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| **Unit Information** | | | |
| **Unit Theme: Unit 6**  **Reaching for Goals** |  | **Grade**  **Level:** | **4** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** |  | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **I can refer to specific examples when explaining the text, making inferences, and drawing conclusions.** | | | | | | |
| **Essential Questions** | | | | | | |
| What does it take to achieve our goals and dreams?  How can I prove what I think the text is about to my teacher and peers? | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RI.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**  **RL.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.** | | | | RI.3- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text.  RI.2 Determine the main idea of the text and explain how it is supported by key details: summarize the text. | | |
| **Possible Minilessons Statements** | | | | | | |
| *Readers Theater: Breaking the Color Barrier (Have student work in groups to create their own test).*  A pep talk from kid President: <http://newsone.com/2173492/kid-president-pep-talk/> (Introduction to dreams and goals)  <http://fcstube.fcschools.net/safevideos/Video.aspx?id=_XmqjGvr8fk>  <http://player.discoveryeducation.com/index.cfm?guidAssetId=04F18CC3-D7F1-4CC0-8EAF-762E7FEC34F6&blnFromSearch=1&productcode=US> (An example of how a dream can become a reality) | | | | | | |
| **Possible I can statements** | | | | | | |
| **I can refer to specific examples when explaining the text, making inferences, and drawing conclusions.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **Langston Hughes: Mother to Son (Discussion questions)**[**Mother to Son by Langston Hughes : The Poetry Foundation**](http://www.poetryfoundation.org/poem/177021)  **Questions to answer within the PowerPoint presentation: PowerPoint presentation on an assigned historical figure (Martin Luther King Jr., Rosa Parks, Barack Obama, and Jackie Robinson) using a text to answer specific questions. (Rubric will be used to assess student’s ability to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.**  **What dream did your person achieve?**  **What obstacles did this person face?**  **What would have happened if they would have given up?**  **What did you learn about this person’s struggle that could help you achieve your dream?** | | | | | | |
| **Essential Vocabulary** | | | | | | |
|  |  | | Character, courage, deny, barrier, achievement, dream, goal, evidence, discrimination, boycott, civil rights, sit-in, infer, conclusions. After viewing the videos we will discuss the vocabulary using a KWL chart in groups. Then we will introduce the poem Mother to son by Langston Hughes to make real world connection using the vocabulary. | | |  |
| **Resources** | | | | | | |
| **The African-American Inventions Series: “Honoring the Legacy of Great African-Americans”** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
| **Initial discussion after the videos**  **The Langston Hughes poem questionnaire** | | **Teacher observations**  **Classroom discussions** | | | **PowerPoint presentation on an assigned historical figure (Martin Luther King Jr., Rosa Parks, Barack Obama, and Jackie Robinson) using a text to answer specific questions.** | |