



Summary

Sharing the Planet

Subject	Year	Start date	Duration
Science Lab, Social Studies	Fourth Grade	Week 3, February	5 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

The Central Idea

Impacts of conflict and change

Lines of Inquiry

- changes in the environment affect life
- roles of living things, groups, and institutions
- conflicts result in change

Teacher questions

- What are the roles and relationships within communities?
- What impacts quality of life?
- What impacts the population of living things?
- How will changes in the environment affect a community?
- How can conflict change community relationships and access to equal opportunities?

Learning Goals

Scope & Sequence

Social Studies

[IB] Human systems and economic activities

Overall Expectations



will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people.

will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment.

Conceptual Understandings

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

Learning Outcomes

identify the cultural and historical context in which signs and symbols develop

Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

Life Science Grade 4

S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.

- a. Develop a model to describe the roles of producers, consumers, and decomposers in a community.
- b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.
- c. Design a scenario to demonstrate the effect of a change on an ecosystem.
- d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.

GSE: Fine Arts: Music (2018)

General Music Grade 4

ESGM4.CR.2 Compose and arrange music within specified guidelines.

- b. Compose rhythmic patterns in simple meter (e.g. quarter notes, quarter rests, barred eighth notes, half notes, half rests, dotted half notes, sixteenth notes, whole notes, whole rests).
- d. Arrange rhythmic patterns to create simple forms and instrumentation.

ESGM4.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 body percussion and instrumental parts, including ostinatos, while other students play or sing contrasting parts.
- e. Perform instrumental parts expressively, following the cues of a conductor.

ESGM4.PR.3 Read and Notate music.

- a. Read, notate, and identify, in various meters, iconic or 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).

Responding

ESGM4.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).
- 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 adjectives (e.g. thick/thin).
- c. Identify and classify (e.g. families, ensembles) classroom, orchestral, American folk, and world instruments by sight and sound.

ESGM4.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.

ESGM4.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.
- c. Perform line and circle dances, including traditional folk dances.

Connecting

ESGM4.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.

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.

- a. Create original works of art that communicate values, opinions, and/or feelings.
- 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).
- b. Incorporate printmaking processes to create works of art (e.g. monoprints, collographs, Styrofoam prints, editions).
- 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.4 Understand and apply media, techniques, processes, and concepts of threedimensional art.

- a. Create clay objects, incorporating multiple clay techniques and methods (e.g. pinch, coil, slab, score, slip, join).
- b. Create open or closed form sculptures using selected methods/techniques (e.g. papiermâché, paper sculpture, assemblage, found object sculpture).
- c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, jewelry, puppetry).

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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Presenting Grade 4

VA4.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

- a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work.
- b. Choose works of art to be displayed based on thoughtful reflection.

Responding Grade 4

VA4.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy.

- a. Interpret and evaluate works of art through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.
- b. Explain how selected elements and principles of design are used in works of art to convey meaning.
- c. Use a variety of approaches to engage in verbal and/or written art criticism.
- d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

Connecting Grade 4

VA4.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

- a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists.



b. Compare and contrast ideas and universal themes from diverse cultures of the past and present.

c. Discuss how social, political, and/or cultural events inspire art.

VA4.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 4

PE4.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.

Locomotor

a. Uses various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.

b. Creates a repeatable dance, gymnastics, or exercise routine when combining locomotor movement patterns.

Non-Locomotor

c. Balances on different bases of support while transferring weight (walk and balance on a low beam, log roll, transfer weight while stretching and transferring weight from one foot to the other).

d. Transfers weight in gymnastics and/or dance environments.

Manipulative Skills

e. Throws underhand and overhand using a mature form to a stationary partner or target with reasonable accuracy.

f. Throws to a moving partner or target with reasonable accuracy.

g. Catches a ball thrown from a partner at three different levels (high, medium, and low) with proper form.

h. Dribbles with dominant and non-dominant hands in general space with control of ball and body while increasing and decreasing speed.

i. Dribbles (with feet) in general space with control of ball and body while increasing and decreasing speed.

j. Kicks an object along the ground and in the air.

k. Punts a ball using mature form.

l. Receives and passes the ball with the inside and outside of the feet to a stationary and moving target.

m. Volleys underhand using a mature form in small-sided games.

n. Volleys a ball upward with a two-hand overhead pattern.

o. Strikes an object with a short-handled implement (lollipop paddle or ping pong paddle) alternating hits with a partner over a low net, line, or against a wall demonstrating mature form.

p. Strikes an object with a long-handled implement (hockey stick, golf club, bat, tennis or badminton racket) while demonstrating three of the five critical elements of a mature form (grip, stance, body orientation, swing plane, and follow-through).

q. Combines traveling with the manipulative skills of dribbling, throwing, catching, striking, and kicking in small-sided games.



- r. Creates and/or performs a jump rope routine.

Movement Concepts and Principles Grade 4

PE4.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Applies the concepts of open and closed spaces in a movement setting.
- b. Combines pathways, shapes and levels with skills in small-sided games, gymnastics and/or dance environments.
- c. Applies the concepts of speed, endurance, and pacing in movement activities.
- d. Applies the concepts of direction and force when manipulating an object.
- e. Applies simple offensive and defensive tactics and strategies in a variety of activities.

Fitness Grade 4

PE4.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Identifies physical activities which contribute to fitness.
- b. Demonstrates warm-up and cool-down activities as they relate to cardiorespiratory fitness assessment.
- c. Identifies the components of health-related fitness.
- d. Demonstrates the proper protocol and identifies form breaks for the Georgia fitness assessment components.
- e. Identifies what the Health Fitness Zones are and connects their significance as a piece of the Georgia Fitness Assessment.
- f. Participates in the Georgia Fitness Assessment Program with teacher supervision and determines if he/she is within the healthy fitness zone.
- g. Identifies areas to improve based on Georgia Fitness Assessment results.
- h. Compares opportunities for participating in physical activity outside of physical education class.
- i. Independently engages in physical education class.
- j. Discusses the importance of hydration related to physical activity.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 4

PE4.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Exhibits responsible behavior through adherence to rules and procedures in a variety of physical activities.
- b. Exhibits independent and cooperative responsibility.
- c. Listens respectfully to corrective feedback from others (peers and adults).
- d. Works safely with peers and equipment in physical activity settings.

PE4.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.



- a. Examines the health benefits of participating in physical activity.
- b. Ranks the enjoyment and/or challenge of various physical activities.
- c. Describes and compares the positive social interactions when engaged in a variety of physical activities.

GSE: Social Studies (2016)

Historical Understandings Grade 4

SS4H4 Examine the main ideas of the abolitionist and suffrage movements.

- a. Discuss contributions of and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.

SS4H5 Explain the causes, major events, and consequences of the Civil War.

- a. Identify Uncle Tom's Cabin and John Brown's raid on Harper's Ferry and explain how each of these events was related to the Civil War.
- b. Discuss how the issues of states' rights and slavery increased tensions between the North and South.
- c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman's March to the Sea, and Appomattox Court House.
- d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas "Stonewall" Jackson, and William T. Sherman.
- e. Describe the effects of war on the North and South.

Economic Understandings Grade 4



SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- b. Explain how price incentives affect people's behavior and choices: decisions about what crops (e.g., cotton, and tobacco) to grow and products (e.g., textiles) to produce.
- c. Describe how specialization improves standards of living (e.g., differences in the economies in the North and South).
- e. Describe how trade promotes economic activity (e.g., trade between the U.S. and Europe).
- f. Give examples of technological advancements and their impact on business productivity during the development of the United States (e.g., cotton gin, steamboat, steam locomotive, and telegraph).



💡 Key and Related Concepts

🔗 Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.		systems and roles	Science Lab, Social Studies
 Change	How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable.		transformation, adaptation and migration	Science Lab, Social Studies

👤 Developing IB Learners

★ Learner Profile



Thinkers



Balanced



Open-minded

Description

Activities:

Students will demonstrate an understanding of the need for human development and the effects on systems. (Balanced)

Students will demonstrate an understanding of the importance of being open-minded when assessing the perspective of others. (Open-minded)

Students will analyze how their thoughts and actions affect the past, present, and future. (Thinker)

ATTITUDES:

Students will demonstrate appreciation by



Students will demonstrate commitment by

Students will demonstrate cooperation by

ATL Skills

Approaches to Learning

Description

Transdisciplinary Skills: Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition, Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting.



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen actively to other perspectives and ideas.

Listen actively and respectfully while others speak.

Speaking

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

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

Paraphrase accurately and concisely.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.



Social Skills

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



collaboration

Interpersonal relationships

Listen closely to others' perspectives and to instructions.

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



Thinking Skills

- Creative Thinking - Generating novel ideas and considering new perspectives

Considering new perspectives

Apply existing knowledge to design new products processes, media and technologies.

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

Identify strengths and areas for improvement.

Record thinking and reflection processes.

Action

Student-initiated Action

Student-initiated Earth Day awareness presentation by Ebere May 5, 2021

Students will educate our local community through letter writing to explain how conflict and change affect life.

There is a group of student who created a garden club working independently on attending to our school garden as well as creating a container garden on the science lab patio. There is a student organized group working to maintain the garden.

4/12/22: Small group of students made Google slides to answers wonderings: click in link to view [Students created a Google slides to answer the wonderings about the types of ecosystems of our city of Atlanta.](#)

Assessment & Resources

Ongoing Assessment



Ecosystems Project- Summative Assessment with Teacher Feedback May 5, 2021

Ecosystems Project- Summative Assessment with Teacher Feedback May 5, 2021

Sharing The Planet - Visual Thinking Strategy (Civil War and Ecosystems) May 5, 2021



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

Provocation: BrainPOP quizzes, graphic organizers, Studies Weekly, SEE, THINK, WONDER Chart

Formative Assessments: Quizizz, Flocabulary quiz, Multiple choice, True/False quizzes, Short answer responses, Exit tickets

Summative Assessment: Ecosystems Poster Project with 25 points total with Teacher Rubric

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

SEE, THINK, WONDER Chart- Civil War and Ecosystems

Making flexible use of resources

Independent reading, internet research, science lab resources, outdoor learning

Independent Reading/MyOn books:

Civil War Cooking: The Confederacy

The US Civil War

The Battle Over Slavery

Civil War Cooking: The Union

Student Self-assessment and Peer Feedback

Student self assessment (see attachment), ongoing journaling

Learning Experiences

Designing engaging Learning Experiences

Gifted/enrichment

[G4_Sharing_the_Planet.docx](#) Mar 15, 2022

Students will view a variety of ecosystems found around the world and complete I See, I Think, I Wonder Chart

Students will learn about how to make decisions by performing Tug-A-War

Students will compare and contrast ecosystems and how decisions effect the ecosystems by using a Venn Diagram



Students will create an ecosystem mural.

Students read and answer question based on Studies Weekly Magazine.

Students will compare and contrast the Civil War, The American Revolution and War of 1812 by using a Three-Fold Venn Diagram.

Create a wanted poster based on a leader of the Civil War. Student choice.

Music Class Instruction:

Key Concepts: function, connection, responsibility

- Use rhythm patterns as communication through folkdancing and instrumental performance (Eg., Listen to the Mockingbird, Virginia Reel, Polka Pousette, Sashay the Donut, Fezziwig Waltz or Jefferson Reel
- Discuss interdependence of families of instruments through performance of grade level recorder, orff, and/or vocal repertoire (Eg., quavermusic (advanced), Solomon recorder rep., Yankee Doodle (Traxler rep)
- Identify foundations of a musical piece learning beginning composition techniques
- Central Idea: Students reflect on how the interactions of the musicians and dancers during practice and rehearsal affect future performance and audience experience
- Learner Profile: Students practice being balanced by trying different instruments/vocal parts with varying difficulty. Students are risk-takers performing for others.
- Assessment: Performance assessments of 4th grade repertoire will occur according to music rubric.

PE Class Instruction:

- Students will identify a variety of activities and foods that would have a positive effect on the human body.

Science Lab:

Key concepts: function, connection, responsibility

Activities:

- Students will view the Chief Seattle poem about the web of life, view some pictures of healthy ecosystems and unhealthy ecosystems. Students will discuss and generate possible lists of the causes and effects.
- Students will play the Stemsopes Explore game to experience how roles of organisms impact and effect each other in an ecosystem.
- Students will be asked the question "Did anybody here eat the sun today?" This leads into a food chain/web lesson using Generation Genius Food Web video. Students will create diagrams of a food chain labeling roles and flow of energy from the sun to the apex predator.
- Students will observe the chickens in their habitat and create diagrams of a chicken's food chain and food web.

Art Class Instruction:

Key Concepts: Function, Connection, Responsibility

The Central Idea: An inquiry into rights and responsibilities of people in their environment, examining the struggle of Native-Peoples of the American Southwest to share finite resources with other people and with other living things. An exploration of connection of communities and the relationships within and between them and their environment.

Activities:

- Students will create Hopi Culture Kachina-Masks after studying the Connection to the environment in which this the Artform



arose.

- Students will take part in a "See, Think, Wonder" Thinking Routine to understand the Function of such masks and with images of Native-American Effigy Pottery.
- Students will fabricate functional Native-American Effigy Pottery, such as serviceable containers: cups, bowls, or trays.
- Students will practice proper techniques using the pinch and coil methods of pottery construction.

Learner Profile: Students practice open-mindedness regarding other cultures, and will be thinkers as they sketch and plan first a Kachina Mask made of paper, and a clay vessel, both inspired by Native First-Peoples exemplars of the American Southwest. Students practice being balanced by fashioning 3-dimensional objects with unique properties and challenges.

Assessment: Formative assessment during 5-week process of creating Native-American inspired Mask and Effigy vessel, referring to rubrics. Summative Assessment with Teacher Feedback.

Visual Resources and Lesson Plan:

[Native American Effigy Pottery](#) Jun 4, 2021

[Native_American_Effigy_Pottery.pptx](#) Jun 4, 2021

Spanish -

Students will recognize vocabulary associated with types of ecosystems and their geographical location

Reflections

General Reflections

Looking Back

Kaytee Roberts May 5, 2021 at 12:23 PM

We were able to effectively monitor students' learning by examining and assessing their formative activities and summative projects. Many students created physical posters to demonstrate their knowledge, while others created virtual projects such as videos of the food chain and ecosystems.

Lisa Moye May 5, 2021 at 12:24 PM

Monitoring and documenting student learning went well. We used several visible thinking strategies in this process, such as See, Think, Wonder. Students demonstrated through their comments evidence of prior knowledge and their ability to make connections with the central idea of how cause and effect are created through conflict and change in the world, our society, environment, and the world.



Wendy Sanders Apr 19, 2022 at 3:52 PM

Students completed a reflection about their Endangered Species project or Who Am I Project while reflecting directly about the Central Idea of Impacts of Conflict and Change.

☰ Looking Forward



Lisa Moye Apr 28, 2021 at 2:28 PM

Students were able to make connections with how conflict brought about change during the Civil War and how they continue to see these connections in other conflicts and wars. We can strengthen transdisciplinary connections through conversation and guided questions.



Lisa Moye May 5, 2021 at 12:31 PM

We were able to make connections about change. To further innovate we will get the students actively involved in the ecosystem around our school. There is a group of student who created a garden club working independently on attending to our school garden as well as creating a container garden on the science lab patio. There is a student organized group working to maintain the garden.

☞ Additional Subject Specific Reflections



Lisa Alexander May 5, 2021 at 10:48 AM

Students will be able to recognize their place in the world and how interactions and decisions affect the future. This can be done in movements, action and principle.