



# Tales of the Heart

4<sup>th</sup> Grade Unit 1

## Unit Planning Team-

Kristy Brown (GF)  
Della Hutcheson (ES)  
Carla Gonzalez (ES)  
Lucy Minardi (GF)  
Jennifer Reddick (NS)  
Sabrina Sidani (BG)  
Krista Roth (BG)



## Social Studies Integration Team-

Sandy Compton (LW), Trisha Grayson (OW), Susan  
Huntington (FT), Anne Saullo (GH), Renee Simpson  
(JM), Susan Harp (JD), Kara Davis (JM)



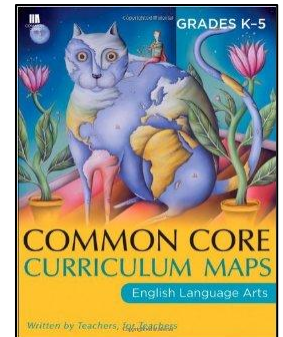
# Tales of the Heart

## Essential Questions

***How do authors reveal what a text says?***

***Why is summarizing important in real life?***

***How does text reveal what we have in common?***


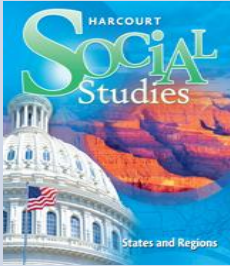


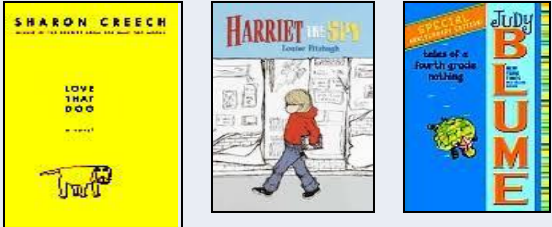

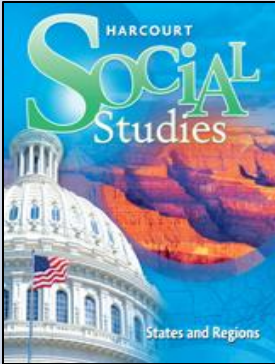
# Unit 1 - Social Studies

## ELA Unit 1- Tales of the Heart

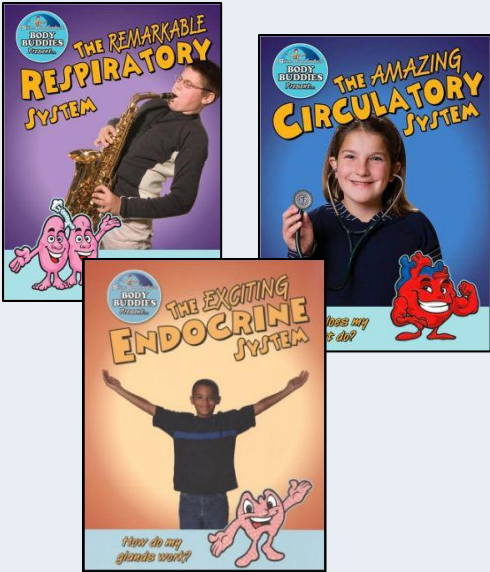
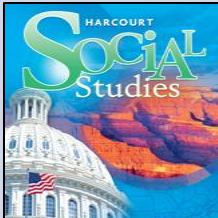
4 Weeks

| Civics/Government  |
|--|
| Civics and Political Institutions  |
| C.1.4.1 Explain the purpose of the founding documents including the Declaration of Independence, U.S. Constitution, and the Bill of Rights |
| C.1.4.2 Examine responsibilities and powers of government officials at various levels and branches of local and state governments          |
| C.1.4.3 Examine the origins, functions, and structure of state and federal government  |
| Participation and Deliberation   |
| C.2.4.1 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship                             |
| C.2.4.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for Arkansas and American Flags         |
| C.2.4.3 Evaluate changes in citizens' rights and responsibilities over time  |
| C.2.4.4 Use deliberate processes when making decisions and acting upon civic problems  |
| Processes, Rules, and Laws   |
| C.3.4.1 Examine the creation and enforcement of rules and laws at the state level  |
| C.3.4.2 Evaluate reciprocal relationships between people and rules, laws, and policies   |
| History  |
| Chronology, Change Over Time, and Contextualization  |
| H.12.4.2 Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level  |

| Week  | Standards  | Texts   |
|---|--|---|
| <b><i>How do authors reveal what a text says?</i></b> |  |   |
| <b>1 &amp; 2</b>                                      | <p>Refer to details (RL.4.1)</p> <p>Describe <u>character</u>, setting, or events (RL.4.3)</p> <p>Determine meaning of words/phrases (RL.4.4)</p> <p>Use context clues (L.4.4a)</p> <p>Produce clear and coherent writing (W.4.4)</p> <p>Come to discussion prepared (SL.4.1a)</p> <p>Follow agreed upon rules for discussions (SL.4.1b)</p> <p>Antonyms &amp; synonyms (L.4.5c)</p>   |    |
| <b>Social Studies</b>                                 | <p><b>C.2.4.1</b> Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship</p> <p><b>C.2.4.2</b> Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for Arkansas and American Flags</p> <p><b>C.3.4.1</b> Examine the creation and enforcement of rules and laws at the state level</p> <p><b>C.3.4.2</b> Evaluate reciprocal relationships between people and rules, laws, and policies</p> | <p>*Relate to establishing Classroom Rules &amp; Procedures</p> <p>*4<sup>th</sup> Grade Social Studies Text</p> <p>Citizenship: 141, 192-193, 344-345</p>  |

| Week   | Standards  | Texts  |
|--|--|--|
| <p><b><i>How do authors reveal what a text says?</i></b></p> <p><b><i>Why is summarizing important in real life?</i></b></p> |  |  |
| <p><b>3</b></p>  | <p>Refer to details (RL.4.1)</p> <p>Summarize (RL.4.2)</p> <p>Describe <u>character</u>, setting, or events (RL.4.3)</p> <p>Determine meaning of words/phrases (RL.4.4)</p> <p>Produce clear and coherent writing (W.4.4)</p> <p>Form and use progressive verb tenses (L.4.1b)</p> <p>Form and use prepositional phrases (L.4.1e)</p> <p>Formal English vs. informal discourse (SL.4.6)</p> <p>Choose words &amp; phrases to convey ideas (L.4.3)</p> <p>Add audio recordings &amp; visuals (SL.4.5)</p> |  <p>Sections of</p>  |
| <p><b>Social Studies</b></p>   | <p><b>C.2.4.3</b> Evaluate changes in citizens' rights and responsibilities over time</p> <p><b>C.2.4.4</b> Use deliberate processes when making decisions and acting upon civic problems</p> <p><b>L.4.1a</b> Use relative pronouns (who, whose, which, that)</p>   | <p>*4<sup>th</sup> Grade Social Studies Text p. 40-55, 80-82, 120-123, 208</p>                         |



| Week   | Standards  | Texts  |
|--|--|--|
| <b><i>How does text reveal what we have in common?</i></b> |  |  |
| <b>4-5</b>   | <p>Refer to details (RI.4.1)<br/> Determine main idea (RI.4.2)<br/> Determine meaning of words/phrases (RI.4.4)<br/> Informative/Explanatory Writing (W.4.2.a,b,d,e)<br/> Produce complete sentences (L.4.1f)<br/> Use correct capitalization (L.4.2a)<br/> Produce clear and coherent writing (W.4.4)<br/> Planning, revising, editing (W.4.5)<br/> Recall information, gather information, take notes (W.4.8)</p> <p>Report on a topic (SL.4.4)<br/> Pose &amp; Respond to questions to clarify or follow up (SL.4.1c)<br/> Review key ideas &amp; explain own ideas (SL.4.1d)</p> <p>Use Greek &amp; Latin affixes &amp; roots (L.4.4b)<br/> Consult reference materials (L.4.4c)<br/> Acquire and use vocabulary (L.4.6)</p> |   |
| <b>Social Studies</b>                                      | <p><b>C.1.4.1</b> Explain the purpose of the founding documents including the Declaration of Independence, U.S. Constitution, and the Bill of Rights</p> <p><b>C.1.4.2</b> Examine responsibilities and powers of government officials at various levels and branches of local and state governments</p> <p><b>C.1.4.3</b> Examine the origins, functions, and structure of state and federal government</p> <p><b>H.12.4.2</b> Interpret timelines that show relationships among people, events, and movements at the local, state, regional, or national level</p>   | <p><i>*Constitution Day on September 17<sup>th</sup></i><br/> <i>*4<sup>th</sup> Grade Social Studies Text p. 40-55, 80-82, 120-123, 208</i><br/> <i>*Harcourt Social Studies Arkansas Activities Book</i><br/> <i>"Flag Etiquette" p. 38, "Motto" p. 40</i></p>  |

## Backward Unit Planning 1.0

