

Unit 4 - Neighborhood Development

April 2-May 25

Stage 1 - Desired Results		
Established Goals	Transfer	
Use Curriculum Map and <i>Responsive Classroom Appendix</i>	Students will be able to independently use their learning to...	
<u>Social Studies (Illinois State Standards):</u> SS.CV.1.3. Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities. SS.CV.4.3. Describe how people have tried to improve their communities over time. SS.EC. 2.3. Generate examples of the goods and services that governments provide. <u>Teaching Tolerance Framework:</u> DI.3-5.8. I want to know more about other people’s lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. ID.3-5.5. I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me. JU.3-5.14. I know that life is easier for some people and harder for others based on who they are and where they were born. AC.3-5.20. I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. <u>Math (Common Core):</u> CCSS.MATH.CONTENT.3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. CCSS.MATH.CONTENT.3.MD.C.7.A Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. CCSS.MATH.CONTENT.3.MD.C.7.B Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. CCSS.MATH.CONTENT.3.MD.C.7.C Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical <u>reasoning</u>. CCSS.MATH.CONTENT.3.MD.C.7.D Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	...use a design thinking framework to design based on identified needs and boundaries.	
	...design a city built to include a diverse array of people and address common needs of neighborhoods and cities.	
	Meaning	
	Understandings	Essential Questions
	Students understand that planning a city is based on the needs of the residents of a city (not the wants).	What does it take for a neighborhood to thrive?
	Acquisition	
	Knowledge (Declarative)	Skill (Procedural)
	Students will...	Students will be skilled at...
	- Area - Perimeter - Scale model - Wants and needs - Map skills - Landforms - Coordinate Grids - Cardinal Directions	- Building a scale model of a building - Applying area and perimeter concepts to design a building - Engaging in the design thinking process - Calculating area and perimeter

Stage 2 - Evidence	
Evaluative Criteria	Performance Tasks
Include any relevant links to rubrics, including ELA rubrics	
- Students will calculate perimeter and area with accuracy in the performance tasks. - Students will share the rationale for their building, stretching out their thinking with evidence and reasoning.	4 Chairs Exercise (Designing based on needs) - Blueprinting of Character House - Designing based on needs - Perimeter and Area - My Design Book - Design Planning: Extra Buildings - Adding a Wrinkle/Final Reflection - Collaboration Skills

Stage 3 - Learning Plan

Summary of Key Learning Events

Things to consider: (1) ELA cross-disciplinary events; (2) Field Trips; (3) School-wide learning events

Prep Work:

- Collecting Found Materials
 - Pre-Cut Cardboard
 - 1-inch height
 - 2-inch height
 - 3-inch height
 - 4-inch height
- Prepare scenarios
 - Create groups of situations that address real needs - tell from perspectives, perhaps using people from housing simulation?
 - Affordable housing
 - Locations for immigrants
 - Accessible play spaces and green spaces for community sports and programs
 - Community programming center
 - Transportation
 - Population break down
 - Problems in communities
 - No parks
 - Transportation
 - Overpopulation
 - Displacement/Housing
 - Land changing - erosion, natural disaster, etc.
 - Immigration issues - need a community center
 - Education
 - Lack of diversity (?)
 - Which buildings must be included?
- Create grid for maps
 - 3 feet by 4 feet, square-inch units (1,728 sq. in.)
 - 1 sq. in = 100 sq. ft
 - All maps have
 - Body of water (no more than 480 sq in, 27% of map)
 - Designated residential area
 - 7 kids per group

Bend I (Individual Homes)

Guiding Question

How might I design a home based on the needs of an individual family?

Objectives (Acquisition)

- By the end of bend I students will be able to identify and accommodate for the needs of an individual in the planning and building process

Key Vocabulary

- Perimeter
- Scale
- Area
- Zoning
- Blueprint
- Architect

Calendar

*suggested pacing for project

Day	Activity	Supporting Resources
April 1	What does the planning process look like? - Intro groups and neighborhood scenarios - Collaboration Expectations - Introduce characters - Begin Blueprinting (front page)	Character Profiles Blueprint Guide
April 3	Finish the Blueprinting process	Building Platform (everyone should have these)
April 5	Flex day	
April 8	Start Building Build walls	
April 10	Geometry for building the roof	Thinking Journal Starter for Reflection
April 15	Finish Building/decorate Reflect on the building process - What was easy? - What was challenging? Share the built homes (if time allows)	

Bend II (Planning/Blue Printing)

Guiding Question
How might I design a community based on the needs of a specific group of people?

Objectives (Acquisition)

- Students will be able to collaboratively plan a neighborhood
- Students will be able to apply math skills of area and perimeter

Key Vocabulary

- Amendment

Formative Assessment

- [Google Form Reflection](#)
- [Google Form Reflection Responses](#)

Calendar		
Day	Activity	Supporting Resources
April 17	Introduce the Neighborhood Development Project - What does collaboration and communication look like? - Introduce the design book - Brainstorming - Developing a group plan - Review Zoning Laws - Blueprinting - Amendments to Zoning Laws	Neighborhood Scenarios Neighborhood Scenarios for Design Book My Design Book Blueprint Grids Neighborhood Development Website Amendments to Zoning Laws
April 22	Neighborhood Planning Map - Need to see a plan before you can start building - Introduce website - Formative Check-In (Phase 7: Reflection)	Neighborhood Planning Map Reflection
April 24	1st building Community Maps	

Bend III (Building)

Guiding Questions
How might I build a community based on the needs of a specific group of people?
What is the most effective way to collaboratively solve a problem in our neighborhood?
How have my buildings improved my neighborhoods overall well being?

Objectives (Acquisition)

- Students will be able to build using perimeter and area
- Students will be able to account, accommodate and collaborate a plan for an unexpected change
- Students will be able to prioritize the logical importance of neighborhood buildings

Key Vocabulary

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Formative Assessment

- [Google Form Reflection](#)
- [Google Form Reflection Responses](#)

Calendar		
Day	Activity	Supporting Resources
April 26	1st building *At this point in the project students gain a greater level of independence students are responsible for continuing their work and deciding for themselves what is the best use of their time. The pacing is a rough outline for what students could be working on but most will be at different points.	
April 30	2nd building	Additional Building Planning
May 2	2nd building	
May 6	Wrinkle Introduce the wrinkle (a specific issue that they have to address in their	

	neighborhood). This may involve students changing priorities, brainstorming solutions and/or	
May 8	Make appropriate changes for wrinkle	
May 10	3rd building	
May 16	Decorate/flex day	
May 18	Decorate/flex day	

Bend IV (Reflection and Sharing)

Guiding Question How has learning about Chicago and it’s neighborhoods helped me be successful in this project?	
Objectives (Acquisition) Students will be able to analyze the decisions their group made throughout the course of the building process	Key Vocabulary

Formative Assessment Google Form Reflection Google Form Reflection Responses - Presentation and Neighborhood Rubric
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Calendar		
Day	Activity	Supporting Resources
May 20	Finishing Touches Prepare for group presentations	
May 22	Prepare for group presentations	
May 29	Group Presentations	

Appendix: Standard Resources

Links to Standard Sets

- [Common Core ELA](#)
- [Common Core Math](#)
- [Illinois Social Studies Standards](#)
- [Teaching Tolerance Framework](#)
- [Lucy Calkins Literature Reading Learning Progression](#)
- [Lucy Calkins Informational Text Reading Learning Progression](#)
- [Lucy Calkins Narrative Writing Continuum](#)
- [High-Leverage Reading Assessments](#)

Curriculum Map

See Curriculum Map [here](#).

Appendix: Team-Building

Games

- Name Crossword
- Spider Web
- Grid Game
- Ball Toss (with names)
- Human Knot
- Pass the Hula Hoop
- Pulse
- [21 Fun Team Building Activities](#)
- Marshmallow Challenge
- [Design Thinking](#)