

<b>GRADE:</b> 4	<b>GENRE/UNIT OF STUDY:</b> Energy (Next Generation Science Standards)		
<b># weeks/month:</b> February	<b>Quarter:</b> 3	<b>Extended text:</b> 1	<b>Short text:</b> 3-5
<b>STAGE 1: DESIRED RESULTS</b>			
<b>UNIT QUESTIONS:</b>			
1) What is energy?			
2) How is energy transferred?			
3) How do we use information from a text to explain a process?			
4) How do we use text features from a text (charts, graphs, diagrams, etc...) to help us understand a process?			
<b>CC READING #:</b> RI.4.2, RI.4.4 (Not assessed)			
<b>WRITING FOCUS:</b> Research			
<b>CC WRITING #:</b> W.4.4, W.4.7			
<b>LANGUAGE #:</b> L.4.4, L.4.2a, L.4.2c, L.4.2d			
<b>CC SPEAKING/LISTENING #:</b> SL.4.1c, SL.4.2, SL.4.4			
<b>CC READING FOUNDATION #:</b> RF.4.4a			
<b>STAGE 2: ASSESSMENT EVIDENCE</b>			
<b>ONGOING FORMATIVE ASSESSMENTS:</b>			
Question box or question board (using post-it notes)			
Entrance/exit slips			
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>			
<b>WEEKLY-</b> Vocabulary quiz, Reading response entries			
<b>MONTHLY-</b> Cumulative vocabulary quiz (include Q1 and Q2)			
<b>STAGE 3: LEARNING PLAN</b>			
<b>POSSIBLE TOPICS:</b> Sound, Electricity, Light, Heat, and Electric Current			
<b>ACADEMIC VOCABULARY:</b> summarize, energy, transfer, process (teachers will add additional vocabulary depending on possible topic(s) chosen)			
<b>COMPREHENSION STRATEGY #1:</b> Inferring			
<b>COMPREHENSION STRATEGY #2:</b> Questioning (Optional)			
<b>READING RESPONSE FOCUS:</b> Explain the information you gathered from the text and/or text features to understand energy and how it is transferred. Example: Use a visual aide or graphic organizer (schematic drawing or a poster of a process) such as Label the parts of a Circuit.			
<b>POSSIBLE FICTION TEXTS:</b> N/A			
<b>POSSIBLE NONFICTION TEXTS:</b>			
Short text: Science Stories, Reading Room Resources, Reading A-Z			

Extended text: Biography of a scientist (Thomas Edison, Alexander Graham Bell, etc.)

<b>GRADE:</b> 4	<b>GENRE/UNIT OF STUDY:</b> Mythology		
# weeks/month: March mini-books & greek Myth Plays	Quarter: 3	Extended text: 0	Short text: 4-8 / 15 Greek Mythology
<b>STAGE 1: DESIRED RESULTS</b>			
<b>UNIT QUESTIONS:</b>			
1) What is mythology?			
2) What do words and phrases from mythology mean?			
3) How do we determine the author's message or theme in mythology?			
<b>CC READING #:</b> RL4.2, RL4.4			
<b>WRITING FOCUS:</b> Write about your favorite myth and the main character.			
<b>CC WRITING #:</b> W4.2d			
<b>LANGUAGE #:</b> RL4.5b, RL4.5c			
<b>CC SPEAKING/LISTENING #:</b> Not assessed			
<b>CC READING FOUNDATION #:</b> RF4.4a			
<b>STAGE 2: ASSESSMENT EVIDENCE</b>			
<b>ONGOING FORMATIVE ASSESSMENTS:</b>			
Oral questioning			
Mythology picture drawing dictionary			
<b>SUMMATIVE ASSESSMENTS (GRADED):</b>			
<b>WEEKLY-</b> Vocabulary quiz, Reading response entries			
<b>MONTHLY-</b> Cumulative vocabulary quiz (include words from Q1, Q2, and Q3 January and February)			
<b>STAGE 3: LEARNING PLAN</b>			
<b>ACADEMIC VOCABULARY:</b> theme, summarize, mythology, idiom, adages/proverbs			
<b>COMPREHENSION STRATEGY #1:</b> Recalling			
<b>COMPREHENSION STRATEGY #2:</b> Analyzing (Optional)			
<b>READING RESPONSE FOCUS:</b> What in the author's message of the story and why?			
<b>POSSIBLE FICTION TEXTS:</b> Scholastic Myth Anthologies			
<b>POSSIBLE NONFICTION TEXTS:</b> N/A			