Summer School: 4th Grade Passion Project Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
12 Days	Summer School 4th Grade Passion Project	Topic 1: Brainstorming Topic 2: Passion Project Approval Topic 3: Research & Learning Topic 4: Creation Topic 5: Sharing & Reflection

Summer School 4th Grade Passion Project

Subject: Passion Project
Grade: 4th Summer School
Name of Unit: Passion Project
Length of Unit: 12 Days
Overview of Unit: The Park Hill Passion Project will be a rich opportunity for students to delve into research and learning of their own passion. Through the unit, students will go through a process to brainstorm, research, collaborate, create, and share their learning. Projects must include a "Stretch"-something the student has never done or learned about before.

Resources For the Unit:
A Google Site has been created to house all of the necessary resources for this unit. That can be accessed by clicking here.

Priority Standards for unit:
- 4.W.3.A.b: Apply research process to create a research question to address relevant to a
- chosen topic
- W.3.A.c: Apply research process to identify a variety of relevant sources, literary and informational
- 4.W.3.A.g: Apply research process to differentiate between paraphrasing and plagiarism when using ideas of others
- 4.R.3.A.a: Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text
- 4.R.3.A.c: Read, infer and draw conclusions to interpret and explain factual information presented graphically
- **ISTE Standard Empowered Learner**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.
- **ISTE Standard Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE Standard Knowledge Constructor:** Students digital curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE Standard Digital Citizen**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical.

Essential Questions:
1. How can I use all that I know about nonfiction reading, and writing to learn, in order to research a given topic?
2. How can I leverage technology safely to research and communicate my learning?

Enduring Understanding/Big Ideas:
1. I can read information to determine what is most important.
2. I can organize information to generate a big idea.
3. I can use keywords to locate specific information.
4. I can share my learning in a way that enhances understanding for others.

Topic 1: Brainstorming

Engaging Experience 1

Title: Intro

Suggested Length of Time: 1 day

Detailed Description/Instructions:

Teacher introduces the Passion Project using the following items from the Passion Project website:

- Haiku deck slideshow - "Welcome to the Passion Project"
- Kid President Video - "Pep Talk"
- Explain the process to students
- Q&A, students ask questions (some will be very confused by all of this freedom)
- Next Steps- students are asked to "think" about their passions until next time

Bloom's Level: Analyze

Webb's DOK: 2

Engaging Experience 2

Title: Brainstorming

Suggested Length of Time: 1 day

Detailed Description/Instructions:

Teacher helps students find their passion and generate ideas:

- Teacher models using the generating ideas worksheet and how to narrow down a topic
- Students then complete the worksheet independently

Bloom's Level:

Webb's DOK: 2

Topic 2: Passion Project Approval

Engaging Experience 1
Title: Project Approval Process and Generating Questions
Suggested Length of Time: 1 day
Detailed Description/Instructions:
Students will be deciding on a topic and develop an inquiry question (a question that can't just be "Googled").

- Teacher models using the Topic Approval worksheet and how to narrow down a topic
- Students complete the Topic Approval worksheet independently
- Teacher then models "Quality Feedback" with a student
- Students work with a partner to Peer Review Topic Approval Worksheet
- Teacher conferences with students about their topic - Teacher makes final approval

Bloom's Level: Analyze
Webb's DOK: 2

Topic 3: Research & Learning

<u>**Engaging Experience 1**</u>
Title: Intro to Student Research and Notetaking
Suggested Length of Time: 1 Day
Standards Addressed
> *Priority:*
> - 4.W.3.A.b: Apply research process to create a research question to address relevant to a chosen topic
> - W.3.A.c: Apply research process to identify a variety of relevant sources, literary and informational
> - 4.W.3.A.g: Apply research process to differentiate between paraphrasing and plagiarism when using ideas of others
> - 4.R.3.A.a: Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text
> - 4.R.3.A.c: Read, infer and draw conclusions to interpret and explain factual information presented graphically
> - **ISTE Standard Empowered Learner**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.
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Detailed Description/Instructions: In topic 3, the teacher will model researching and taking notes in a variety of ways to answer the questions they posed on the Topic Approval Worksheet. Ultimately students will decide how they would like to research and take the notes to achieve their goal. Teaches may want to model using Google Docs, a Padlet Board, Notecards, Cornell Notes, Google Keep etc. to show how to organize notes. Teachers can use (and share with students) links from the Passion Project website to help students research.

- Teacher models using websites, books, etc. to research to find answers to the questions they developed on the Topic Approval Worksheet. Teachers will need to model quality research strategies along with being a good Digital Citizen
- Teacher models taking notes using Google Docs, a Padlet Board, Notecards, Cornell Notes, Google Keep etc.
- Students begin researching and taking notes on their Passion Project Topic

Bloom's Level: Analyze; **Webb's DOK:** 2

Engaging Experience
Title: Student Research and Notetaking
Suggested Length of Time: 2-3 Days
Standards Addressed
> *Priority:*
> - 4.W.3.A.b: Apply research process to create a research question to address relevant to a chosen topic
> - W.3.A.c: Apply research process to identify a variety of relevant sources, literary and informational
> - 4.W.3.A.g: Apply research process to differentiate between paraphrasing and plagiarism when using ideas of others
> - 4.R.3.A.a: Read, infer, and draw conclusions to use multiple text features to locate information and gain an overview of the contents of text
> - 4.R.3.A.c: Read, infer and draw conclusions to interpret and explain factual information presented graphically
> - **ISTE Standard Empowered Learner**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.
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Detailed Description/Instructions:
- Students continue to work on researching, gathering data, and notetaking
- Teacher conferences with students to ensure they are on the right track

Topic 4: Creation

<u>**Engaging Experience 1**</u>
Title: Project Brainstorm
Suggested Length of Time: 1 day
Standards Addressed

    Priority:

- **ISTE Standard Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE Standard Knowledge Constructor:** Students digital curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
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Detailed Description/Instructions:

Teacher will model brainstorming project ideas for students, making sure the project idea makes sense for the researched topic. What artifact can a student create in order to best share out what they have learned? Use the "Creation Tools" sheet in order to gather ideas for artifacts and digital tools that can create those artifacts--students can also create non-digital projects. ** Remember that teachers do not necessarily be an expert on the tool. Teach students to be Empowered Learners and watch tutorial videos and play with the tool to become an expert.

- Students will brainstorm a list of ideas for their projects and presentations (changes can always be made)
- Partner Brainstorm- similar topics if possible and allow students to offer ideas and suggestions for each other, this is where students start to organically collaborate.

Bloom's Level: Analyze
Webb's DOK: 2

<u>**Engaging Experience 1**</u>
Title: Project Creation
Suggested Length of Time: 2-3 days
Standards Addressed

    Priority:

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and make meaningful learning experiences for themselves and others.
- **ISTE Standard Digital Citizen**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world and they act and model in ways that are safe, legal and ethical.

Detailed Description/Instructions: Students use this time to create their project, making sure to include all necessary information to help others learn about their topic.

Bloom's Level: Analyze

Webb's DOK: 2

Topic 5: Sharing & Reflection

Engaging Experience 1
Title: Presentations and Sharing of Learning
Suggested Length of Time: 1-2 days
Standards Addressed

> *Priority:*

- **ISTE Standard Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE Standard Knowledge Constructor:** Students digital curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will present their passion projects to their class and others. This is up to the teacher how this is done. Students can present one at a time or teachers may choose to have a gallery walk.
Bloom's Level: Analyze
Webb's DOK: 2

Engaging Scenario

Engaging Scenario Students choose a topic of interest to learn and grow in, develop questions to guide their learning and share out their learning by creating an artifact that will teach others about their topic.