



Summary

Who We Are

Subject

English, Science Lab, Social Studies

Year

Fifth Grade

Start date

Week 1, February

Duration

4 weeks

Inquiry

Transdisciplinary Theme



Who we are

The Central Idea

Patterns are everywhere

Lines of Inquiry

- recognition of patterns
- pattern classification
- utilization of patterns

Teacher questions

- How do we recognize a pattern?
- What are the different types of patterns?
- When do we apply patterns?

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Historical Understandings

Learning Outcomes

SS5H4 The student will describe U.S. involvement in World War I and post-World War I America.



- a. Explain how German attacks on U.S. shipping during the war in Europe (1914- 1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919.

SS5H7 The student will discuss the origins and consequences of the Cold War.

- a. Explain the origin and meaning of the term “Iron Curtain.”
- b. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization.
- c. Identify Joseph McCarthy and Nikita Khrushchev.

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

- a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- b. Explain the key events and people of the Civil Rights movement; include Brown
- v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

 English

[CCGPS] Reading Informational

Learning Outcomes

Craft and Structure

ELACC5RI5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Integration of Knowledge and Ideas

ELACC5RI8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).

ELACC5RI9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

[CCGPS] Writing

Learning Outcomes

Text Types and Purposes

ELACC5W1. Write opinion pieces on topics or texts, supporting a point of view with reasons.



ELACC5W1.a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

ELACC5W1.b. Provide logically ordered reasons that are supported by facts and details.

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Fitness Grade 5

PE5.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Summarizes the effects of physical activity on body systems.
- g. Engages in teacher-led and independent physical education class activities.
- h. Analyzes opportunities for participating in physical activity outside physical education class for fitness benefits.

Motor Skills and Movement Patterns Grade 5

PE5.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.
Locomotor

- b. Creates a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or group.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 5

PE5.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Engages in responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Participates with independent and cooperative responsibility.
- c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).
- d. Applies safety principles with peers and equipment in physical activity settings.

PE5.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- a. Compares the health benefits of participating in physical activity.
- b. Analyzes the enjoyment and/or challenge of various physical activities for a positive or negative response.
- c. Describes the social benefits gained when engaged in a variety of physical activities.

GSE: Fine Arts: Music (2018)

General Music Grade 5

Performing

ESGM5.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies within an appropriate range using head voice.



- b. Sing with others (e.g. rounds, canons, game songs, partner songs, ostinatos).
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.
- d. Sing expressively, following the cues of a conductor.

ESGM5.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Perform rhythmic patterns with body percussion and a variety of instruments using appropriate technique.
- b. Perform simple major/minor melodic patterns with appropriate technique.
- c. Perform body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.
- e. Perform instrumental parts expressively, following the cues of a conductor.

ESGM5.PR.3 Read and Notate music.

- a. Read, notate, and identify, in various meters, iconic, and standard notation (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, barred sixteenth notes, whole notes, whole rests, dotted quarter notes, single eighth notes, eighth rests, triplets).
- b. Read and notate melodic patterns within a treble clef staff.
- c. Read, notate, and identify standard symbols (e.g. repeat sign, bar line, double bar line, time signatures, crescendo/decrescendo, 1st and 2nd endings, coda, accent mark, accelerando/ritardando, sharp/flat).

Responding

ESGM5.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between repeating and contrasting sections, phrases, and formal structures (e.g. AB, ABA, verse/refrain, rondo, introduction, coda, theme/variations).
- b. Describe music using appropriate vocabulary (e.g. fortissimo/pianissimo, presto/largo/moderato/allegro/adagio, legato/staccato, major/minor), intervals (e.g. step, skip, repeat, leap), timbre adjectives (e.g. dark/bright), and texture (e.g. unison/harmony).
- d. Aurally distinguish between various ensembles.

ESGM5.RE.2 Evaluate music and music performances.

- a. Use teacher-provided and collaboratively developed 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.
- d. Explain personal preferences for specific musical works using appropriate vocabulary.

Connecting

ESGM5.CN.1 Connect music to the other fine arts and disciplines outside the arts.

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

ESGM5.CN.2 Connect music to history and culture.



a. Perform and respond to music from various historical periods and cultures.



Key and Related Concepts



Key Concepts

Key Concepts

Key questions and definition



Form

What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.



Connection

How is it linked to other things?

The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.



Perspective

What are the points of view?

The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.



Developing IB Learners



Learner Profile



Thinkers



Communicators



Reflective



ATL Skills



Approaches to Learning

Description

Transdisciplinary Skills: Organizing Data, Interpreting Data, Acquisition of knowledge, Synthesis, Evaluation, Cooperating, Listening, Speaking, Reading, Writing.



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.



Action

Student-initiated Action

Students started noticing patterns around them at home, school, etc. and they would share their observations with friends and teachers. A few students even tried making up their own patterns to challenge classmates to find them.

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?

Who We Are – Patterns

Central Idea: Patterns are everywhere

Goal: To find patterns within government systems

Role: You are a Cold War expert

Audience: a museum curator looking for a new exhibit on government

Situation: You have a meeting with the curator and you need to present visual displays of governments that could become part of the new exhibit.

Product: You will create a model of three government systems: the US, USSR (Russia), and one additional government to be determined. Using plant and animal cell structures, you should assign each organelle with a specific government function. During this process, you will need to look for patterns between the governments and discuss similarities and differences.

Standard: SS5H5, S5L1, SS5E1, S5L3, S5L4, ELAGSE5SL4

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

KWL, wonder chart, classroom discussion, hook activities (TBD)

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Learning Experiences

Designing engaging Learning Experiences

Who we are:

- Recognition of Patterns
 - Science:
 - Plant and animals cells
 - Social Studies
 - Stopping communism, berlin airlift, NATO, Korean War https://rivers.managebac.com/classes/10859659/pyp/units/33656/learning_experiences#
- Pattern classification
 - Science:
 - Microorganisms based on characteristics
 - Social Studies
 - Cold War advances back and forth between countries.
- Utilization of patterns
 - Science
 - classification
 - Social Studies
 - Human civil rights – murder of civil rights leaders, MLK, Kennedy
-

Edible cells

- AIMS materials for animal and plant cells
- Mnemonic device songs for classification
- classroom classification activities

Music

- Key Concepts: Perspective, Form, Change
- Learner Profile Communicator, reflective, inquirer, balanced
- Central Idea: Events influence music.
- Activities: Analyze the structure of songs from historically relevant periods, create songs or rhythm chains with words from historically relevant periods, perform songs from historically relevant time periods. Students will continue to develop repertoire they can play and/or sing from the previous unit and genres.
- Assessment: Discussion (formal and informal), performance of songs, rubric to measure IB/social studies connections



Physical Education:

Central Idea: Jumping Rope is mimicking a pattern of rhythm to create a routine.

Key Concept: Connection

Learner Profile: Risk Taker, open-minded, principled

Activities:

Students will discuss why jump roping is a great activity for the body and the benefits.

Students will participate in individual and team jump roping skills and create a jumping routine to share with others.

Social Studies

- Students will create a "choose your own adventure" book or game that represents the choices a chosen historical figure will encounter in their lifetime.

Science

- Students will create a "choose your own adventure" book or game that represents the choices a chosen animal will encounter in their lifetime.

Science Lab:

Key Concepts:

Form, Connections, Perspective

Activities:

- Students investigate micro worlds of cells by comparing and contrasting parts of plants and animal cells. Students investigate structure and function of items on slides. Student learn to sketch scientifically and label parts of prepared plant and animal cells seen under microscopes.
- student will identify various microbes by preparing a fungi slide: yeast, bacteria slide: yogurt, and a protozoa slide: pond water. Students will scientifically sketch, label parts, and infer whether the organisms are beneficial or harmful.
- Students complete a sort of various scenarios of harmful/helpful microbes.
- Utilizing various animal cards and plastic animals, students create and name groups according to patterns of body structure (vertebrate/invertebrate), habitats, reproduction, and body covering. Students group and regroup according to scientific classification.
- Students hunt in the front courtyard for various plants by looking for patterns of plant structures, seed, non-seed, then come back to the lab to sort, group and develop questions.
-

Spanish -

Students will be exposed to the vocabulary for plant and animal cells and their organelles in Spanish - Quizlet, Kahoot,



Educaplay

Novel Study Options: Echo, Gaijin POW

Visible Thinking Strategy Options: Explanation Game, CSI

Reflections

General Reflections

Looking Back



Erica Pease May 11, 2022 at 2:20 PM

Overall we feel the unit planner was on track and successful. For science, students created well throughout rubric-based hands on projects. Students used a variety of elements to design their plant or animal cells.

Math: Input/out tables as well as coordinate planes. Students learned patterns through operations.

Looking Forward



Erica Pease May 11, 2022 at 2:23 PM

For math we would utilize more input output tables to graph our coordinate planes.

We will connect the data to our current science unit, cells.

Students found connections, as the key concept, and held onto the overall concept.

Additional Subject Specific Reflections



Jessica Weingart Apr 19, 2022 at 3:31 PM



We did not receive adequate time to cover all of the genres as the unit previous to this ran over.



Stream & Resources



Resources



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

Discovery Education, interactive history books, High Touch High Tech, BrainPop, AIMS materials, YouTube videos, and TED-Ed