



## Summary

### How We Organize Ourselves

Subject

English, Science Lab, Social  
Studies

Year

Third Grade

Start date

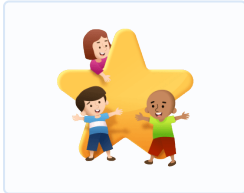
Week 1, February

Duration

6 weeks

## Inquiry

### Transdisciplinary Theme



**How we organize ourselves**

### The Central Idea

Conditions establish structures.

The central idea is developed by reviewing the structure of our current government branches and levels. Students must understand the conditions of how a government is formed and how it functions in order to create an effective structure.

### Lines of Inquiry

- environmental requirements
- structure
- societal responsibilities

### Teacher questions

- How are government services established and funded?
- How are other types of governments structured?
- How are other governments different from ours?
- What are the responsibilities of each part of the government?
- What are the characteristics of the different fossil types?
- What do fossils tell about how organisms have changed over time?



## Learning Goals

### Scope & Sequence

#### Social Studies

##### [IB] Human systems and economic activities

###### Overall Expectations

will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups.

will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment.

###### Conceptual Understandings

Identify roles, rights and responsibilities in society

Formulate and ask questions about the past, the future, places and society

###### Learning Outcomes

explore how systems influence lifestyle and community

compare transportation systems within the local community to those in other communities

explain how and why changes in transport have occurred over time

demonstrate how various public places serve the needs of people in a community

reflect on and self-assess his or her personal use of natural resources.

##### [CCGPS] Government/Civic Understandings

###### Learning Outcomes

SS3CG1 The student will explain the importance of the basic principles that provide the foundation of a republican form of government.

a. Explain why in the United States there is a separation of power between branches of government and levels of government.

b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).

c. State an example of the responsibilities of each level and branch of government.

SS3CG2 The student will discuss the character of different historical figures in SS3H2a.

a. Describe how the different historical figures in SS3H2a display positive character traits of cooperation, diligence, courage, and leadership.



b. Explain how the historical figures in SS3H2a used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.

c. Explain how the historical figures in SS3H2a chose when to respect and accept authority

### [CCGPS] Economic Understandings

#### Learning Outcomes

SS3E2 The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.

### Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

#### Earth and Space Science Grade 3

S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.

a. Construct an argument from observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.

b. Develop a model to describe the sequence and conditions required for an organism to become fossilized.

GSE: Fine Arts: Music (2018)

#### General Music Grade 3

Performing

ESGM3.PR.1 Sing a varied repertoire of music, alone and with others.

a. Sing accompanied and unaccompanied melodies within the range of an octave, using head voice.

c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM3.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

b. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.

ESGM3.PR.3 Read and Notate music.

a. Read, notate, and identify quarter notes, quarter rests, half notes, half rests, barred eighth notes, and barred sixteenth notes using iconic or standard notation in simple meter.

b. Read melodic patterns within a treble clef staff.

Responding

ESGM3.RE.1 Listen to, analyze, and describe music.

c. Identify and classify (e.g. families, ensembles) classroom, orchestral, and American folk instruments by sight and sound.

d. Aurally distinguish between solo/ensemble, and accompanied/unaccompanied singing.

ESGM3.RE.2 Evaluate music and music performances.



- a. With teacher's guidance, collaborate to develop criteria for evaluation of music and music performances (e.g. learned, student-composed, improvised).
- b. Use formal and/or informal criteria to evaluate music and musical performances by themselves and others.
- c. Refine music performances by applying personal, peer, and teacher feedback.

ESGM3.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor and non-locomotor movement.
- b. Perform choreographed and non-choreographed movements.

Connecting

ESGM3.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- b. Describe connections between music and disciplines outside the fine arts.

ESGM3.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.
- c. Demonstrate performance etiquette and appropriate audience behavior.

GSE: Fine Arts: Visual Arts (2017)

### **Creating Grade 3**

VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

- a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images.
- b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art.
- c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

VA3.CR.2 Create works of art based on selected themes.

- a. Create works of art to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Create works of art emphasizing multiple elements of art and/or principles of design.

VA3.CR.4 Understand and apply media, techniques, processes, and concepts of three-dimensional art.

- a. Create sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).
- b. Create ceramic works of art incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).

VA3.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.

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### **Presenting Grade 3**

VA3.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.



- b. Choose works of art to be displayed based on thoughtful reflection.

**Connecting Grade 3**

VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

- a. Apply art skills and knowledge to improve understanding in other disciplines.

VA3.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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GSE: Physical Education (2018)

**Motor Skills and Movement Patterns Grade 3**

Manipulative Skills

- r. Jumps a self-turned rope while continuously performing a variety of skills (skier, bell, straddle, and scissors).
- s. Enters/exits a turning long rope.

**Movement Concepts and Principles Grade 3**

PE3.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Practices and recognizes the proper protocol for each Georgia Fitness Assessment component.
- d. Recognizes the concept of open spaces in a movement setting.
- e. Incorporates movement concepts (direction, levels, time, and force) with skills as directed by the teacher.

**Fitness Grade 3**

PE3.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies the benefits of being active, exercising, and playing.
- b. Recognizes and compares the difference between resting heart rate and the heart rate after vigorous activity.
- c. Demonstrates activities for each component of health-related fitness to prepare for fitness testing.
- d. Demonstrates the proper protocol for the Georgia Fitness Assessment components.

**Personal and Social Behavior, Rules, Safety, and Etiquette Grade 3**

PE3.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- b. Exhibits self-control and takes personal responsibility for student's own actions by actively and independently practicing skills.
- c. Accepts and implements corrective feedback from teacher.
- c. Accepts and respects differences and similarities in physical abilities in self and others.
- d. Identifies equipment-specific safety rules and follows them.



PE3.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.




- Explains the relationship between physical activity and good health.
- Describes the challenge that comes from learning a new physical activity.
- Recognizes the connection between enjoyment and participation of physical activity.
- Recognizes that physical activity provides opportunity for social interaction.



## Key and Related Concepts



### Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Form	<b>What is it like?</b> The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	We look at the form of government and fossils to identify their recognizable features.	-geology -systems -structure	English, Science Lab, Social Studies
 Function	<b>How does it work?</b> The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	Students will gain an understanding of the function of government in our society and societies around the world.	-role -systems	Social Studies
 Causation	<b>Why is it as it is?</b> The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.	We will look at why fossils form and how they are related to the past.	geology, systems, impact	Science Lab, Social Studies



## Developing IB Learners

### ☆ Learner Profile



Inquirers



Knowledgeable



Communicators



Principled



Open-minded

#### Description

Students will demonstrate a knowledge of the structures of governments and the conditions in which fossils are formed and categorized. Students will ask questions about the conditions that created these structures. They will communicate their knowledge by collaborating on group tasks. Students will be principled while working within groups. Students will practice being open minded when learning about governments and the opinions of others.

Students will develop an appreciation and respect for the structures that have been established in a government. Through group collaboration students will demonstrate cooperation. Students will show commitment and independence through their inquiry within the unit planner to exhibit their knowledge by completing GRASP assessment.



## ATL Skills



### Approaches to Learning

#### Description

Collecting Data, Recording Data, Acquisition of knowledge, Comprehension, Application, Analysis, Evaluation, Metacognition, Accepting Responsibility, Respecting others, Cooperating, Resolving conflict, Group decision making, Adopting a variety of group roles, Listening, Speaking, Reading, Writing, Non-verbal, Presenting.

Students will develop communication, research, and social skills through collaboration on group tasks. Students will utilize thinking skills as they explore the conditions that establish structures.



### Communication Skills

- Exchanging information - Listening, interpreting and speaking

#### Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.



Ask for clarifications.

Listen actively and respectfully while others speak.

#### Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

#### Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

#### Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



#### Social Skills

- Interpersonal relationships, social and emotional intelligence - developing positive interpersonal relationships and collaboration

##### Interpersonal relationships

Help others to succeed.

Build consensus and negotiate effectively.





Make fair and equitable decisions.

Practise empathy and care for others.

Listen closely to others' perspectives and to instructions.

Be respectful to others.

Learn cooperatively in a group: being courteous, sharing, taking turns.

Encourage others to contribute.

Take on a variety of roles in group learning.

Advocate for one's own rights and needs, and those of others

#### Social and Emotional Intelligence

Be aware of own and others' emotions.

Manage anger and resolve conflict.

Be self and socially aware.

Be aware of own and others' impact as a member of a learning group.



#### **Thinking Skills**

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

##### Analysing

Observe carefully in order to recognize problems.

Analysing and evaluating issues and ideas, and forming decisions

Consider meaning of materials.

Take knowledge or ideas apart by separating them into component parts.

Use models and simulations to explore complex systems and issues.

##### Evaluating

Organize relevant information to formulate an argument.

Evaluate evidence and arguments, and associated decisions.

Recognize unstated assumptions and biases.

Consider ideas from multiple perspectives.

Synthesize new understandings by finding unique characteristics; seeing relationships and connections.

Test generalizations and conclusions.

Identify obstacles and challenges.

##### Forming Decisions

Develop contrary or opposing arguments.



Propose and evaluate a variety of solutions.

Revise understandings based on new information and evidence.

Draw conclusions and generalizations

- Creative Thinking - Generating novel ideas and considering new perspectives

Considering new perspectives

Practise “visible thinking” strategies and techniques.

- Information Transfer - Using skills and knowledge in multiple contexts

Transfer conceptual understandings across transdisciplinary themes and subjects.



### Research Skills

- Information literacy - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Formulating and planning

Ask or design relevant questions of interest that can be researched.

Outline a plan for finding necessary information.

Evaluate and select appropriate information sources and/or digital tools based on the task.

Data gathering and recording

Gather information from a variety of primary and secondary sources.

Use all senses to find and notice relevant details.

Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.

Synthesizing and interpreting

Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.

Use critical literacy skills to analyse and interpret information.

Evaluating and communicating

Draw conclusions from relationships and patterns that emerge from data.

Present information in a variety of formats and platforms.

Understand the significance of academic integrity and intellectual property rights.

Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.



## Action

### Student-initiated Action

We will update throughout the planner.

## Assessment & Resources

### Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

#### **Summative Assessment GRASP**

**Goal:** Create a newly designed government structure.

**Role:** Leader of a newly formed country.

**Audience:** Citizens.

**Situation:** You must compare your newly established government to the preexisting government and decide if you will have a division of power and include structure, rights, and responsibilities.

**Product:** Take the oath of office and write an inauguration speech.

By being an "elected official", students will demonstrate through their inauguration speech how conditions establish an effective government structure.

**Standards:** Georgia Standards of Excellence for Science and Social Studies. \*Assess using a checklist.

## Learning Experiences

### Designing engaging Learning Experiences

Enrichment/Gifted

 [G3\\_How\\_We\\_Organize\\_Ourselves.docx](#) Feb 23, 2022

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Research governments around the world

brainpop - government and soils/fossils (structure)



send letters to government officials - persuasive writing and student action

studies weekly - week 22 (state vs. national government) and 23 (rights and responsibilities)

discovery videos on government and fossils

Liberty Kids - #140 We the People: animation video of government duties and responsibilities and #103 Continental Congress

flocabulary - fossils and 3 Branches of Government and Forms of Government

gizmos

stemscopes - What Happened Before? (fossils) Grade 4 Big World Fossils

Science a-z

nearpod - fossils

kahoot - students create?

CSI - branches of government

tug of war - our government vs. another government

zoom in - fossil picture

see, think, wonder - fossils

### Music

-Key Concept: Form- Perform and analyze folkdance

-Function: Analyze performances, explore performing in instrumental groups

Central Idea: Students will learn conditions that establish good structures for dancing and performing. Students will reflect on what makes a good song structure

Learner Profile: Students will show a caring attitude towards others in instrumental or dancing ensembles. Students will be reflective and open-minded learning music from different time periods.

Assessments: Peer assessment and performance assessments will be used throughout this unit to dance and perform music

### Visual Art Instruction:

Key Concept:

-Form: Students will create a ceramic Coral Reef with marine organisms and structures

-Function: Use of effective ceramic techniques in sequence to create a model of a marine ecosystem on an established 3-art class timeline

Central Idea: Conditions establish structures.

The central idea is developed by reviewing the structure of an aquatic ecosystem. Students must understand the conditions of how a coral reef ecosystem is formed and how it functions in order to create an effective environment for marine life. They will explore the human impact on coral reefs through pollution and global climate change.

Lines of Inquiry:

- environmental requirements for healthy marine life
- structure of Coral Reefs



- societal responsibilities related to the ocean environment

An inquiry into the interconnectedness of human-made systems and how the structure and function of societal decision-making and economic activities has effects on the environment.

Learner Profile: Students will show a caring attitude towards others as a "Table Team" through sharing resources: rolling slabs, using slip, modeling and texturing tools

Students will be reflective and open-minded through learning clay-work techniques from different traditions.

Assessments: we will use Formative assessments and Peer assessment throughout this ceramic unit to sculpt and glaze the Coral Reef models

### Science Lab:

Key Concept: causation

Activities:

- Students use their knowledge of rock and soil formations to plan, create, and record data from a soil and rock garden. Students must build their gardens to model how certain conditions caused the erosion of their rocks to soil.
- See Think Wonder using fossils at each table, then students write down wonderings and connections to rocks and soils. Last students watch Generation Genius video about fossils.
- Students complete Stemsopes Engage activity to observe how fossils can communicate how past organisms and environments lived.

### Physical Education:

Central Idea: Healthy choices create strong bodies.

Key Concept: Form and Function

Learner Profile: Risk-taker, thinker, open-minded

- Students will participate in individual and team jump rope activities, recognizing the importance of exercise on the body. Students will be able to work cooperatively with others.
- Students will participate in the Fitnessgram Pacer Assessment and focus on improving cardiorespiratory endurance.

Spanish: students will identify goods and services, producer / consumer vocabulary

## Reflections

### General Reflections

#### Looking Back



**Emily Turner** May 26, 2021 at 10:37 AM



Students were engaged in several discussions about the levels and branches of government. They were able to compare and contrast each on a graphic organizer. We were not able to go on our field trip to the capital building or complete the GRASPS activities. We are hopeful that next year we will be able to. Students were able to complete a self reflection on a google form and were able to connect to the central idea with a bit of help. Fossils were cut a bit short and unfortunately students were most inquisitive about this topic. Hopefully next year there will be more time to dig deeper into this theme. Some classes were able to get a little farther than others, but all third grade classes had an overview.



**Emily Turner** May 11, 2022 at 12:37 PM

Our reflection is that because of the pandemic our students are lower than expected and we didn't get to a summative assessment this year.

### Looking Forward



**Emily Turner** May 26, 2021 at 10:29 AM

We are hopeful that next year will be back to normal and we'll be able to better stick to our POI timeline. We hope to have more hands on discovery with fossils as students are very interested.



**Emily Turner** May 11, 2022 at 12:37 PM

We plan to strengthen student inquiry to encourage independence and increase knowledge.



## Stream & Resources



### Resources



**Note** posted on Aug 15, 2019 at 9:49 AM

What were the learning experiences that enabled students to:

develop an understanding of the concepts identified in "What do we want to learn?"

oConnection:

Students learned ways that we are connected to other countries via the import/ export and the interdependence. Students learned about ways other communities, both past and present, exchange goods using a barter system.

oFunction:

Students acquired new vocabulary terms to support their growing understanding of how economics works.



demonstrate the learning and application of particular transdisciplinary skills?

#### **Social Skills**

The activities where students worked together to create a project, such as Market Day, encouraged students to show respect and cooperation.

#### **Thinking Skills**

*Analysis:* After exploring the ways supply and demand influenced cost, students determined what their craft should cost.

#### **Communication**

Students communicated their findings through short answer response, illustrations, and discussion.

develop particular attributes of the learner profile and/or attitudes?

Students demonstrated **open-mindedness** when learning about bartering, natural resources, and the currency of other countries. Students demonstrated being **balanced** when assessing their assessing their personal spending and saving choices. Throughout the planner students had to synthesize and process new economic concepts, therefore developing their **thinking** skills.