

Seasons

Why do we have seasons?

4th grade

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Thematic Unit Planning Matrix

****Complete each column for three subject areas/content areas**

Content or Subject Area	Essential Questions	Centers (Activities) What do you want the students to do/achieve?	Technology Integration (Must include at least 2 technology tools that you have used in this class for each subject area)	Assessment and/or Rubric Scale - How are you going to evaluate your student's work	Student Work or product (What is the final product? i.e. presentation slides, WordCloud, newsletter, Reflective Essay?)	TEKS and Technology Standards: Identify the relevant TEKS and ISTE Standards for Teachers and Students
Science	Why do we have seasons? What are the different orbit positions Earth goes through?	Students will use a lab stimulation to understand the ways seasons are created. Students then will create a media poster. The students will generate a poster to inform about the positions that create seasons when Earth orbits.	Students will use https://kcos.pbslearningmedia.org/resource/npls13.sci.ess.seasons/why-seasons/ to learn about the positions Earth goes through to create seasons. Students then will use https://www.smores.com/ to create a media poster to explain the different orbits. Explain the seasons created.	Looking at their multimedia poster the teacher will assess the clarity and accuracy of the information on the media posters. They use proper scientific vocabulary and their own vocabulary. The use of plagiarism in the explanations.	Students will choose one person in their group to present their multimedia poster. Each student will turn in to their teacher by google classroom their multimedia poster.	TEKS: 4.9.A Earth and space. The student recognizes patterns among the Sun, Earth, and Moon system and their effects. The student is expected to: collect and analyze data to identify sequences and predict patterns of change in seasons such as a change in temperature and length of daylight; and ISTE Standard for Teachers: 2.2.c Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. ISTE Standard for Students: 1.3.a Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 1.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

English Language Arts	<p>What changes in the weather are made by seasons?</p> <p>What causes seasons?</p> <p>How long are the seasons?</p>	<p>Students will read an article as a class in popcorn style.</p> <p>Students in groups will then create a newsletter in their groups based on a section of the article. Students will be present in groups.</p>	<p>Students will read: https://kids.britannica.com/kids/article/season/399589 to learn about the seasons.</p> <p>Students will use a word document to create a newsletter. https://www.edrawmax.com/newsletter/how-to-make-a-newsletter-in-word/ Will be used as a step guide to creating a newsletter.</p>	<p>Students will be assessed on the proper use of vocabulary, and information. The use of information and creating sentence structures.</p> <p>Students will be assessed on their knowledge, spelling, definitions, and pronunciation.</p>	<p>Students will present their newsletter to the class.</p> <p>Students will practice in their groups</p>	<p>TEKS:</p> <p>4.3.A Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: use print or digital resources to determine meaning, syllabication, and pronunciation</p> <p>4.13.E Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: recognize the difference between paraphrasing and plagiarism when using source materials;</p> <p>ISTE Standard for Teachers:</p> <p>2.3.b Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p> <p>ISTE Standard for Students:</p> <p>1.5.c Students break problems into parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.</p>
Fine Arts	<p>What changes in the weather can be seen?</p> <p>How do certain colors associate with the season?</p>	<p>Students will watch a video on seasons and look at the colors observed in the video.</p> <p>The students will be separated into groups and assigned a season.</p> <p>The students will create a piece of realism art using watercolors, or wax colors.</p>	<p>Students will watch https://www.youtube.com/watch?v=Xk4-6lI8l5Q and focus on the colors associated in each season.</p> <p>The students will then create in a paper a piece of realism art based on the assigned season.</p> <p>Students will create a presentation showing their artwork and their explanation of the art. They will use https://www.canva.com/</p>	<p>Students will be assessed on their use of color and the association with the season.</p> <p>They will also be assessed on their effort of art, use of blending, and realism.</p>	<p>Students will show each other their artwork.</p> <p>Students will present their presentation to the class. To show the association of colors and seasons.</p>	<p>TEKS:</p> <p>4.1.b Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artwork. The student is expected to use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and</p> <p>ISTE Standard for Teachers:</p> <p>2.6.d Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p> <p>2.3.a Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.</p> <p>ISTE Standard for Students:</p>

		<p>The students then will create a digital presentation with their artwork with an explanation to the association with the seasons.</p>				<p>1.2.b Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.</p> <p>1.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal</p>
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