

PROHUMAN CURRICULUM - GRADE 4

OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

UNIT 4: CURIOSITY

LESSON 1: LEARNING CURIOSITY FROM LITERATURE

SUMMARY:

The Prohuman Grade 4 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 4, Lesson 1, “Learning Curiosity from Literature,” students will learn examples of curiosity from a contemporary work of children’s literature. Students will also create their own sentences demonstrating their comprehension of the word curiosity. Finally, students will practice reading and conversation skills by sharing sentences with classmates.

SUGGESTED TIME: 20 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Listen to a read aloud to improve understanding of English sentence structure and comprehension
- Ask and answer questions to understand the meaning of a text
- Determine the central message, lesson, or moral of a story and explain how it is conveyed through key details in the text
- Demonstrate understanding of the meaning of curiosity
- Demonstrate understanding of standard English sentence structure and grammar
- Engage effectively in a range of collaborative discussions

REQUIRED MATERIALS:

- Book: [The Girl With Big, Big Questions](#) by Britney Winn Lee or
- Video: [Read aloud of The Girl With Big, Big Questions](#) (~5 min)
- Prohuman Grade 4 Unit 4 Worksheet 1: Learning Curiosity from Literature

VOCABULARY:

Curiosity: I want to learn new things.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓
CCSS.ELA-LITERACY.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	✓
CCSS.ELA-LITERACY.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓

CCSS.ELA-LITERACY.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓
CCSS.ELA-LITERACY.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.RF.4.4.A	Read grade-level text with purpose and understanding.	✓
CCSS.ELA-LITERACY.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
CCSS.ELA-LITERACY.W.4.9.A	Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	✓
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-LITERACY.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	✓
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓

CCSS.ELA-LITERACY.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓
CCSS.ELA-LITERACY.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓
CCSS.ELA-LITERACY.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.4.2.A	Use correct capitalization.	✓
CCSS.ELA-LITERACY.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	✓
CCSS.ELA-LITERACY.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓
CCSS.ELA-LITERACY.L.4.3.A	Choose words and phrases to convey ideas precisely.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Intellectual Character A1	Describe why it is important for learners to be curious	✓
Intellectual Character B1	Explain how a particular historical or contemporary person practiced curiosity	✓

Intellectual Character B4	Demonstrate the ability to analyze data, facts, and information	✓
Self-Awareness A1	Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new)	✓
Social-Awareness A4	Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view	✓
Social-Awareness A5	Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs and feelings of others)	✓

LESSON PROCEDURE

- 1.) Tell students that we will be learning about curiosity.
- 2.) Ask students what curiosity means.
- 3.) Tell them that curiosity means we want to learn new things.
- 4.) Show students a picture from the [NY Times series “What’s going on in this picture?”](#)
- 5.) Ask: What is going on in this picture?
- 6.) Ask: What do you see that makes you say that?
- 7.) Ask: What more can you find?
- 8.) Next, read them the photo caption.
- 9.) Let’s read a book about a girl who shows curiosity. Read the book [The Girl With Big, Big Questions](#) by Britney Winn Lee or
- 10.) Play the video: [Read aloud of The Girl With Big, Big Questions](#) (~5 min)
- 11.) Ask students to complete the questions on their worksheet.
- 12.) Have students read their sentences to a partner.

EXTENSION ACTIVITIES - SUGGESTIONS

- Talk with your students about times you have seen people demonstrating curiosity. You could give examples of family, friends, and/or historical or current public figures.
- Talk with your students about times you have demonstrated curiosity, despite hardships.

