

UNIT OVERVIEW	
Name of Unit: What Makes Me SMART?	Duration: 9 weeks +
Subject Area: Science/ Self Science	Grade Level(s) 3 rd -5 th
Additional Subjects: ELA, Reading	

Focus Standards: (What standards will be the priority for this unit? These standards will be taken to the “Distinguished Level” and beyond.)	S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired. a. Ask questions to compare and contrast the characteristics of instincts and learned behaviors. b. Ask questions to compare and contrast inherited and acquired physical traits.			
Gifted Strands (Although multiple strands maybe applied, what strands will be the <u>priority</u> for this unit?)	Communication Skills		Problem Solving/Critical Thinking Skills	X
	Creative Thinking Skills		Research Skills	
	Group Dynamics Skills	X	Self-Science	X
Project Summary (What is the purpose of the unit? With what knowledge will students walk away? How will you know?)	The purpose of the unit is for students to investigate whether INTELLECT is inherited or learned. As a result, students will learn a greater understanding of themselves as “Gifted” students and others and how a growth mindset is pivotal to their views. Students will generate a claim in response to the investigated question and use gathered data from varied sources to support their claim with valid reasoning.			
Driving Question (What overarching concept will be explored throughout the unit?)	Can you learn to be SMART? Is intelligence a learned behavior or an inherited trait?			
Products (What student will produce as a demonstration of learning?)	Individual: Written Argumentative article supporting their claim on the driving question with evidence. (Level 4 Assignment on learning Contract)	Specific Content and Gifted Strands to Be Assessed: Self Science, building communication, and improving group dynamics skills		
	Team: Create a children’s book that teaches the difference between inherited traits and learned behaviors to a 1st-2 nd grader. (Level 1 assignment on			

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	learning contract) Students will conduct surveys/interviews and research to gather and analyze data in response to the driving question (Level 2) Students will use their findings to prepare for philosophical chairs to debate/discuss their views and reflect on how their views changed or stayed the same.			
Public Audience (With whom students will engage before, during, and/or at the end of the project?)?	The students will engage with faculty, staff, students, parents, guardians and other adults to investigate viewpoints to the driving question. Students will evaluate the effectiveness of their children’s books by presenting them to 1 st and 2 nd graders. Articles will be considered for submission to authors, competitions, as well as to the student body.			
Resources Needed	On-site People; Facilities: Science teachers 5 th Grade, Media Center Websites: Gizmos			
	Equipment:			
	Materials: Mindset by Carol Dweck, additional counter arguments and supporting arguments (books, articles, videos etc..)			
	Community Resources: Local Scientists, researchers, scholars on both sides of the claim			
Reflection Method (How will students recap the learning experience?)	Journal/Learning Log	X	Focus Group	
	Whole-Class Discussion	X	Other: Students will use their notebooks to keep up with all learning contract assignments, notes, reflections and data	X

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	Survey		Other:	
Notes:	<p>During “Class Meetings”, students will explore understanding themselves through growth and fixed mindsets and how to develop mindfulness, metacognition, determination and grit.</p> <p>Teacher Resource: Mindset Matters: A Counseling Curriculum to help students understand how to help themselves Succeed by Lisa King, Ed.S, LPC</p>			

Driving Question	Is intelligence a learned behavior or inherited trait? Can you learn to be smart?	
Culminating Task	Learning Targets	Checkpoints/Formative Assessments
Individual:	As outlined above, the Culminating task for the learning contract would be the argumentative article. Students will explore publishing options or possible letters to authors in response to their claims.	As students work through their contracts, they will receive ongoing feedback individually and in groups as needed. Each level of the contract has to be reviewed and scored before going on to the next level.
Team:	Students will work together to create their children’s book, conduct investigative research, and participate in philosophical chairs.	

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	Key Vocabulary	
	Learned, acquired, mindset, mindfulness, determination, grit, inherited, claim, reasoning, metacognition, argumentative, heredity, offspring, genes,	

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