# Feb. Grade 4 Unit 4: Your Incredible Hearing Machine

Content Area: **Health**
Course(s):
Time Period: **February**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

In this unit, the basic principles of sound will be discussed along with the major parts of the ear. Ear care and hearing impairments will be covered; including some basic sign language. An awareness of noise pollution, decibel level, and safeguards for hearing loss will be covered.

## Enduring Understandings

The structure of the human ear and sound devices can enhance the quality of hearing.

## Essential Questions

In the case of hearing loss how can one communicate?

What is sound and how can it cause damage to our ears?

What are the rules and laws that determine noise pollution or potential damage to hearing from noise?

## Instructional Strategies & Learning Activities

Teacher presentation with PowerPoint

Worksheet readings & Activities

Whole class discussion

Small group discussion

Note taking

Video

Demonstrations

## Integration of Career Exploration, Life Literacies and Key Skills

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| 9.2.5.CAP | Career Awareness and Planning |
| | Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. |
| | An individual's passions, aptitude and skills can affect his/her employment and earning potential. |
| 9.2.5.CAP.1 | Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. |
| 9.2.5.CAP.2 | Identify how you might like to earn an income. |
| | Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills. |
| 9.2.5.CAP.3 | Identify qualifications needed to pursue traditional and non-traditional careers and occupations. |
| 9.2.5.CAP.4 | Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. |
| 9.4.5.CT | Critical Thinking and Problem-solving |
| 9.4.5.CT.4 | Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). |

## Technology and Design Integration

Students will interact with the unit using the Smartboard.

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| | Societal needs and wants determine which new tools are developed to address real-world problems. |
| 8.2.5.ITH.1 | Explain how societal needs and wants influence the development and function of a product and a system. |

## Interdisciplinary Connections

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| LA.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| LA.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| LA.W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Use pictures and concrete examples

Supplemental materials/supplies

Check for understanding before moving on

Provide extra reinforcement and review

One to one assistance as needed

Demonstrate and give examples

Peer assistance

Student will brainstorm ways that the curriculum is connected to the real world

Connect the curriculum to the field of knowledge

Incorporate authentic components

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

Follow IEP's

Utilize 504's

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Teacher made assessments to measure growth over time.

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Teacher will listen for appropriate input during open discussion

Question and answer

Check worksheet and classwork completion

Check homework

Demonstration of Sign Language

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Graded Test

## Instructional Materials

The Great Body Shop Teacher Binder – 4th Grade Edition (modified)

Worksheets from TGBS Binder

Teacher developed worksheets & activities

Decibel meter

Videos

## Standards

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| 2.1.5.PGD.1 | Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). |
| 2.1.5.SSH.6 | Describe the characteristics of healthy versus unhealthy relationships among friends and |

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| | with family members. |
| 2.1.5.SSH.7 | Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others. |
| 2.3.5.PS.1 | Develop strategies to reduce the risk of injuries at home, school, and in the community. |
| 2.3.5.HCDM.1 | Identify conditions that may keep the human body from working properly, and the ways in which the body responds. |