



Summary

Who We Are

Subject
English

Year
Fourth Grade

Start date
Week 3, October

Duration
8 weeks

Inquiry

Transdisciplinary Theme



Who we are

The Central Idea

Challenges can be the catalyst for change.

Lines of Inquiry

- An inquiry into the consequences of change.
- An inquiry into the challenges in society.
- A inquiry into the nature of self; belief and values; personal, physical, mental, social, spiritual health.

Teacher questions

- What are the consequences of change?
- What makes change necessary in society
- How do challenges of the past influence challenges of the future?

Learning Goals

Standards and benchmarks

Georgia State Standards
GSE: Fine Arts: Music (2018)

General Music Grade 4

Creating

ESGM4.CR.1 Improvise melodies, variations, and accompaniments.

b. Improvise pentatonic melodies and accompaniments.

Performing



ESGM4.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.
- b. Sing with others (e.g. rounds, canons, game songs, partner songs, and ostinato).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM4.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- c. Perform simple major/minor melodic patterns with appropriate technique.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.

ESGM4.PR.3 Read and Notate music.

- b. Read and notate melodic patterns within a treble clef staff.

Responding

ESGM4.RE.1 Listen to, analyze, and describe music.

- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound.

ESGM4.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.

Connecting

ESGM4.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Discuss connections between music and the other fine arts.
- b. Discuss connections between music and disciplines outside the fine arts.

GSE: Fine Arts: Visual Arts (2017)

Creating Grade 4

VA4.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA4.CR.2 Create works of art based on selected themes.

- b. Create works of art emphasizing multiple elements of art and/or principles of design.
- c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).

VA4.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

- a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).



- c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).
- d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).
- e. Explore multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

GSE: Physical Education (2018)

Motor Skills and Movement Patterns Grade 4

Manipulative Skills

- e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.
- f. Throws to a moving partner or target with reasonable accuracy.
- l. Receives and passes the ball with the inside and outside of the feet to a stationary and moving target.
- q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.



Key and Related Concepts



Key Concepts

Key Concepts

Key questions and definition



Causation

Why is it as it is?

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.



Change

How is it transforming?

The understanding that change is the process of movement from one state to another. It is universal and inevitable.



Developing IB Learners



Learner Profile



Inquirers



Knowledgeable



Communicators



ATL Skills

Approaches to Learning

Communication Skills

Thinking Skills

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

Analysing

Observe carefully in order to recognize problems.

Consider meaning of materials.

Take knowledge or ideas apart by separating them into component parts.

Evaluating

Organize relevant information to formulate an argument.

Synthesize new understandings by finding unique characteristics; seeing relationships and connections.

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

Use discussions and diagrams to generate new ideas and inquiries.

Make unexpected or unusual connections between objects and/or ideas.

Assessment & Resources

Ongoing Assessment

 [4th_IB_Artifact_Notation_Unit_2.pdf](#) Oct 25, 2021

GRASPS

Goal - Students describe the challenges faced by framers of the Constitution. Students will need to describe compromises made between the founders and the state.

Role- I am a member of the Constitutional Convention.

Audience - Present to fourth grade peers, teachers, administration and peers.

Situation - Students will select one founder and one document, challenges or event.

Founders Include: James Madison, George Washington, Benjamin Franklin, John Adams.

Documents, Challenges, and Events include: Articles of Confederation, slavery (Three-Fifths Compromise), the Great Compromise, the federal system, natural rights, federal powers/state powers, and representative democracy/republic.



Product Performances and Purpose -

Create a slogan. Students compare their founder with the Event they chose and work to create a slogan to capture the attention of the audience. Students must associate the slogan with the event, document, or challenge represented.

Example political campaign slogans below:

- Because Experience Matters
- Sincere, Honest, Gracious
- Hard Choices, Better Schools
- A Voice For progress
- Sound The Alarm! It's Time For Change.
- A New Direction with a Fresh Approach
- Experience. Commitment

Learning Experiences

Designing engaging Learning Experiences

 [Gifted/Enrichment activities](#) Dec 1, 2021

Music

Central Idea: Melodies rely on structure

Key Concepts: Causation, Change

Learner Profile: Students will develop risk-taker, reflective, and knowledgeable profiles as they play, sing, and analyze the notation and melodic structure of various songs.

Activities: Students will learn how to read musical notation and they will perform song from various times and places as they study, analyze, and learn about the music's harmonic structure

Assessments: Students will be assessed using the performance assessments from the class rubric. Students will self-assess throughout the lesson using the rubric. Students took a pre-test for notation using kahoot, and they will take a post-test using that same kahoot.

Art Class Instruction:

Central Idea: Challenges can be the catalyst for change: Example: As well as color theory. Students will learn to mix colors using only primary colors.

Key Concepts: Connection, responsibility

Students will focus on IB profiles Inquirer, and knowledgeable, and communicators by:

-creating works of art that display the following elements of art: color, line, space, shape

-Identifying positive and negative space

-Connecting to Mexican Art forms: Example: drawing and painting a pot with cacti - using perspective, line, value and overlapping objects



-participating in class discussions and problem solving to make artistic connections

-Creating a tree that create a positive and negative space within the branches. Using warm and cool colors to paint within the spaces.

-Creating radial Symmetry: How can we create a pattern that shows radial symmetry? What is the difference between radial symmetry and normal symmetry?

Assessment: Color Wheel mixing with primary colors, tree branches color artwork, Mexican cacti with pot

Physical Education

Key Concepts: Connection, responsibility

Central Idea: Connecting real life environments and situations to playful Winter Wonderland activities

Learner Profile: Caring

Students will practice throwing a frisbee using the proper technique into a target with accuracy

Students will focus on IB profiles Inquirer, and knowledgeable, and communicators

Students will use same side foot when throwing a frisbee into target.

Student will use wrist when throwing the frisbee

Spanish

Central Idea: Challenges can be the catalyst for change: Students will learn how Spanish reflexive verbs change according to the subject pronoun used.

Key Concepts: Causation, Change

Learner Profile: Students will develop risk-taker, reflective, and knowledgeable profiles as they analyze the changes of reflexive verbs in Spanish and learn to apply the knowledge.

Reflections

General Reflections

Looking Back



Jessica Weingart Nov 29, 2021 at 8:12 AM

Caring Bingo: Kids were excited, but we need more time. There has

been lots going on in the month of November. Promoting unified expectations across specials was nice.



Rachel Bailey Nov 30, 2021 at 3:59 PM

Measuring Learning: Students were assessed using google forms, paper multiple choice assessments, Quizizz, PearDeck, cooperative projects, student-teacher and peer-to-peer feedback. Assessment varied based on student needs (SST, 504).

Evidence Gathered: Student articles, cooperative projects, rubrics, reflections via journal entries, and questions posed in Google Classroom.

Related Reflection: Culminating "Take Away" Discussions and remaining questions posted on the classroom parking lot

☰ Looking Forward



Jessica Weingart Nov 30, 2021 at 3:50 PM

We would do our bingo again in a less busy time of year, perhaps September and March.