



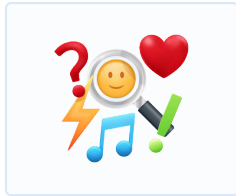
Summary

How We Express Ourselves

Subject	Year	Start date	Duration
English, Science Lab, Social Studies	Fifth Grade	Week 2, January	5 weeks

Inquiry

Transdisciplinary Theme



How we express ourselves

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values

The Central Idea

Actions have effects

Lines of Inquiry

- Effects of actions
- Actions Cause Change
- Evidence of change

Teacher questions

- When can an action have more than one effect?
- How can an action unite or divide?
- How will we know an action had an effect?

Learning Goals

Scope & Sequence

Social Studies

[IB] Human systems and economic activities

Overall Expectations

will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an



understanding of how and why people manage resources.

Conceptual Understandings

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

Identify roles, rights and responsibilities in society

Use and analyse evidence from a variety of historical, geographical and societal sources

[CCGPS] Historical Understandings

Learning Outcomes

SS5H6 The student will explain the reasons for America's involvement in World War II.

- a. Describe Germany's aggression in Europe and Japan's aggression in Asia.
- b. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust.
- c. Discuss President Truman's decision to drop the atomic bombs on Hiroshima and Nagasaki.
- d. Identify Roosevelt, Stalin, Churchill, Hirohito, Truman, Mussolini, and Hitler.
- e. Describe the effects of rationing and the changing role of women and African Americans; include "Rosie the Riveter" and the Tuskegee Airmen.

[CCGPS] Economic Understandings

Learning Outcomes

SS5E2 The student will describe the functions of four major sectors in the U. S.

economy.

- a. Describe the household function in providing resources and consuming goods and services.
- b. Describe the private business function in producing goods and services.
- c. Describe the bank function in providing checking accounts, savings accounts, and loans.
- d. Describe the government function in taxation and providing certain goods and services.

SS5E3 The student will describe how consumers and businesses interact in the U. S. economy.

- a. Describe how competition, markets, and prices influence people's behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

SS5E4 The student will identify the elements of a personal budget and explain why personal spending and saving decisions are important.



English

[CCGPS] Reading Literary

Learning Outcomes

Key Ideas and Details

ELACC5RL1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure

ELACC5RL5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

ELACC5RL6. Describe how a narrator’s or speaker’s point of view influences how events are described.

[CCGPS] Writing

Learning Outcomes

Text Types and Purposes

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

ELACC5W1.d. Provide a concluding statement or section related to the opinion presented.

ELACC5W2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Standards and benchmarks

Georgia State Standards: GSE: Fine Arts: Visual Arts (2017)

Creating (Grade 5)

VA5.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).

VA5.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).

VA5.CR.3 Understand and apply media, techniques, processes, and concepts of twodimensional art.

- e. Apply multiple spatial concepts to create works of art (e.g. one point perspective, atmospheric perspective, positive and negative space).



VA5.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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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.

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.

- 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.

Georgia State Standards: GSE: Physical Education (2018)
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.

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.
- b. Designs a plan to address ways to use physical activity to enhance fitness.
- g. Engages in teacher-led and independent physical education class activities.

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.
- d. Applies safety principles with peers and equipment in physical activity settings.

Georgia State Standards: GSE: Science (2016)



Life Science (Grade 5)

S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.

- a. Ask questions to compare and contrast instincts and learned behaviors.
- b. Ask questions to compare and contrast inherited and acquired physical traits.



Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Related concepts
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Causation

Why is it as it is?

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.



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.

Beliefs, Prejudice



Developing IB Learners

Learner Profile



Open-minded



Risk-takers (Courageous)



Reflective

Description

Student-centered: Design a propaganda poster advertising describing events during WWII (Tuskegee Airmen, rationing, women-Rosie, United Nations, etc.)



ATL Skills

Approaches to Learning

Description

Transdisciplinary Skills: Planning, Collecting Data, Presenting Research, Acquisition of knowledge, Application, Accepting Responsibility, Resolving conflict, Group decision making, Listening, Speaking, Reading, Writing.



Thinking Skills

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

Analysing

Observe carefully in order to recognize problems.

Evaluating

Organize relevant information to formulate an argument.

Forming Decisions

Propose and evaluate a variety of solutions.

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

Practise “visible thinking” strategies and techniques.

Considering new perspectives

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

Action

Student-initiated Action

Students created a study game from notes taken in class in which they asked each other questions based on what was the effect from this action or what action caused this effect in both social studies and science class.



Assessment & Resources

Ongoing Assessment

How We Express Ourselves – Cause and Effect

Central Idea: Actions have effects

Goal: Your task is to create a plan of action for preparing for a nuclear disaster.

Role: You are an adviser (assistant) to a world leader (Truman, Hirohito, or Stalin)

Audience: A world leader (Your research will be presented to one of the world leaders)



Situation: There is a new development of the atomic bomb in WWII. A nuclear disaster is threatening countries around the world. As an advisor to a world leader, you must research the effects of dropping a bomb on another country. Is this the right choice? You must decide and then provide the world leader with sufficient evidence as to why dropping the bomb or not is the best decision for your country.

Product: Explain in 3 - 5 paragraphs how you would advise (help) the world leader to his final decision about dropping an atomic bomb. How will your country win the WWII? The essay should include: how the environment will be affected, the economy, and human life. Make sure you support your position with science information about chemical or physical changes. If you drop the bomb, what happens next? If you don't drop the bomb, what happens next? What short and long-term effects will this have on your country?

Standard: SS5H3, SS5H4, S5P1 (a-c), ELAGSE5W1 (a-d), SS5E1, SS5E3

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

KWL, class discussion, hook activities, wonder chart

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

Student Self-assessment and Peer Feedback



Rubrics Jun 1, 2022



Rubrics Jun 1, 2022

Learning Experiences

Designing engaging Learning Experiences

Extension and Enrichment Activities:



G5_How_We_Express_Ourselves.docx
Jan 11, 2022

How we Express Ourselves

- Effect of actions
 - Science:
 - Physical changes and chemical changes



- Social Studies:
 - Invading Poland, breaking treaty of Versailles
- Actions that unite/divide
 - Science
 - Differences of physical and chemical, mixture vs brand new substance – look at properties.
 - Social Studies:
 - Axis and Allied Powers, Rosie the Riveter
- Evidence of change
 - Science
 - Chemical reaction(s)
 - Social Studies
 - Creation of United Nations

Music

- Central Idea: Music persuades an audience.
- Key Concepts: Connection, Function, Responsibility
- Learner Profile: Students will develop their risk-taking, communicator, and knowledgeable learner profiles.
- Activities: Students will finish their bomba performance, then prepare jingles using their quaver jingle project template. Students will connect jingles to exhibition OR products from the social studies time period being reviewed. Students will begin learning about different genres and styles of music, play selections from those styles of music on ukulele and drums. and learn about how historical events connect to those styles of music.
- Assessment: Students will have a quaver project rubric, and students will self-rate their genre and style success.

Physical Education:

Key Concept: Causation and perspective

Students will be able to explain the causation of jump roping safety and their perspective on the influences jump roping has on the body.

Learner Profile: Open-minded, courageous (risk-taker), reflective

Students will be open-minded about jump roping being a fitness activity to help increase their cardiorespiratory endurance as they are courageous in their participation of new skills and reflective on how to improve.

Activities:

Students will work independently and in small groups to jump rope using a variety of skills. They will also identify the health fitness components and safety concerns that pertain to jump roping.

Science Classroom/Lab:

- Key Concepts: function, perspective, responsibility
- Activities: Students experiment with various substances to observe evidence of the differences between chemical and physical change.
- Students view videos, rotate through stations to determine what caused reactions.
- Students then research, plan and carry out their own experiment and film on Flip Grid. Students must list supplies and demo the reaction while narrating what type of reaction and why.

Spanish



Students will recognize vocabulary associated with physical and chemical changes in Spanish and identify whether changes are chemical or physical changes

Novel Study Options: Out of the Dust, Rose's Journal, Children of the Dust Bowl

Visible Thinking Strategy Options: I used to think...now I think

Reflections

General Reflections

Looking Back

 **Rachel Bailey** May 16, 2024 at 12:53 PM

Students articulated thoughtful arguments and considerations regarding the potential effects on the environment, economy, and human life through written responses, role-play performances, and visual representations while working to create a 3-5 paragraphs on how you would advise (help) the world leader to his final decision about dropping an atomic bomb

One aspect of the project that stood out is the diversity of perspectives and approaches students took to analyze the scenario. Some students have advocated for dropping the bomb as a strategic military decision to ensure victory in WWII, while others have argued against it on ethical and humanitarian grounds. This diversity of viewpoints reflects students' ability to critically evaluate complex issues and consider multiple factors in decision-making, which is an important skill for informed citizenship.

Team Members Present: All Team Members

Looking Forward

 **Erica Pease** Mar 16, 2023 at 8:44 AM

Upcoming year: Research connections of physical and chemical changes and how they will develop the atomic bomb. Students will engage with High Tough High Tech regarding Physical/Chemical Change.

 **Rachel Bailey** May 16, 2024 at 12:59 PM

Looking forward, students should reflect more on potential actions they could take based on their learning, considering how they could apply their knowledge and skills to contribute to their communities and the world at large positively. Overall, the monitoring, documenting, and measuring of learning provided valuable evidence of students' growth and development in



relation to the central idea, ATL skills, learner profile attributes, and action-oriented reflections, informing next steps in their learning journey.

Team Members Present: All Team Members

Additional Subject Specific Reflections



Jessica Weingart Apr 19, 2022 at 3:52 PM

This unit will be revised to better reflect the expression of music as related to a particular culture and/or historical event such as our bomba mini-unit.



Erica Pease May 27, 2022 at 10:42 AM

Students met goal of "how it works" through their lava lamp project. Students learned that different elements worked effectively together while others didn't



Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:48 AM

Discovery Education, BrainPop, TED-ED, YouTube videos, AIMS materials