

UNIT I

THE FIRST TRUMPETER

CURRICULUM MAP

| SUMMARY & OBJECTIVES | LEARNING ACTIVITIES (selected) | ASSESSMENTS | CURRICULUM STANDARDS | | | |
|---|--|---|---|---|--|---|
| | | | National Core Arts Standards & NAfME (PreK-8) | National Curriculum Standards for Social Studies (Early Grades) | Common Core Standards (K-5) & Next Generation Science Standards (K-5) | Social and Emotional Learning Competencies (SEL) |
| <p>SUMMARY</p> <p>At the start of Unit I, students will learn how Ragnar first discovered that he could make lip-blown sounds, and comprehend the possible impact of these sounds on hearers. Students will consider other prehistoric sounds and objects that might have been used for sound production, and produce lip-blown sounds of their own. They will also explore the question, “who was the first trumpeter?”</p> <p>Key Word:</p> <ul style="list-style-type: none"> Resonate <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> Think about the sound world of our prehistoric ancestors Identify naturally occurring objects which might have been used for sound production Understand the nature of lip-blown instruments; their characteristics and how they work Produce lip-blown sounds using a variety of objects Contemplate the impact of lip-blown sounds on hearers (both animal and human) in prehistoric times Consider other possible uses for lip-blown instruments around the world | <p>Students should read, or listen online, to UNIT I: The First Trumpeter and answer the following question:</p> <p>Q. What kinds of sounds did prehistoric people hear in daily life? A. Sounds of nature such as birds and animals, wind, rain, thunder, and insects.</p> <p>Now, ask students to imagine a place where they could only hear the sounds of nature. Draw attention to the absence of modern sounds such as bells, the hum of electricity, machines, ring tones, televisions, cars and sirens. Ask students (if they have not already mentioned it), “what about talking, or human sounds?” Invite students to make sounds with their voice, tongue, and lips that they think prehistoric people may have used to communicate. Make sure that lip vibration is one of them, pointing out that blowing raspberries is one of the first sounds that babies make.</p> <p>Act out Ragnar’s interaction with a bone trumpet or other simple trumpet for students using the vocalizations mentioned above, eventually making the bone resonate with lip-vibration. Point out that this sound would have been very different from the sounds prehistoric people heard in nature.</p> <p>Review the Key Word resonate and relate it to vocalization. Invite students to sing different vowels to explore the resonant potential of their voices: “HMMMMM, AHHHHH, OHHHHH, EEEEEEE”</p> | <p>KNOWLEDGE-BASED/ FORMATIVE</p> <p>Student Short-Answer Quiz can be downloaded online at: www.bfbresources.com/teacher-resources/assessments-data-collection/</p> <ol style="list-style-type: none"> What is a lip-blown instrument and how do you make a sound on it? What types of materials can lip-blown instruments be made of? How do you make different notes on a lip-blown instrument? Name some lip-blown instruments that are used in bands and orchestras today. Name some lip-blown instruments that were used by people from the past (2000+ years ago) What do you think people from the past used lip-blown instruments for? | <p>MUSIC</p> <p>Connecting: Anchor Standard #1 I Relate musical (artistic) ideas and works with varied context to deepen understanding.</p> <p>Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>Essential Question How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? See <i>MU:Cn1 I.0.2a</i></p> <p>Demonstrate understanding of relationships between music, and other arts, other disciplines, varied contexts and daily life. See also: <i>MU:Cn1 I.0.3a</i> <i>MU:Cn1 I.0.4a</i> <i>MU:Cn1 I.0.5a</i></p> <hr/> <p>VISUAL ARTS</p> <p>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s) What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> | <p>TIME, CONTINUITY, AND CHANGE #2</p> <p>Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p> <p>Questions for Exploration: What questions are important to ask about the past? What happened in the past? How do we know about the past? How was life in the past similar to and different from life today?</p> <p>Knowledge: The learners will understand: The study of the past is the story of communities, nations, and the world; Key concepts such as: past, present, future, similarity, difference, and change; That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</p> <p>Processes: Learners will be able to:</p> <ul style="list-style-type: none"> Use a variety of sources to learn about the past; Describe how people in the past lived, and research their values and beliefs; <p>Products: Learners demonstrate understanding by: Constructing timelines that indicate an understanding of a sequence of events; Writing stories and descriptions about life in the past.</p> <p>See also “People, Places, and Environments” #3 and “Culture” #1</p> | <p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <hr/> <p>MATH N/A</p> <hr/> <p>SCIENCE (grades K-4) Earth and Human Activity ESS3-1 - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.</p> <p>Waves and Their Applications in Technologies for Information Transfer PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. PS4-4 - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> | <p>Self-Awareness The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately access one’s strengths and limitations, with a well grounded sense of confidence, optimism, and a “growth mindset.”</p> <p><i>Students will be able to...identify their interests and strengths, and build on those.</i></p> <p>Social Awareness The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p><i>Students will be able to...put themselves in another’s shoes, see the other person’s point of view, and understand the other person’s thoughts and feelings and why they might feel that way.</i></p> <p>Self-Management The ability to successfully regulate one’s emotions, thoughts, and behaviors in difficult situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p><i>Students will be able to...motivate oneself. Students will be able to monitor and sustain progress toward goal achievement, using motivational strategies and celebrating success.</i></p> |

CHAPTER I HOW TO PLAY A BISON HORN

| SUMMARY & OBJECTIVES | LEARNING & PLAYING ACTIVITIES (selected) | PLAYING ASSESSMENTS | CURRICULUM STANDARDS | | | |
|--|--|--|---|---|---|---|
| | | | National Core Arts Standards & NAfME (PreK-8) | National Curriculum Standards for Social Studies (Early Grades) | Common Core Standards (K-5) & Next Generation Science Standards (K-5) | Social and Emotional Learning Competencies (SEL) |
| <p>SUMMARY</p> <p>In Chapter I, students will find out how Ragnar turned a broken bison horn into a lip-blown instrument, how its shape resulted in a louder sound, and how that sound became useful for communication. Students will learn the role that posture, embouchure formation, and breathing play in sound production while they begin to learn how to play.</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Aperture • Embouchure • Inhale • Posture <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Understand how tubes of different lengths create higher and lower sounds • Learn how a conical shape helps make the sound louder • Experience how correct posture facilitates efficient use of the respiratory system • Identify the characteristics of embouchure • Perform the sequence of events necessary for sound production • Learn about safety & hygiene issues related to playing lip-blown instruments | <p>Ask students to read, or listen online to Chapter I: How to Play a Bison Horn. Demonstrate lip vibration into tubes of different lengths, and discuss why shorter ones sound higher than longer ones.</p> <p>Ask students why they think the bison horn sound was louder than the bone trumpet. Explain that the shape of the horn, gradually expanding throughout its length, helps the sound to travel more efficiently, making it sound louder than the bone trumpet.</p> <p>Ask students to read Reality Check! and explain that in order to become good at playing, they will need to experiment with things like posture, embouchure, and breathing to learn what works best for them.</p> <p>Complete the Playing Activities associated with How to Make a Sound!, including: Get Ready: Check Your Posture, Get Set: Check Your Embouchure, and Play! Count, Breathe, and Blow!</p> <p>Discuss Practice Tips!, especially the importance of finding a “practice cave” to help reduce distractions.</p> | <p>UNIT I Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT I Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p> | <p>MUSIC</p> <p>Creating Anchor Standard #1 Generate musical ideas for various purposes and contexts.</p> <p>Enduring Understanding The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</p> <p>Essential Question How do musicians generate creative ideas? See <i>MU:Cr.I.1.2a-5a</i></p> <p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See <i>MU:Pr.5.1.2b-5b</i></p> <p>Connecting Anchor Standard #11 Relate musical ideas...with varied context to deepen understanding.</p> <p>Enduring Understanding Understanding connections to varied contexts and daily life enhances musicians’ creating...</p> <p>Essential Question How do...other contexts, and daily life inform creating and performing, and responding to music? See: <i>MU:Cn1.1.0.2a-5a</i></p> <hr/> <p>VISUAL ARTS N/A</p> | <p>TIME, CONTINUITY, AND CHANGE #2</p> <p>Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.</p> <p>Questions for Exploration: What questions are important to ask about the past? What happened in the past? How do we know about the past? How was life in the past similar to and different from life today?</p> <p>Knowledge: The study of the past is the story of communities, nations, and the world; Key concepts such as: past, present, future, similarity, difference, and change; That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</p> <p>Processes: Learners will be able to:</p> <ul style="list-style-type: none"> • Use a variety of sources to learn about the past; • Describe how people in the past lived, and research their values and beliefs; <p>Products: Learners demonstrate understanding by: Constructing timelines that indicate an understanding of a sequence of events; Writing stories and descriptions about life in the past.</p> <p>See also: “People, Places, and Environments” #3 and “Culture” #1</p> | <p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <hr/> <p>MATH N/A</p> <hr/> <p>SCIENCE (grades K-2) Waves and Their Applications in Technologies for Information Transfer PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. PS4-4 - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> | <p>Self-Awareness The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately access one’s strengths and limitations, with a well grounded sense of confidence, optimism, and a “growth mindset.”</p> <p><i>Students will be able to... identify their interests and strengths, and build on those. Demonstrate interest in trying new things.</i></p> <p>Responsible Decision-Making The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p> <p><i>Consider ethical standards, safety concerns, and social norms as they impact decision-making.</i></p> |

CHAPTER 2 PRACTICE, PRACTICE, PRACTICE!

CURRICULUM MAP

| SUMMARY & OBJECTIVES | LEARNING & PLAYING ACTIVITIES (selected) | PLAYING ASSESSMENTS | CURRICULUM STANDARDS | | | |
|---|---|--|--|--|---|--|
| | | | National Core Arts Standards & NAfME (PreK-8) | National Curriculum Standards for Social Studies (Early Grades) | Common Core Standards (K-5) & Next Generation Science Standards (K-5) | Social and Emotional Learning Competencies (SEL) |
| <p>SUMMARY</p> <p>In Chapter 2, students will learn about Ragnar's newly found uses for his bison horn and why it became necessary for him to practice the technical aspects of playing as well as the calls and signals in order to provide a reliable form of communication. Students will also learn about the caves where Paleolithic people lived and the sound probably played in them. This leads to the introduction of the Practice Cave pages in each chapter, where students learn how to play, either by listening to their teacher or by using online resources.</p> <p>Key Words:</p> <ul style="list-style-type: none"> • Articulation • Improvise • Pitch <hr/> <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> • Draw connections between making a space resonate and making a horn resonate • Understand the importance of regular practice with repetition • Learn how the Practice Cave pages in the book are structured and how to access corresponding resources. • Identify places suitable for their own practice • Practice long note and articulation exercises, improvisations, and assigned pieces | <p>As students read, or listen online to Chapter 2: Practice, Practice, Practice! Discuss Key Words articulation and improvise as they relate to Ragnar practicing in his practice cave.</p> <p>Ask students to improvise a signal to warn people of danger. Allow them all to play at the same time for a few minutes to try out their ideas, and then ask a volunteer to play their signal for the class. See if the student can repeat it in the same way, and then ask another student to try and copy it. Use this exercise to explain why it was important for Ragnar to practice signals until he could play them the same way every time.</p> <p>Review Key Words resonate and pitch and then read Reality Check! and Did you Know? Ask students if they have ever discovered a resonant sound in a room that contains hard surfaces, such as a bathroom or a long, tiled hallway. Encourage them to find such spaces in their own homes, or elsewhere and vocalize, moving the pitch of their voice up and down until they hear a strong resonance or an echo. Relate this to the way in which they make a pitch resonate in a simple tube, horn, or trumpet.</p> <p>Introduce students to the elements of the Practice Cave and show them how to locate corresponding For Music Readers pages that provide the music in notation. Show students how to access online resources at practicecave.com, and then complete the Learning Activities associated with Long Note Exercises, Articulation Exercises, Improvise, and Make Music! pieces.</p> | <p>UNIT 1 Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT 1 Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p> | <p>MUSIC</p> <p>Creating Anchor Standard #1 Generate musical ideas for various purposes and contexts.</p> <p>Enduring Understanding The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question How do musicians generate creative ideas? See <i>MU:Cr.1.2a-5a</i></p> <p>Rehearse, Evaluate, Refine Anchor Standard #5 Evaluate and refine personal... performances, individually or in collaboration with others.</p> <p>Enduring Understanding To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criterion.</p> <p>Essential Question How do musicians improve the quality of their performance? See <i>MU:Pr.5.1.2b-5b</i></p> <p>VISUAL ARTS</p> <p>Connecting Anchor Standard #1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding People develop ideas and understandings or society, culture, and history through their interactions with and analysis of art.</p> <p>Essential Question(s) How does art help us understand the lives of people of different times, places, and cultures?</p> | <p>TIME, CONTINUITY, AND CHANGE #2 Through the study of the past and its legacy, learners examine institutions, values, and beliefs</p> <p>Questions for Exploration: What questions are important to ask about the past? What happened in the past? How do we know about the past? How was life in the past similar to and different from life today?</p> <p>Knowledge: The study of the past is the story of communities, nations, and the world; Concepts such as: past, present, future, similarity, difference, and change; That historical events occurred in times that differed from our own, but have lasting consequences for the present and future</p> <p>Processes: Learners will be able to:</p> <ul style="list-style-type: none"> • Use a variety of sources to learn about the past; • Describe how people in the past lived, and research their values and beliefs; <p>Products: Learners demonstrate understanding by: presenting findings in oral, written, visual or electronic formats</p> <p>See also: "People, Places, and Environments" #3 and "Culture" #1</p> | <p>ENGLISH LANGUAGE ARTS (grade 4) Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <hr/> <p>MATH N/A</p> <hr/> <p>SCIENCE (grades K-2) Waves and Their Applications in Technologies for Information Transfer PS4-1 - Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate. PS4-4 - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p> | <p>Self-Awareness The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior: The ability to accurately access one's strengths and limitations, with a well grounded sense of confidence, optimism, and a "growth mindset."</p> <p><i>Students will be able to... identify their interests and strengths, and build on those. Demonstrate interest in trying new things.</i></p> <p>Relationship Skills The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p><i>Students will be able to... give and receive constructive feedback. Contribute to the achievement of group goals.</i></p> |

CHAPTER 3 STUMBLING ON H2

| SUMMARY & OBJECTIVES | LEARNING & PLAYING ACTIVITIES (selected) | PLAYING ASSESSMENTS | CURRICULUM STANDARDS | | | |
|--|---|---|---|--|--|---|
| | | | National Core Arts Standards & NAfME (PreK-8) | National Curriculum Standards for Social Studies (Early Grades) | Common Core Standards (K-5) & Next Generation Science Standards (K-5) | Social and Emotional Learning Competencies (SEL) |
| <p>SUMMARY</p> <p>In Chapter 3, students will learn about the use of early musical instruments for hunting, and think about possible origins of rhythmic and melodic music. They will discuss the ability of lip-blown instruments of increasing length to play more notes and discuss the harmonic series of the natural trumpet. As students begin to experiment with variables associated with navigating the harmonic series, they will learn how to articulate in both a detached and connected (staccato and legato) manner, enabling them to play song-like and march-like music.</p> <p>Key Words:</p> <ul style="list-style-type: none"> Melodic Rhythmic <p>OBJECTIVES</p> <p>Students will:</p> <ul style="list-style-type: none"> Understand why Ragnar's bison horn was important to the well-being of his group Learn how to play loudly Consider how and why the stick trumpet could play two notes Experiment with the variables associated with moving between notes of the harmonic series Contemplate the origins of rhythmic and melodic music Learn how to play in a march-like and song-like manner | <p>After reading or listening online to Chapter 3: Stumbling on H2, ask students how Ragnar's horn made the bison stampede. Then demonstrate making a loud sound and ask students to repeat. Ask students if their sound loud enough to frighten a herd of bison and discuss other musical instruments that have their origins in hunting.</p> <p>Discuss the Key Word rhythmic as it relates to Ragnar's story. Ask students to imagine carrying a heavy load through a forest playing their trumpets. Use this activity to help prepare students to improvise music for marching home.</p> <p>Discuss the fact that the stick trumpet could play two notes and have students look over "What's a Natural Trumpet?" and "It's All Greek to Me!" pointing out that longer trumpets play more notes.</p> <p>Discuss the key word melodic as it relates to Ragnar's story, and discuss how melodic music is different from marching music.</p> <p>Go over variables associated with navigating the harmonic series and let students try each one during classtime.</p> <p>Complete Playing Activities in the Practice Cave including: Long Note, Harmonic Note, and Articulation Exercises, as well as Improvise and Make Music! pieces as indicated.</p> <p>Use online Listen & Play sound files in the classroom to help students learn how to use them at home.</p> | <p>UNIT I Teaching Rubric</p> <p>Posture Embouchure Breathing Sound Production Articulation Harmonic Series Pitch Accuracy Music Making</p> <p>UNIT I Student Self-Evaluation Rubric</p> <p>Long Note Exercises Articulation Exercises Harmonic Note Exercises Make Music!</p> <p>KNOWLEDGE-BASED ASSESSMENT/ SUMMATIVE</p> <p>Student Short-Answer Quiz can be downloaded online at: www.bfbresources.com/teacher-resources/assessments-data-collection/</p> <ol style="list-style-type: none"> What is a lip-blown instrument and how do you make a sound on it? What types of materials can lip-blown instruments be made of? How do you make different notes on a lip-blown instrument? Name some lip-blown instruments that are used in bands and orchestras today. Name some lip-blown instruments that were used by people from the past (2000+ years ago) What do you think people from the past used lip-blown instruments for? | <p>MUSIC</p> <p>Creating Anchor Standard #1 Generate musical ideas for various purposes and contexts.</p> <p>Enduring Understanding The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>Essential Question How do musicians generate creative ideas? <i>See MU:Cr.1.1.2a-5a</i></p> <p>Creating Anchor Standard #2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>Essential Question How do musicians make creative decisions? <i>See MU:Cr.2.1.2a-4a</i></p> <p>VISUAL ARTS</p> <p>Creating: Anchor Standard #1 Generate and conceptualize artistic ideas and work.</p> <p>Enduring Understanding Creativity and innovative thinking are essential life skills that can be developed.</p> <p>Essential Question(s) What conditions, attitudes, and behaviors support creative and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?</p> | <p>PEOPLE, PLACES, AND ENVIRONMENTS # 3</p> <p>This theme helps learners to develop their spatial views and perspectives of the world, and to understand the relationships between people, places, and environments. Learners examine where people, places, and resources are located, why they are there, and why this matters. They explore the effects of the environment on human activities, and the impact of these activities on the environment. This area of study is crucial to informed civic decision-making about human-environmental relationships.</p> <p>Questions for Exploration: Why do people move? What are the physical and human characteristics of place? How do people change the environment, and how does the environment influence human activity?</p> <p>Knowledge: Physical changes in community, state, and region, such as seasons, climate, and weather, and their effect on plants and animals.</p> <p>Processes: Learners will be able to: Investigate relationships among people, places, and environments in the school community, state, region, and world through the use of atlases, data bases, charts, graphs, maps and geospatial technologies.</p> <p>Products: Learners demonstrate understanding by: Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p>See also: "Culture" #1 and "Time, Continuity and Change" #2</p> | <p>ENGLISH LANGUAGE ARTS (grade 4)</p> <p>Reading: Literature & Informational Text 4.1-3 – Key Ideas and Details; 4.4-6 – Craft and Structure; 4.7-9 – Integration of Knowledge and Ideas</p> <p>Reading: Foundational Skills 4.3a – Phonetics and Word Recognition; 4.4 (a) (b) (c) – Fluency.</p> <p>Language 4.3 - Knowledge of Language; 4.4 - Vocabulary Acquisition and Use</p> <p>Speaking & Listening 4.1 - Comprehension and Collaboration; 4.4 - Presentation of Knowledge and Ideas</p> <p>Writing 4.3 - Text Types and Purposes</p> <p>MATH (grade 3)</p> <p>Numbers and operations - Fractions NFA.3A & NFA.3B - Develop understanding of fractions as numbers</p> <p>SCIENCE (grades K-4)</p> <p>Matter and Its Interactions PS1-1 - Develop a model to describe that matter is made of particles too small to be seen.</p> <p>Energy PS3.2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat and electric currents.</p> | <p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.</p> <p>The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p> <p><i>Students will be able to...put themselves in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings and why they might feel that way.</i></p> <p>Self-Management</p> <p>The ability to successfully regulate one's emotions, thoughts, and behaviors in difficult situations-effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.</p> <p><i>Students will be able to...motivate oneself. Students will be able to monitor and sustain progress toward goal achievement, using motivational strategies and celebrating success.</i></p> <p>Relationship Skills</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p> <p><i>Students will be able to...give and receive constructive feedback. Contribute to the achievement of group goals.</i></p> |