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The following standards were met during my Differentiated Unit:

~The following excerpts of information were taken directly from the Indiana Dept. Of Education website at <http://www.doe.in.gov/standards/index>

Social Studies:

“Students are beginning to develop a more refined concept of time and can begin to deal with cause-and-effect relationships and decision-making processes.....These skills and concepts must be related to students’ lives and should be presented in a wide variety of resources and hands-on-activities.....Students also learn to develop proficiency in working cooperatively in groups to: (1) collect data from a variety of resources,....(2) draw simple conclusions; and (3) organize data using a variety of texts (written, graphs, charts, maps, timelines, etc.)”

Standard 1 - History

Students trace the historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

Historical Knowledge

American Indians and the Arrival of Europeans to 1770

4.1.1 Identify and compare the major early cultures that existed in the region that became Indiana prior to contact with Europeans.

4.1.2 Identify and describe historic Native American Indian groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.

Environment and Society

4.3.13 Read and interpret texts (written, graphs, maps, timelines, etc.) to answer geographic questions about Indiana in the past and present.

Science

The Design Process (loosely interpreted for making our iMovie)

As citizens of the constructed world, students will participate in the design process. Students will learn to use materials and tools safely and employ the basic principles of the engineering design process in order to find solutions to problems.

- Identify a need or problem to be solved.
- Brainstorm potential solutions.
- Document the design throughout the entire design process.
- Select a solution to the need or problem.
- Select the most appropriate materials to develop a solution that will meet the need.
- Create the solution through a prototype.
- Test and evaluate how well the solution meets the goal.
- Evaluate and test the design using measurement.

Reading: Literature

Learning Outcome

4.RL.1 “Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5.”

Key Ideas and Textual Support

4.RL.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.

Synthesis and Connection of Ideas

4.RL.4.1 Describe how visual and multimedia presentations and representations can enhance the meaning of a text.

Reading: Nonfiction

Key Ideas and Textual Support

4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.

4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Structural Elements and Organization

4.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

Synthesis and Connection of Ideas

4.RN.4.2 Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.

Reading: Vocabulary

Learning Outcome

4.RV.1 Build and use accurately general academic and context-specific words and phrases.

Vocabulary Building

4.RV.2.5 Consult reference materials, both print and digital (e.g., dictionary), to find pronunciation and clarify the precise meanings of words and phrases.

Writing

Learning Outcome

4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

Handwriting

4.W.2.1 Write legibly in print or cursive, forming letters and words that can be read by others.

Writing Genres: Argumentative, Informative, and Narrative

- 4.W.3.1** Write persuasive compositions in a variety of forms that -
- In an introductory statement, clearly state an opinion to a particular audience.
 - Support the opinion with facts and details from various sources, including texts.
 - Use an organizational structure to group related ideas that support the purpose.
 - Connect opinion and reasons using words and phrases.
 - Provide a concluding statement or section related to the position presented.

The Writing Process

- 4.W.4** Apply the writing process to -
- Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials, and edit writing for format and conventions.
 - Use technology to interact and collaborate with others to publish legible documents.

Conventions of Standard English: Grammar and Usage/Capitalization, Punctuation, and Spelling

4.W.6.1 Demonstrate command of English grammar and usage focusing on:

4.W.6.1a Nouns/Pronouns - writing sentences that include relative pronouns and reflexive pronouns...

4.W.6.1b Verbs -

- Writing sentences that use the progressing verb tense.
- Recognizing and correcting inappropriate shifts in verb tense.
- Using model auxiliaries

4.W.6.1c Adjectives/Adverbs - writing sentences using relative adverbs...

4.W.6.1d Prepositions - Writing sentences that include prepositions...

4.W.6.1e Usage - Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions.

4.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

4.W.6.2a Capitalization - Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b Punctuation -

- Correctly using apostrophes to form possessives and contractions.
- Correctly using quotation marks and commas to mark direct speech.
- Using a comma before a coordinating conjunction in a compound sentence.

4.W.6.2c Spelling - Using spelling patterns and generalizations in writing single and multi-syllable words.

Speaking and Listening

Learning Outcome

4.SL.1 Listen actively and adjust the use of spoken language to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

4.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.

4.SL.2.2 Explore ideas under discussion by drawing on readings and other information.

4.SL.2.3 Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.

Comprehension

4.2L.3.1 Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Presentation of Knowledge and Ideas

4.SL.4.2 Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.

Media Literacy

Learning Outcome

4.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.