Colorado Teacher-Authored Instructional Unit Sample

Unit Title: Relationships Matter!

INSTRUCTIONAL UNIT AUTHORS

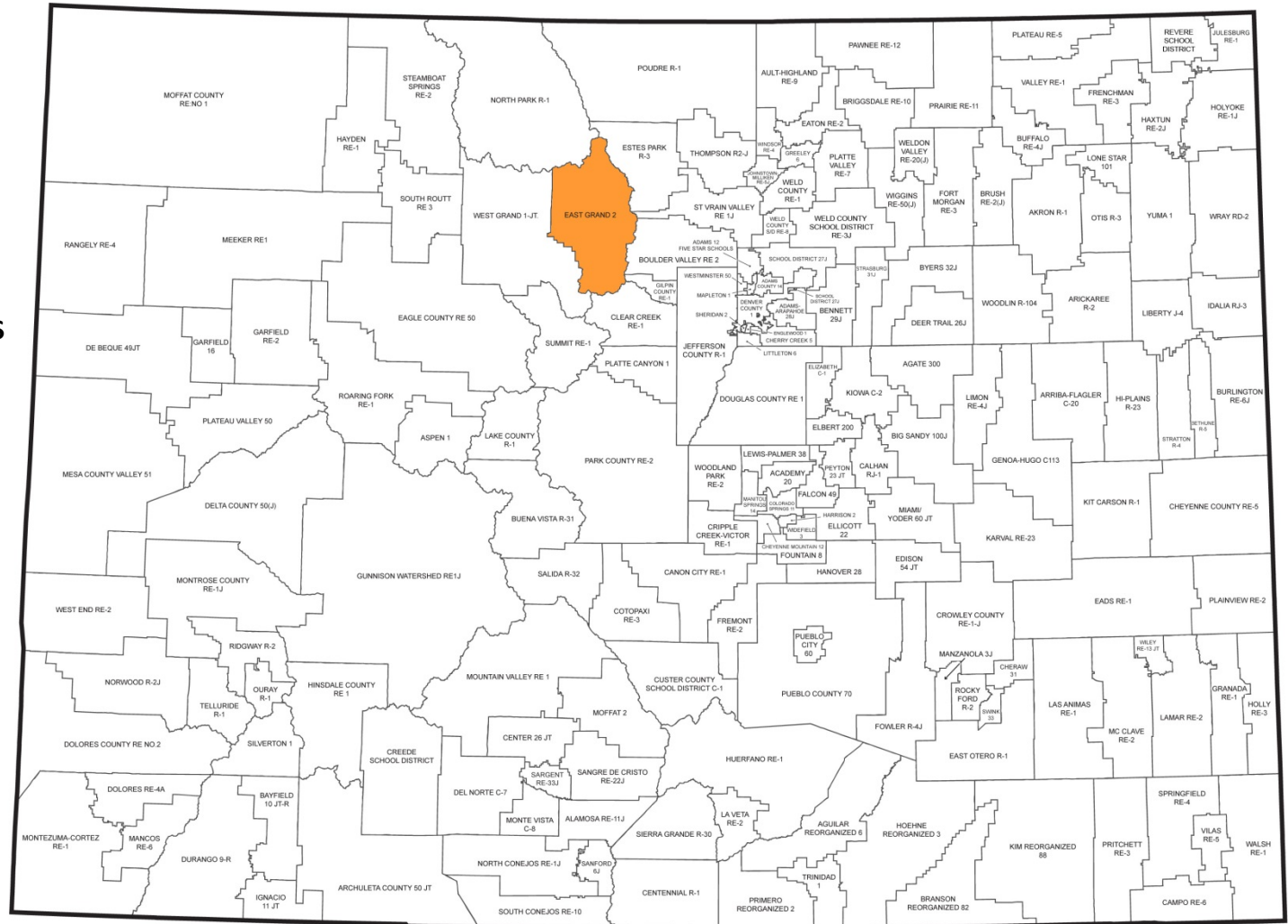### East Grand School District

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This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Integrated Comprehensive Health/Reading, Writing, Communicating	Grade Level	4th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
Emotional and Social Wellness	1. Demonstrate the ability to set a goal to enhance personal nutrition status	CH09-GR.4-S.2-GLE.1
	2. Examine the connection between food intake and physical health	CH09-GR.4-S.2-GLE.2
Prevention and Risk Management	3. Demonstrate skills necessary to prevent a conflict from escalating to violence	CH09-GR.4-S.4-GLE.3
Oral Expression and Listening	1. A clear communication plan is necessary to effectively deliver and receive information	RWC10-GR.4-S.1-GLE.1
Reading, Writing, and Communicating- Reading for All Purposes	1. Comprehension and fluency matter when reading literary texts in a fluent way	RWC10-GR.4-S.2-GLE.1
	2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way	RWC10-GR.4-S.2-GLE.2
	3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills	RWC10-GR.4-S.2-GLE.3
Reading, Writing, and Communicating- Writing and Composition	1. The recursive writing process is used to create a variety of literary genres for an intended audience	RWC10-GR.4-S.3-GLE.1
	2. Informational and persuasive texts use the recursive writing process	RWC10-GR.4-S.3-GLE.2
	3. Correct sentence formation, grammar, punctuation, capitalization, and spelling are applied to make the meaning clear to the reader	RWC10-GR.4-S.3-GLE.3
Reading, Writing, and Communicating- Research and Reasoning	1. Comprehending new information for research is a process undertaken with discipline both alone and within groups	RWC10-GR.4-S.4-GLE.1
	2. Identifying implications, concepts, and ideas enriches reasoning skills	RWC10-GR.4-S.4-GLE.2

Colorado 21st Century Skills
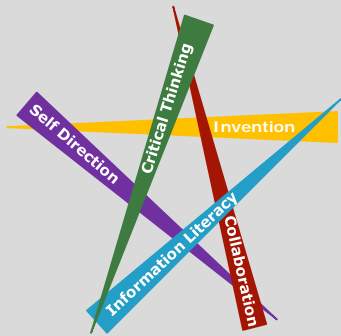
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in Comprehensive Health with other content areas such as Physical Education, Science and Reading, Writing & Communication and Fine arts- forming overlaps in instruction of certain topics in an authentic integrated model.
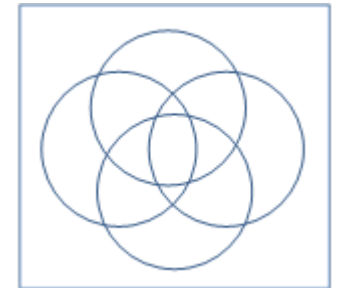
Unit Title	Length of Unit/Contact Hours	Unit Number/Sequence
Relationships Matter!	Teacher's Discretion	Teacher's Discretion

Unit Title	Relationships Matter!		Length of Unit	Teacher's Discretion
Focusing Lens(es)	Relationships/Identity	**Standards and Grade Level Expectations Addressed in this Unit**	CH09-GR.4-S.3-GLE.1 CH09-GR.4-S.3-GLE.2 CH09-GR.4-S.4-GLE.3 RWC10-GR.4-S.1-GLE.1	RWC10-GR.4-S.2-GLE.1 RWC10-GR.4-S.2-GLE.2 RWC10-GR.4-S.2-GLE.3 RWC10-GR.4-S.4-GLE.2
Inquiry Questions (Engaging-Debatable):	- How do family and friends help you in tough times? (CH09-GR.4-S.3-GLE.1-EO.a,c,d;IQ.1) - How are you similar or different from the character in the text? (RWC10-GR.4-S.2-GLE.1-IQ.3) - Do understanding character traits ever help to support/inform relationships? (RWC10-GR.4-S.2-GLE.1-RA.2) - What are the differences between fiction and nonfiction? (RWC10-GR.4-S.2-GLE.1-EO.b.iii; c.ii)			
Unit Strands	Emotional and Social Wellness Prevention and Risk Management Oral Expression and Listening Reading for all Purposes Writing and Composition Research and Reasoning			
Concepts				

RWC		
In content:	**In reading:**	**In writing:**
influence, interaction, persuasion, pressure(s), relationships, value, diversity, connections, conflict, resolution, identity, development	phonics, fluency, vocabulary, comprehension, analyze, infer, summarize, synthesize, characterization	phonics, vocabulary, comprehension, fluency, spelling, word choice, character development, mood, tone
Comprehensive Health:		
Healthy Relationships, Support Systems, Culture, Traditions, Development, Values, Community, Physical and Emotional Reactions, Conflict, Resolution, Diversity		

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Effective reading comprehension relies upon using various reading sub skills, including complex orthographic patterns and morphological roots(RWC10-GR.4-S.2-GLE.3-EO.a,b,e) (RWC10-GR.4-S.2-GLE.3- EO.a,c)	What components of the reading process are causing comprehension issues with your students?	Why does fluency (rate, accuracy, and prosody) increase comprehension and fluency? (S.2-GLE.1-RA.4)

Character traits can often reveal a character's beliefs, values and/or history; readers can identify similarities and differences between themselves and characters from a text. (RWC10- GR.4-S.2-GLE.1-EO.a.ii, iv)	What traits do you share with the main character? What differences are there in your life and that of the character? (RWC10-GR.4-S.2-GLE.2-b.iii) What language or vocabulary would I use to describe myself? (RWC10-GR.4-S.3-GLE.1-RA.2)	How can personal connections with the character help you comprehend the text? How does a character's development through the course of a story change?
Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. Interpersonal support systems can reinforce positive reactions and behaviors. (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.1- GLE.1-RA.1)	What are some ways we can support others' ideas?	How can you build upon other's ideas? How can you present your ideas clearly and effectively? (RWC10-GR.4-S.1-GLE.1-EO.a) and (RWC10-GR.4-S.1- GLE.1-RA.1)
Families, friends, and communities who share cultures, values and traditions can provide (diverse) positive support systems that foster healthy relationships. . (CH09-GR.4-S.3-GLE.1-EO.a,c;IQ.1,2;RA.2;N.1)	What are some support systems found in schools and communities?	What are characteristics of a support system? Why are relationships with friends and family important?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…

- Characteristics of healthy and unhealthy relationships (CH09-GR.4-S.3-GLE.1-EO.a;IQ.1)
- Influences of various cultures and traditions on personal and family development(CH09-GR.4-S.3-GLE.1-EO.c;IQ.3;RA.1;N.1)
- Various types of support systems for boundary skill development (CH09-GR.4-S.3- GLE.1-EO.d,e;IQ.3;RA.1,2;N.1) (CH09-GR.4-S.4-GLE.3-EO.f;N.1,2)
- Conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.1;N.1,2)
- Orthographic patterns and morphological roots. (CCSS: RF.4.3a) (RWC10-GR.4-S.2- GLE.3-EO.a.i)
- Effective reading comprehension strategies and various reading sub skills. (CCSS: RF.4.3a, CCSS: RF.4.4a, CCSS: RF.4.4c) (S.2-GLE.3-EO.a.i; S.2-GLE.3-EO.b.i; S.2- GLE.3-EO.b.iii)
- The ways in which an author creates a character. (RWC10-GR.4-S.2-GLE.1-EO.a.iv)
- Strategies and vocabulary to identify similarities and differences between characters. (RWC10-GR.4-S.2-GLE.1-EO.a.iv; S.2-GLE.2-EO.b.iii)
- The importance of personal experiences for writers. (RWC10-GR.4-S.3-GLE.1-RA.3; N.1) and (RWC10-GR.4-S.3-GLE.1-EO.b)

- Discuss factors that support healthy relationships with friends and family (CH09- GR.4-S.3-GLE.1-EO.a;IQ.1)
- Describe the characteristics of a friend (CH09-GR.4-S.3-GLE.1-EO.b;IQ.2;N.1)
- Discuss how culture and tradition influence personal and family development (CH09-GR.4-S.3-GLE.1-EO.c;IQ.3;RA.1;N.1)
- Describe different kinds of families and family values (CH09-GR.4-S.3-GLE.1-EO.d,e;IQ.3;RA.1,2)
- Demonstrate simple conflict resolution techniques (CH09-GR.4-S.4-GLE.3-EO.a;IQ.1;N.1,2)
- Explain how the body reacts to stress (CH09-GR.4-S.3-GLE.2-EO.b)
- Create the definition of a friend (CH09-GR.4-S.3-GLE.1-EO.b;IQ.2;N.1)
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CCSS.RF.4.3a) (RWC10-GR.4-S.2- GLE.3-EO.a)
- Read grade-level text with purpose and understanding. CCSS.RF.4.4a (RWC10- GR.4-S.2-GLE.3-EO.b.i)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*I will have the ability to analyze the characteristics of a healthy relationship and the importance of boundaries which helps allows a person to develop positive stress management techniques.*
Academic Vocabulary:	Characteristics, Boundaries, Limits, Consequences, Values, Cultures, Traditions, Families, Friends, Diversity, Development, Conflict, Resolution, Community, Healthy Relationships, Character Traits, Personal connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships
Technical Vocabulary:	Support Systems, Emotional Wellness, Diversity, Interpersonal interactions

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.
BLUE	Equal and significant attention is given to techniques, skills, or concepts of both disciplines. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

Unit Description:	This unit allows students to develop knowledge, skills, and relationships in relation to cultures, values, traditions, and beliefs so students can develop positive support systems. Students will recognize that often times, conflict and stress stem from diverse cultures, values, traditions, and beliefs. This unit culminates with a performance assessment of a narrative story. Students will incorporate elements of support systems, healthy relationships addressing diverse cultures, values, traditions, and beliefs as well as incorporating orthography and morphology to create a story. The goal of this unit is to give students the skills of forming healthy relationships, support systems, and conflict resolution regarding diversities.
Considerations:	Students should have an understanding of elements of conflict resolution and how diversity impacts relationships and support systems. Teacher may want to consider local and regional diversities of cultures, traditions, values, and beliefs. It is important during discussions to be mindful of all cultures, family values, and belief systems.
Unit Generalizations	
Key Generalization:	Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. Interpersonal support systems can reinforce positive reactions and behaviors.
Supporting Generalizations:	Families, friends, and communities who share cultures, values and traditions can provide (diverse) positive support systems that foster healthy relationships.
	Character traits can often reveal a character's beliefs, values and/or history; readers can identify similarities and differences between themselves and characters from a text.
	Effective reading comprehension relies upon using various reading sub skills, including complex orthographic patterns and morphological roots.

Performance Assessment: *The capstone/summative assessment for this unit.*	
Integration Continuum Color: GREEN BLUE PINK YELLOW BLUE: Equal and significant attention is given to skills, or concepts in both disciplines. Authentic experiences and media are used	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. Interpersonal support systems can reinforce positive reactions and behaviors.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	You and your group will create a two to three character story about relationships. In your story you have to show how each character's beliefs and values influence their relationships. A conflict based on cultural values and beliefs needs to be identified and explored. This story needs to identify the characters' support systems and who/when they would go to for help. The conclusion of the story needs to show how differences among the characters can enhance positive behaviors, supports and

	interactions. Include correct orthography (e.g. spelling, capitalization, punctuation, hyphenation, quotations, grade level vocabulary, etc.) You will then act out your story to your class.
Product/Evidence: (Expected product from students)	Students will work with a group to create a two to three character story (depending on the size of their group) about relationships. This story needs to include the following: ● Dialogue between characters ● Characteristics of healthy relationships (e.g. friendships, families, peers, etc.) and how they enhance positive behaviors, supports and interactions ● Identification of a how a conflict that occurs as a result of cultural values and beliefs leads to stress affecting relationships. ● Discussion of support systems used and why ● Recognition of a character's belief and values on their relationships ● Application of healthy problem solving skills leads to interpersonal interactions that build positive relationships and personal support systems Students will practice their play in order to reinforce fluency, oral presentation skills, etc. The play must adhere to concepts of morphology and orthography.
Differentiation: (Multiple modes for student expression)	Students may: ● Be purposely grouped ● Present one-on-one to teacher ● Be provided with possible scenarios ● Utilize technology

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
Children of the Longhouse, by Joseph Bruchac: Lexile 950 *Can We Get Along: Dealing With Differences*, by John Burnstein: Lexile 730 *Sweet Land of Liberty,* by Deborah Hopkinson: Lexile 750 *14 Cows for America,* by Carmen Agra Deedy: Lexile 540	*Crash,* by Jerry Spinelli: Lexile 560 *Tales of a Fourth Grade Nothing,* by Judy Blume: Lexile 470 *The Sandwich Shop,* by Queen Rania of Jordan Al Abdullah: Lexile 630 *Everybody Cooks Rice,* by Norah Dooley: Lexile 690 *Throw Your Tooth on the Roof: Tooth Traditions from Around the World,* by Selby Beeler: Lexile 770

Ongoing Discipline-Specific Learning Experiences

| 1. | Description: | Think/work like an author collecting "research" throughout this unit in a notebook showing how beliefs and values influence relationships. | Teacher Resources: | https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans (Random Acts of Kindness Foundation Lesson Plans – Communication and relationships)
http://rak-materials.s3.amazonaws.com/human-rights/RAK-4-Respecting-Beliefs-Opinions:Human-Rights.pdf   (Human Rights)
https://projectwritemsu.wikispaces.com/file/view/graphic+organizers.pdf   (Graphic Organizers to support organization of ideas, structure in narrative and informative writing)
http://www.differencebetween.net/language/difference-between-values-and-beliefs/ |

			(The difference between beliefs and values) https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.htm l (Activities: What are some of my values?)
		Student Resources:	https://www.randomactsofkindness.org/for-educators/free-k-12-lesson-plans (Random Acts of Kindness Foundation Lesson Plans – Communication and relationships) http://rak-materials.s3.amazonaws.com/human-rights/RAK-4-Respecting-Beliefs-Opinions:Human-Rights.pdf (Human Rights) https://projectwritemsu.wikispaces.com/file/view/graphic+organizers.pdf (Graphic Organizers to support organization of ideas, structure in narrative and informative writing) http://www.differencebetween.net/language/difference-between-values-and-beliefs/ (The difference between beliefs and values) https://sielearning.tafensw.edu.au/MCS/CHCAOD402A/chcaod402a_csw/knowledge/values/values.html (Activities: What are some of my values?)
	Skills:	Analyze a specific relationship to determine what beliefs and values influence that particular relationship	Assessment:	Students will compile an "Author's Research" notebook that will be referred to when writing their final story.

Prior Knowledge and Experiences

In this unit students will have a variety of prior knowledge/background experiences in regards to traditions and values thus it is important that the teacher handle learning experiences with sensitivity and thoughtfulness. This unit will build on a presumed student working knowledge of concepts such as cultures, values, traditions, and beliefs and skills surrounding conflict resolution. This unit will scaffold from these concepts and skills to develop and improve skills necessary for building healthy relationships and support systems.

Learning Experience # 1

The teacher may introduce healthy relationships so students can identify what relationships in their own lives are healthy.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.

Generalization Connection(s):	Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. Interpersonal support systems can reinforce positive reactions and behaviors
Teacher Resources:	https://drive.google.com/open?id=1XoGP4ejUHI2K-SD6VIcgA1xD2Wd0GV0pPU4AluRQ578 (Friends Acrostic Poem template) https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5lWqhQWsPsW5PQQ5gj5OBewwgUw&index= 2 (YouTube video Clip: Take a Seat, Make a Friend. 4:52 in length) https://www.youtube.com/watch?v=H7w7yXkJTu0 (YouTube Video: Friendship Soup. 3:12 in length) https://www.youtube.com/watch?v=wTDP-A--BhE (YouTube Video: Movie UP- Making Friends. 4:22 in length) https://www.youtube.com/watch?v=38Sxy5hrej0 (YouTube Video: How Can You Be a Good Friend.2:07 in length)

	https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5lWqhQWsPsW5PQQ5gj5OBewwgUw&index=2 (YouTube video clip: 20 Things We Should Say More Often.3:31 in length) http://www.opheliaproject.org/GirlsRA/Girls45.pdf (The Ophelia Project includes lessons and activities which teach the elements of healthy relationships to 4-5 graders) http://www.readworks.org/passages/maggie-and-mission ("Maggie and the Mission"- a story about helping others) https://learnzillion.com/resources/78761-whipping-boy ("The Whipping Boy"- the story plus up to 39 days of lessons to support the text)	
Student Resources:	https://drive.google.com/open?id=1XoGP4ejUHI2K-SD6VIcgA1xD2Wd0GV0pPU4AluRQ578 (Friends Acrostic Poem template) https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5lWqhQWsPsW5PQQ5gj5OBewwgUw&index=2 (YouTube video Clip: Take a Seat, Make a Friend. 4:52 in length) https://www.youtube.com/watch?v=H7w7yXkJTu0 (YouTube Video: Friendship Soup. 3:12 in length) https://www.youtube.com/watch?v=wTDP-A--BhE (YouTube Video: Movie UP- Making Friends. 4:22 in length) https://www.youtube.com/watch?v=38Sxy5hrej0 (YouTube Video: How Can You Be a Good Friend.2:07 in length) https://www.youtube.com/watch?v=HfHV4-N2LxQ&list=PLvzOwE5lWqhQWsPsW5PQQ5gj5OBewwgUw&index=2 (YouTube video clip: 20 Things We Should Say More Often.3:31 in length)	
Assessment:	Students will complete an "acrostic" worksheet that identifies characteristics of healthy relationships.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: ● Provide partially completed "acrostic" ● Provide a partner ● Provide a word bank of healthy characteristics	Student may: ● Be provided a partially completed "arostic" ● Be provided a partner ● Choose words from a provided word bank
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: ● N/A	Students may: ● Choose higher level terms/vocabulary for the "acrostic" (e.g. relationships, families, communities, etc.)
Critical Content:	● Characteristics of healthy and unhealthy relationships	
Key Skills:	● Discuss factors that support healthy relationships with friends and family ● Describe the characteristics of a friend ● Create the definition of a friend	
Critical Language:	Characteristics, Boundaries, Limits, Families, Friends, Diversity, Development, Healthy Relationships, Personal Connections, Interaction, Relationships	

Learning Experience # 2		
The teacher may discuss support systems so students can begin to analyze who and what are their support systems.		
Integration Continuum Color: GREEN BLUE PINK YELLOW		
Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.		
Generalization Connection(s):	Interpersonal interactions can build positive relationships when individuals listen to and support others' ideas. Interpersonal support systems can reinforce positive reactions and behaviors	
Teacher Resources:	https://drive.google.com/open?id=1hevfWEHkwfDqakJIrLq81tl1jX-i32jbX7st5iCklh (Support System graphic organizer) http://www.pbs.org/parents/education/going-to-school/supporting-your-learner/role-of-parents / (The role of parents as a support system) http://blog.cengage.com/student-success-instructors-describe-top-factors/ (Student Success: Instructors Describe Top Factors)	
Student Resources:	https://drive.google.com/open?id=1hevfWEHkwfDqakJIrLq81tl1jX-i32jbX7st5iCklh8 (Support Systems graphic organizer) https://www.youtube.com/watch?v=hS5CfP8n_js (YouTube video: Monster's Inc. How to Succeed. 55 seconds in length) https://www.youtube.com/watch?v=u8tzswROt70 (YouTube video: Helping each other helps yourself 5 minutes in length)	
Assessment:	Students will complete a support system graphic organizer, identifying various people in their lives that provide support and how they support them.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: ● Give a partially completed support system graphic organizer	Students may: • Be given a partially completed support system graphic organizer • Orally contribute to a support system graphic organizer
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: ● Provide a writing prompt to support systems	Students may: • Write a paragraph describing how support systems influence healthy relationships (providing depth to their "how" in the graphic organizer.
Critical Content:	• Characteristics of healthy and unhealthy relationships • Various types of support systems for boundary skill development	
Key Skills:	• Discuss factors that support healthy relationships with friends and family • Describe the characteristics of a friend • Create the definition of a friend	
Critical Language:	Characteristics, Boundaries, Limits, Families, Friends, Development, Healthy Relationships, Character Traits, Personal Connections, Analyze, Identify, Interaction, Relationships, Support Systems, Emotional Wellness, Interpersonal Interactions	

Learning Experience # 3

<mark>The teacher may review what cultures, values, and traditions are so students can recognize that support systems have diversity in cultures, values, and traditions fostering healthy relationships.</mark>
Integration Continuum Color: GREEN   BLUE   <mark>PINK</mark>   YELLOW
Pink: Work combines some techniques, skills, and concepts from both disciplines, but proficiency is uneven.

Generalization Connection(s):	Families, friends, and communities who share cultures, values and traditions can provide (diverse) positive support systems that foster healthy relationships
Teacher Resources:	https://drive.google.com/open?id=1Rgtb8d6XRehNsFfx4f_4qH_ptYe0g8cDMvlEQhxCpOo (Interview questionnaire) https://drive.google.com/open?id=1BxjOU2ZfHPcUsIZEIjG-FBb07daM3rqUgVMsjvOBQl4 (Support System Graphic Organizer) http://www.readworks.org/passages/deep-roots (Story "Deep Roots" about a Jewish girl and her families' traditions) http://www.readworks.org/passages/lets-celebrate (Informational text "Let's Celebrate" which discussed varied celebrations of culture around the world)
Student Resources:	https://drive.google.com/open?id=1Rgtb8d6XRehNsFfx4f_4qH_ptYe0g8cDMvlEQhxCpOo (Interview Questionnaire) https://drive.google.com/open?id=1BxjOU2ZfHPcUsIZEIjG-FBb07daM3rqUgVMsjvOBQl4 (Support System Graphic Organizer) http://www.readworks.org/passages/deep-roots (Story "Deep Roots" about a Jewish girl and her families' traditions) http://www.readworks.org/passages/lets-celebrate (Informational text "Let's Celebrate" which discussed varied celebrations of culture around the world)
Assessment:	Students will interview an adult and then pair with another student to analyze similarities and differences of cultures, values, and traditions. The student will then list three people who could become a part of their own support system and why.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Give a simplified interview questionnaire	Students may: ● Record interview answers ● Be given a simplified interview questionnaire

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: N/A	Students may: • Write their own interview questions • Write a summary of their interview showing how these diversities influence personal and family development

Critical Content:	• Influences of various cultures and traditions on personal and family development • The importance of personal experiences for writers
Key Skills:	• Discuss how culture and tradition influence personal and family development
Critical Language:	Values, Cultures, Traditions, Families, Friends, Diversity, Healthy Relationships, Personal connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal

	interactions

Learning Experience # 4	
<mark>The teacher may present conflict resolution skills resulting in positive problem solving so students can apply these skills to various situations.</mark> **Integration Continuum Color**: GREEN <mark>BLUE</mark> PINK YELLOW Blue: Equal and significant attention is given to techniques, skills, or concepts in both disciplines. Authentic experiences and media used.	
Generalization Connection(s):	Families, friends, and communities who share cultures, values and traditions can provide (diverse) positive support systems that foster healthy relationships
Teacher Resources:	https://www.youtube.com/watch?v=0DXhwv1bQVA&index=3&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU (YouTube Video: Teaching kids how to resolve conflict with Smurfette's Smurfin' Conflict Adventures. 13:04 in length) https://www.youtube.com/watch?v=EPQjUJFVFC4&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU&index=1 (YouTube Video: Conflict management sample clip Despicable Me. 0:52 in length) https://www.youtube.com/watch?v=Gl3e-OUnavQ&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU&index=2 (YouTube Video: Sesame Street: Robin Williams: Conflict. 2:06 in length) https://www.youtube.com/watch?v=JcOOsy2awIM&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU&index=5 (YouTube Video: Video Excerpt: Conflict Resolution. 0:54 in length) https://www.youtube.com/watch?v=yBRWZef6oks&index=4&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU (YouTube Video: Kelso in Action - Conflict Resolution for Children - Sunburst Visual Media Guidance Trailer. 1:12 in length) https://docs.google.com/document/d/1kWF9f2nnaTFupsfqfl5NsofohIO0DzN4q_pIrv-emKA/edit?pli=1 Conflict Resolution/Negotiation Skills Lesson Plan (Skills lessons) https://docs.google.com/document/d/1QV_DYlGjakNH1sqmW17qv_wN12nuqcZuZ7AexR1ClU4/edit?pli=1 Conflict Resolution/Negotiation Skills Worksheets (Skills worksheets)
Student Resources:	https://www.youtube.com/watch?v=Gl3e-OUnavQ&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU&index=2 (YouTube Video: Sesame Street: Robin Williams: Conflict. 2:06 in length) https://www.youtube.com/watch?v=JcOOsy2awIM&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU&index=5 (YouTube Video: Video Excerpt: Conflict Resolution. 0:54 in length) https://www.youtube.com/watch?v=yBRWZef6oks&index=4&list=PL_6f53aXfarkROY1O13lLYZ6TUzZ4CDsU (YouTube Video: Kelso in Action - Conflict Resolution for Children - Sunburst Visual Media Guidance Trailer. 1:12 in length)
Assessment:	Students will watch a video clip and complete a problem solving worksheet showing how the steps to positively solving a conflict were followed, listing steps used as they watch the video.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: ● Provide student with limited choices for resolution ● Purposeful pairing student	Students may: ● Be provided with limited choices for resolution ● Work with a partner
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: ● Provide opportunity for student to research, present, and discuss video clip	Students may: ● Find a video clip, presents to class, then discusses resolution ● Choose conflict in their own life and analyze possible solutions for that conflict
Critical Content:	● Conflict resolution techniques	
Key Skills:	● Demonstrate simple conflict resolution techniques ● Explain how the body reacts to stress	
Critical Language:	Consequences, Values, Cultures, Traditions, Families, Friends, Diversity, Conflict, Resolution, Healthy Relationships, Character Traits, Personal connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal interactions	

Learning Experience # 5	
The teacher may discuss how stress stemming from conflict can occur from different cultures with different values and traditions so students can recognize how an escalating situation may be deescalated. **Integration Continuum Color**: GREEN BLUE PINK YELLOW Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.	
Generalization Connection(s):	Families, friends, and communities who share cultures, values and traditions can provide (diverse) positive support systems that foster healthy relationships
Teacher Resources:	https://drive.google.com/open?id=1yN3CTIQbBBQVufO5jskFFu2DIaIgBzFo4nTnmuXS9Ss (Stress Cause and Effect graphic organizer to be used in conjunction with stories below) https://www.youtube.com/watch?v=FtYjUv2x65g (YouTube video: If the world were a village of 100 people. 3:11 in length) https://www.youtube.com/watch?v=GvRD2YqBi74 (YouTube video: Spy kids- daughter loses mom and shows anger 3:37 in length0 https://www.youtube.com/watch?v=Ky5Y99wb_00 (YouTube video: Diary of a Wimpy Kid the Cheeze Touch 2:40 in length) https://www.youtube.com/watch?v=etARo877vMo (American Tale: full length movie that tells the story of a "family" moving to America and the cultural strife they encountered. 1 hr 36 minutes) https://www.youtube.com/watch?v=O7fXfCZ4sB4 (The Lion King: remember who you are 3: length) https://www.youtube.com/watch?v=gsusakRf7T8 (Toy Story: Sid learns a lesson: 3:11 in length) http://teacher.depaul.edu/Documents/WhyDidMammaChangeHerMindFiction4thGrade.pdf (Short story - "Why Did Mama Change Her Mind?")

	http://teacher.depaul.edu/Documents/TheQuarterbackfiction4thgrade.pdf (Short story - "The Quarterback") http://teacher.depaul.edu/Documents/TheMissingMoneyfiction4thgrade.pdf (Short story - "The Missing Money") http://teacher.depaul.edu/Documents/TheGiftFiction4thGrade.pdf (Short story - " The Gift")
Student Resources:	http://teacher.depaul.edu/Documents/WhyDidMammaChangeHerMindFiction4thGrade.pdf (Short story - " Why Did Mama Change Her Mind?") http://teacher.depaul.edu/Documents/TheQuarterbackfiction4thgrade.pdf (Short story - "The Quarterback") http://teacher.depaul.edu/Documents/TheMissingMoneyfiction4thgrade.pdf (Short story - "The Missing Money") http://teacher.depaul.edu/Documents/TheGiftFiction4thGrade.pdf (Short story - " The Gift")
Assessment:	Students will read a text and then identify the stresses caused by the conflict. Complete a Cause and Effect organizer Cause and Effect.docx Multiple Cause Effect Chart.docx

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: ● Read *The Sandwich Shop*, by Queen Rania of Jordan Al Abdullah: Lexile 630	Students may: ● Be given one of the Cause/Effects on the organizer ● Be provided a lower level text with the same type of conflict ● Have *The Sandwich Shop,* , by Queen Rania of Jordan Al Abdullah: Lexile 630, read to them
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Provide opportunity for research of current events and discussion of solutions	Students may: • List how they would have solved the conflict differently (e.g. what different support systems could they have used, etc.) • Identify a current event that mimics the conflict and discuss possible healthy solutions

Critical Content:	• Influences of various cultures and traditions on personal and family development • Conflict resolution techniques • Orthographic patterns and morphological roots. • Effective reading comprehension strategies and various reading sub skills • The ways in which an author creates a character
Key Skills:	• Discuss factors that support healthy relationships with friends and family • Describe the characteristics of a friend. • Discuss how culture and tradition influence personal and family development • Describe different kinds of families and family values • Demonstrate simple conflict resolution techniques

	• Explain how the body reacts to stress • Create the definition of a friend • Use combined knowledge of all letter-sound, correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. • Read grade-level text with purpose and understanding
Critical Language:	Characteristics, Boundaries, Limits, Consequences, Values, Cultures, Traditions, Families, Friends, Diversity, Development, Conflict resolution, Community, Healthy Relationships, Character Traits, Personal Connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal Interactions

Learning Experience # 6

The teacher may provide various resources (e.g., news stories, guest speaker, time lapse, videos, and simulations) to illustrate external influences (e.g., culture, weather, human activities) so students can analyze the interdependence of influences on environmental systems. **Integration Continuum Color**: GREEN BLUE PINK YELLOW Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.	
Generalization Connection(s):	Character traits can often reveal a character's beliefs, values and/or history; readers can identify similarities and differences between themselves and characters from a text
Teacher Resources:	https://drive.google.com/open?id=1anJ2CvzeZSkl2CxG5JGK8MNHLoOAfQ87UvM-8s8f3-8 (Character Chart) http://www.naeyc.org/yc/article/the-book-matters (Choosing narrative text that support literary discussion) https://www.ncsu.edu/project/lancet/fourth_grade/Rosa4.pdf (Rosa Parks) http://colegio-rousseau.edu.mx/wordpress/wp-content/uploads/2011/09/Charlottes_Web.pdf (Charlotte's Web by chapters) https://www.youtube.com/watch?v=zS3qOr0zAJg (Charlotte's Web movie clip- Wilbur meets Charlotte 2:41 length) https://www.youtube.com/watch?v=dBtc254NIMc (Finding Nemo: Just keep swimming with Dory) https://www.youtube.com/watch?v=csx0VFclkK0 (Cars 2: bragging: length 5:20)
Student Resources:	https://drive.google.com/open?id=1anJ2CvzeZSkl2CxG5JGK8MNHLoOAfQ87UvM-8s8f3-8 (Character Chart) http://www.naeyc.org/yc/article/the-book-matters (Choosing narrative text that support literary discussion) https://www.ncsu.edu/project/lancet/fourth_grade/Rosa4.pdf (Rosa Parks) http://colegio-rousseau.edu.mx/wordpress/wp-content/uploads/2011/09/Charlottes_Web.pdf (Charlotte's Web by chapters) https://www.youtube.com/watch?v=zS3qOr0zAJg (Charlotte's Web movie clip- Wilbur meets Charlotte 2:41 length) https://www.youtube.com/watch?v=dBtc254NIMc (Finding Nemo: Just keep swimming with Dory) https://www.youtube.com/watch?v=csx0VFclkK0 (Cars 2: bragging: length 5:20)
Assessment:	Students will complete the "Character Chart" worksheet to analyze the values and beliefs of a particular character identifying similarities and differences between the character and themselves, identifying support systems.

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Teacher may: • Provide examples of values and beliefs • Provide EReader Books or be read text	Students may: • Be provided examples of values and beliefs • Be provided EReader books or be read text

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may: • Provide higher level text • Provide research or library time	Students may: • Be provided higher level text • Identify texts that will be good for peers to use in this activity

Critical Content:	● Influences of various cultures and traditions on personal and family development ● Various types of support systems for boundary skill development ● Orthographic patterns and morphological roots ● Effective reading comprehension strategies and various reading sub skills ● The ways in which an author creates a character ● Strategies and vocabulary to identify similarities and differences between characters ● The importance of personal experiences for writers

Key Skills:	• Discuss how culture and tradition influence personal and family development • Describe different kinds of families and family values • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context • Read grade-level text with purpose and understanding

Critical Language:	Characteristics, Boundaries, Limits, Values, Cultures, Traditions, Families, Friends, Diversity, Community, Healthy Relationships, Character Traits, Personal Connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal Interactions

Learning Experience # 7

The teacher may utilize comprehension strategies (e.g. questioning, background knowledge, summarizing, inferences, etc.) so students can analyze the text.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Yellow: Peripheral affective goals are met through the work. Learning id demonstrated in one discipline or the other, but not both.

Generalization Connection(s):	Effective reading comprehension relies upon using various reading sub skills, including complex orthographic patterns and morphological roots
Teacher Resources:	http://bcs.schoolwires.net/cms/lib5/AL01001646/Centricity/Domain/131/Comprehension%20Strategies%20and%20Questioning%20Stems.pdf (Reading Comprehension Strategies)

Student Resources:	http://www.readingrockets.org/article/seven-strategies-teach-students-text-comprehension (Seven Strategies to Teach Students Text Comprehension) http://www.weareteachers.com/blogs/post/2016/02/12/21-anchor-charts-that-teach-reading-comprehension (21 Anchor Charts that Teach Reading Comprehension) http://www.friendshipcircle.org/blog/2015/11/19/5-resources-to-help-your-child-with-reading-comprehension/ (5 Resources to Help your Child with Reading Comprehension)	
Assessment:	Students will complete a "sticky wall" identifying the comprehension strategies used to better understand the text.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Provide lower level text	Students may: • Be provided lower level text
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Provide higher level text	Students may: • Be provided higher level text
Critical Content:	• Orthographic patterns and morphological roots • Effective reading comprehension strategies and various reading sub skills The importance of personal experiences for writers • Strategies and vocabulary to identify similarities and differences between characters	
Key Skills:	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context • Read grade-level text with purpose and understanding	
Critical Language:	Characteristics, Values, Cultures, Traditions, Families, Friends, Diversity, Development, Conflict, Resolution, Community, Healthy Relationships, Character Traits, Personal Connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal Interactions	

Learning Experience # 8
The teacher may utilize comprehension strategies (e.g. questioning, background knowledge, summarizing, inferences, etc.) so students can analyze the text. **Integration Continuum Color**: GREEN BLUE PINK YELLOW Yellow: Peripheral affective goals are met through the work. Learning id demonstrated in one discipline or the other, but not both.
Generalization Connection(s): Effective reading comprehension relies upon using various reading sub skills, including complex orthographic patterns and morphological roots

Teacher Resources:	https://en.wikipedia.org/wiki/Orthography (What is Orthography?) https://en.wikipedia.org/wiki/Morphology_%28linguistics%29 (What is Morphology (linguistics)?) http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Morphology.pdf (What Works: Research into Practice Morphology) https://schooladvisers-studentservices.wikispaces.com/file/detail/TeachingOrthPatterns.doc (A sequence for teaching Orthographic patterns development = learning to read larger letter clusters at once) http://www.fcrr.org/staffpresentations/RHudson/word_work_RF_Longisland_FCRR.pdf (Word work strategies to develop decoding skills for beginning readers)	
Student Resources:	https://en.wikipedia.org/wiki/Orthography (What is Orthography?) https://en.wikipedia.org/wiki/Morphology_%28linguistics%29 (What is Morphology (linguistics)?) http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/WW_Morphology.pdf (What Works: Research into Practice Morphology) https://schooladvisers-studentservices.wikispaces.com/file/detail/TeachingOrthPatterns.doc (A sequence for teaching Orthographic patterns development = learning to read larger letter clusters at once) http://www.fcrr.org/staffpresentations/RHudson/word_work_RF_Longisland_FCRR.pdf (Word work strategies to develop decoding skills for beginning readers)	
Assessment:	While reading their text, students will list five unfamiliar vocabulary words on a chart/poster in classroom. These words will be analyzed for meaning based on orthographic and/or morphological patterns.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process) Teacher may: • Provide lower level text	**Expression** (Products and/or Performance) Students may: • Be provided lower level text • List one to two unfamiliar words
Extensions for depth and complexity:	**Access** (Resources and/or Process) Teacher may: • Provide higher level text	**Expression** (Products and/or Performance) Students may: • Be provided higher level text • Be encouraged to choose multisyllabic words
Critical Content:	• Orthographic patterns and morphological roots • Effective reading comprehension strategies and various reading sub skills	
Key Skills:	• Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context • Read grade-level text with purpose and understanding	
Critical Language:	Analyze, Identify, Similarities, Differences, Compare, Contrast	

Learning Experience # 9

The teacher may identify how stress stemming from conflict can occur from different cultures with different values and traditions so students can recognize when a situation may escalate to conflict over cultural differences.

Integration Continuum Color: GREEN BLUE PINK YELLOW

Green: Active involvement in developmentally appropriate knowledge production results in work that fuses both disciplines.

Generalization Connection(s):	Effective reading comprehension relies upon using various reading sub skills, including complex orthographic patterns and morphological roots
Teacher Resources:	https://www.flocabulary.com/unit/fivethings/video/ (Video: Five Elements of a Story Length 3:42) http://flocabulary.s3.amazonaws.com/pdfs/fivethings-exercises.pdf (Five Elements Worksheet to go with song) http://blog.flocabulary.com/five-elements-of-a-story-lesson/ (Five Elements of a Story website - includes entire lessons to teach all elements) http://www.teachingideas.co.uk/planning-stories/story-plans-worksheets (Story planning graphic organizers) http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors (Using Mentor Texts to Empower Student Authors) http://www.thecurriculumcorner.com/thecurriculumcorner123/2015/09/03/personal-narrative-writing-unit-of-study-updated/ (Teaching Personal Narratives) https://allwritewithme.files.wordpress.com/2013/11/narrative-4-w-title.pdf (Common Core Narrative Grade 4 Writing Rubric) http://www.schrockguide.net/assessment-and-rubrics.html (CCSS Assessment and Rubrics/ Kathy Schrock: How to use technology in teaching)
Student Resources:	https://www.flocabulary.com/unit/fivethings/video/ (Video: Five Elements of a Story Length 3:42) http://flocabulary.s3.amazonaws.com/pdfs/fivethings-exercises.pdf (Five Elements Worksheet to go with song) http://blog.flocabulary.com/five-elements-of-a-story-lesson/ (Five Elements of a Story website - includes entire lessons to teach all elements) http://www.teachingideas.co.uk/planning-stories/story-plans-worksheets (Story planning graphic organizers)
Assessment:	Students will complete a story planning guide to utilize in their Performance Assessment.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Provide a partially complete story plan. • Purposely pair • Work one on one with student	Students may: • Provide a partially complete story plan. • Purposely pair • Work one on one with student

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	Teacher may: • Provide assistance for writing a play. • Provide opportunity for play performance	Students may: • Provide assistance for writing a play. • Provide opportunity for play performance

Critical Content:	- Characteristics of healthy and unhealthy relationships - Influences of various cultures and traditions on personal and family development - Various types of support systems for boundary skill development - Conflict resolution techniques - Orthographic patterns and morphological roots - Effective reading comprehension strategies and various reading sub skills. - The ways in which an author creates a character - Strategies and vocabulary to identify similarities and differences between characters - The importance of personal experiences for writers
Key Skills:	- Discuss factors that support healthy relationships with friends and family - Describe the characteristics of a friend - Discuss how culture and tradition influence personal and family development - Describe different kinds of families and family values - Demonstrate simple conflict resolution techniques - Explain how the body reacts to stress - Create the definition of a friend - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context - Read grade-level text with purpose and understanding
Critical Language:	Characteristics, Boundaries, Limits, Consequences, Values, Cultures, Traditions, Families, Friends, Diversity, Development, Conflict, Resolution, Community, Healthy Relationships, Character Traits, Personal Connections, Analyze, Identify, Similarities, Differences, Compare, Contrast, Interaction, Relationships, Support Systems, Emotional Wellness, Diversity, Interpersonal Interactions