W3A.a (W4.2.a-e &amp; W4.3.a-e) <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>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.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ul> </li> <li>○ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>Use a variety of transitional words and phrases to manage the</li> </ul> </li> </ul> </li> </ul>

	<p>sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.</p> <ul style="list-style-type: none"> <li>• <b>GS2.C.b</b> <ul style="list-style-type: none"> <li>○ Identify and explain the functions of the three branches of government in the state government.</li> </ul> </li> <li>• <b>CD1.A</b> <ul style="list-style-type: none"> <li>○ Identify and explain why Missouri has a constitution and why the state makes and enforces laws.</li> </ul> </li> <li>• <b>CD1.B</b> <ul style="list-style-type: none"> <li>○ Identify rights included in the Bill of Rights, including freedoms of religion, speech, press, to assemble peacefully; to petition the government; and to be treated fairly by the government.</li> </ul> </li> <li>• <b>CD1.C</b> <ul style="list-style-type: none"> <li>○ Explain the major purpose of the Constitution and the Bill of Rights.</li> </ul> </li> </ul>
<b>Suggested Length of Unit</b>	4-6 weeks

<b>Reference Deconstruction Document and Power Standard/CCSS Power Standard</b>	<a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/SS_Grade_4_A.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/SS_Grade_4_A.pdf</a>
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<b>Unwrapped Concept:</b> Pull “the what” from deconstruction documents, should represent what students need to know.	<b>Key Vocabulary:</b> Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.		<b>Depth of Knowledge (DOK)</b>
<ul style="list-style-type: none"> <li>▪ Details from text (R3C)</li> <li>▪ Compose (W3A)</li> <li>▪ Missouri Constitution &amp; Making and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Main Idea</li> <li>▪ Supporting Details</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inferences</li> <li>▪ Problem</li> <li>▪ Solution</li> </ul>	<ul style="list-style-type: none"> <li>• R3C: 2</li> <li>• W3A: 3</li> <li>• CD1.C: 2</li> </ul>

<ul style="list-style-type: none"> <li>▪ Enforcing State Laws (CD1.A)</li> <li>▪ Bill of Rights (CD1.B)</li> <li>▪ Constitution’s Purpose &amp; Bill of Rights Purpose (CD1.C)</li> <li>▪ Functions of the Three Branches of Government (GS2.C.b)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cause and Effect</li> <li>▪ Draw Conclusions</li> <li>▪ Compare</li> <li>▪ Contrast</li> <li>▪ Fact</li> <li>▪ Opinion</li> <li>▪ Constitution</li> <li>▪ Rights</li> <li>▪ Religion</li> <li>▪ Petition</li> <li>▪ Laws</li> <li>▪ State</li> </ul>	<ul style="list-style-type: none"> <li>▪ Author’s Purpose</li> <li>▪ Compose</li> <li>▪ Narrative</li> <li>▪ Format</li> <li>▪ Persuasive text features</li> <li>▪ Expository</li> <li>▪ Appropriate</li> <li>▪ Bill of Rights</li> <li>▪ Press</li> <li>▪ Assemble</li> <li>▪ Government</li> <li>▪ Enforce</li> </ul>	<ul style="list-style-type: none"> <li>• CD1.B: 2</li> <li>• CD1.A: 2</li> <li>• GS2.C.b: 2</li> </ul>
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<b>Supporting Standards (current and CCSS):</b> Standards that build to the power standard.	<b>Other Vocabulary Terms:</b> Terms worth learning in the unit.
R1E (RL3.4; RL3.4; RF3.3; L3.4; L3.6) W1A (W3.5; W3.6; W3.10)	Writing process, editing, revisions, publishing, genre, context clues, inferencing, functions, purpose

<b>Reference to Power Standard Assessment:</b> <ul style="list-style-type: none"> <li>▪ <a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/4th%20Grade%20Mini%20GLE%20Quiz%20Drawing%20Conclusions.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/4th%20Grade%20Mini%20GLE%20Quiz%20Drawing%20Conclusions.pdf</a></li> <li>▪ <a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/4th%20Grade%20Mini%20GLE%20Quiz%20Fact%20and%20Opinion.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/4th%20Grade%20Mini%20GLE%20Quiz%20Fact%20and%20Opinion.pdf</a></li> <li>▪ <a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Mini%20GLE%20quiz%20sequencing%20and%20story%20events.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Mini%20GLE%20quiz%20sequencing%20and%20story%20events.pdf</a></li> <li>▪ <a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Authors%20Purpose%20Quiz%20revised.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Authors%20Purpose%20Quiz%20revised.pdf</a></li> <li>▪ <a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Govt_pre_and_posttest.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Govt_pre_and_posttest.pdf</a></li> <li>▪ Need a written assessment for W3A (opinion)</li> </ul>	
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## **PART II: LEARNING PROGRESSIONS**

### **Learning Progressions:**

**Task 1:** Create a visual representation with captions based on various historical texts.

**Task 2:** Read a nonfiction text and complete a graphic organizer over significant events and ideas independently.

**Task 3:** Compose a narrative piece including character introduction, sequence of events, transitional and concrete words, and strong conclusion.

**Task 4:** Compose an expository/argumentative piece including an appropriate introduction, facts, details, definitions, linking words, specific vocabulary, and a strong conclusion.