



Summary

How We Organize Ourselves

Subject

English, Social Studies

Year

Fourth Grade

Start date

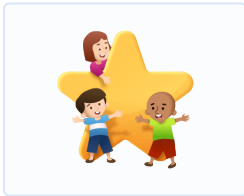
Week 4, April

Duration

4 weeks

Inquiry

Transdisciplinary Theme



How we organize ourselves

The Central Idea

Form and Function

Students make inquiries into how different societies around the globe create documents to organize their communities.

Lines of Inquiry

- foundation and function of early governments
- systems that protect citizens' rights and maintain order
- purpose of specific jobs

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Government/Civic Understandings

Learning Outcomes

SS4CG1 The student will describe the meaning of

- Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness).
- "We the people" from the Preamble to the U.S. Constitution as a reflection of consent of the governed or popular sovereignty.



c. The federal system of government in the U.S.

SS4CG2 The student will explain the importance of freedom of expression as guaranteed by the First Amendment to the U. S. Constitution.

SS4CG3 The student will describe the functions of government.

a. Explain the process for making and enforcing laws.

b. Explain managing conflicts and protecting rights.

d. Explain limiting the power of people in authority.

SS4CG4 The student will explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.

a. Explain the necessity of respecting the rights of others and promoting the common good.

b. Explain the necessity of obeying reasonable laws/rules voluntarily, and explain why it is important for citizens in a democratic society to participate in public (civic) life (staying informed, voting, volunteering, communicating with public officials).

SS4CG5 The student will name positive character traits of key historical figures and government leaders (honesty, patriotism, courage, trustworthiness).

 English

[IB] Oral language - listening and speaking

Overall Expectations

show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable

Conceptual Understandings

Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.

Learning Outcomes

begin to paraphrase and summarize

listen appreciatively and responsively, presenting their own point of view and respecting the views of others

understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations

Standards and benchmarks

Georgia State Standards

GSE: Fine Arts: Visual Arts (2017)

Creating Grade 4



VA4.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).

VA4.CR.2 Create works of art based on selected themes.

- b. Create works of art emphasizing multiple elements of art and/or principles of design.
- c. Create representational works of art from direct observation (e.g. landscape, still life, portrait).

VA4.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

- a. Apply drawing and painting techniques with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).
- c. Combine materials in creative ways to make works of art (e.g. mixed-media, collage, available technology).
- d. Apply understanding of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).
- e. Explore multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).

VA4.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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Connecting Grade 4

VA4.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

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

VA4.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.	citizenship, rights, roles	Social Studies
 Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.		



Developing IB Learners



Learner Profile



Inquirers



Knowledgeable



Thinkers



Communicators



Open-minded



Risk-takers (Courageous)



Balanced



Reflective

Description



Transdisciplinary skills: Research: formulating ideas and drawing conclusions; Social: cooperating in groups

Learner profile: Inquirers: asking questions and researching information

ATL Skills

Approaches to Learning

Description

Transdisciplinary skills: Research: formulating ideas and drawing conclusions; Social: cooperating in groups

Learner profile: Inquirers: asking questions and researching information



Social Skills

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

Interpersonal relationships

Build consensus and negotiate effectively.

Make fair and equitable decisions.

Listen closely to others' perspectives and to instructions.

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

Social and Emotional Intelligence

Manage anger and resolve conflict.

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

Analysing and evaluating issues and ideas, and forming decisions

Evaluating

Consider ideas from multiple perspectives.

Identify obstacles and challenges.

Forming Decisions

Develop contrary or opposing arguments.



Revise understandings based on new information and evidence.

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

Practise “visible thinking” strategies and techniques.

Considering new perspectives

Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments.

- Information Transfer - Using skills and knowledge in multiple contexts

Combine knowledge, conceptual understandings and skills to create products or solutions.

- Reflection and Metacognition - Using thinking skills to reflect on the process of learning

Identify strengths and areas for improvement.



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.

Data gathering and recording

Gather information from a variety of primary and secondary sources.

Evaluating and communicating

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

- Media literacy - Interacting with media to use and create ideas and information

Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.

- Ethical use of media/ information - Understanding and applying social and ethical technology.

Differentiate reliable from unreliable resources.



Action

Student-initiated Action

After this unit was finished, students began to draw connections to current political situations.



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?

Students will complete a written assessment consisting of open-ended questions related to the lines of inquiry and teacher questions. Students will explain why government documents are formed, what purpose(s) they serve, and why they sometimes change.

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?



Learning Experiences



Designing engaging Learning Experiences

Gifted, enrichment activities



G4 How We Organize Ourselves May 11, 2022

Music Class Instruction:

- Learn and sing patriotic songs.
- Discuss systems put in place to ensure an ensemble runs smoothly
- Students will create laws/rules to help establish a band.

PE Class Instruction:

- Identify systems to help establish goals (focus on Fitness Gram)
- Play games that require goal setting.

Art Class Instruction:

- Students will work with tints and shades.
- Students will learn about contrast through Complimentary Color
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Spanish -

- Students will learn the names of revolutions and governing documents from other countries - forms of government
- Students will hear the national anthems of other countries and see flags from Spanish speaking countries
- Students will see the dates of revolutions in other countries and compare them on a timeline to the American revolution

Science Lab:

Key Concepts: Form, Function Causation

Activities:

- Students will view the teacher pulling a table cloth off a table without disturbing the items on the cloth (or view Steve Spangler Science), play tug-of-war with a string (balanced/unbalanced forces), observe and try the egg drop into glass of water activity, then experiment with FOSS balanced/unbalanced pieces, and finally view Generation Genius video about balanced and unbalanced forces. Students will use these experiences to communicate results and to formulate an argument to support the claim that gravitational forces affects the motion of an object, using CSQ (Claim Support Question) format.
- Students will prove how forces change when simple machines are used to complete tasks, by utilizing various simple machine parts to create a "simple-machine" museum and demonstration.
- Students will culminate knowledge of forces, motion, and simple machines to complete the Rube Goldberg Design Challenge where they create a Rube Goldberg machine with at least 3 simple machines then record on Flipgrid.



Stream & Resources

Resources



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

Textbooks, www.brainpop.com, United Streaming, Promethean board software, "We the Kids" book, TeacherVision.com, constitutionfacts.com, Enchanted Learning, Constitution Day.com