



**Summary**

### Where We Are In Place and Time

Subject	Year	Start date	Duration
English, Physical Education, Science Lab, Social Studies	Fifth Grade	Week 1, August	7 weeks

**Inquiry**

#### Transdisciplinary Theme



##### Where we are in place and time

An inquiry into orientation in place and time

The relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives

#### The Central Idea

Time Yields Progress

#### Lines of Inquiry

- Definition of progress
- Examples of progress
- Impact of progress

#### Teacher questions

- How do we define progress?
- What does progress look like?
- How does progress impact people?
- Over time how have the inventions changed at the turn of the century?

**Learning Goals**

#### Scope & Sequence

English

[IB] Written language - reading

**Conceptual Understandings**



Authors structure stories around significant themes.

**[CCGPS] Reading Informational**

**Learning Outcomes**

Key Ideas and Details

ELACC5RI2. Determine two or more main ideas of a text and explain how they are supported by key details

 Social Studies

**[CCGPS] Historical Understandings**

**Learning Outcomes**

SS5H3 The student will describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

**Standards and benchmarks**

Georgia State Standards: GSE: Fine Arts: Music (2018)  
General Music (Grade 5)

ESGM5.CR.2 Compose and arrange music within specified guidelines.

- b. Compose music (with or without text) within an octave scale in simple meter (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).
- c. Arrange rhythmic patterns to create simple forms, instrumentation, and various styles.

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.

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.
- d. Perform multiple songs representing various genres, tonalities, meters, and cultures.



**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).

**Connecting**

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

- a. Discuss connections between music and the other fine 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.

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.

- a. Create original works of art that communicate values, opinions, and 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).
- d. Create works of art inspired by historical, contemporary, and/or social events.

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

- a. Refine drawings and paintings with a variety of media (e.g. pencil, crayon, pastel, charcoal, tempera, watercolor, acrylic).
- b. Apply printmaking processes to create works of art (e.g. monoprints, collagraphs, Styrofoam prints, editions, reduction prints).
- c. Utilize a variety of materials in creative ways to make works of art (e.g. mixed-media, collage, or use of available technology).



d. Refine knowledge of multiple color schemes to create works of art (e.g. monochromatic, analogous, neutral, complementary).

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

VA5.CR.4 Understand and apply media, techniques, processes, and concepts of threedimensional works of art.

a. Create clay objects, demonstrating refinement of combined hand-building techniques (e.g. pinch method, coil method, slab, surface design).

b. Create sculpture that demonstrates a design concept using a variety of methods (e.g. papier-mâché, paper sculpture, assemblage, found object sculpture).

c. Create works of art using traditional and/or contemporary craft methods (e.g. weaving, stitchery, puppetry, batik, jewelry, book arts).

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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Presenting (Grade 5)

VA5.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 artist statement.

b. Choose works of art to be displayed based on reflection and designated criteria.

VA5.PR.2 Develop and maintain an individual portfolio of works of art.

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Responding (Grade 5)

VA5.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 create works 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 5)

VA5CN.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. Explore and interpret ideas, themes, and events from diverse cultures of the past and present to inform one's own



work.

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

d. Recognize how art can be used to inform or change beliefs, values, or behaviors in an individual or society.

e. Investigate ways in which professional artists contribute to the development of their communities (e.g., architects, painters, photographers, interior and fashion designers, educators, museum educators).

VA5.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

a. Describe and discusses various art-related careers and how design impacts daily life (e.g. art historian, art critic, curator, web designer, game designer, fine artist).

VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

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Georgia State Standards: GSE: Science (2016)

Physical Science (Grade 5)

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.

a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.

b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.

c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).

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.

c. Participates in the Georgia Fitness Assessment Program with teacher supervision.

d. Compares Georgia Fitness Assessment results to Health Fitness Zones (HFZ).

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.

c. Gives and accepts corrective feedback respectfully to and from others (peers and adults).



**Key and Related Concepts**

**Key Concepts**

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
<p>Form</p>	<p><b>What is it like?</b> The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.</p>	<p>Math- Students will demonstrate the concept of form by creating a 3D volume city.</p> <p>Students will analyze the creation of the railroads and the increase of trade and economy.</p>		
<p>Connection</p>	<p><b>How is it linked to other things?</b> The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p>Students will connect that scientific advancements have progressed our working knowledge. (genetics)</p> <p>Students will explore relationships between learned/inherited behaviors and genetics traits.</p> <p>Students will explain how government systems and philosophies impact relationships.</p>	<p>Systems, Relationships, and Interdependence</p>	<p>Science Lab, Social Studies</p>
<p>Perspective</p>	<p><b>What are the points of view?</b> 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.</p>			



## Developing IB Learners

### Learner Profile



Communicators



Knowledgeable

#### Description

Students will analyze the learned information (knowledgeable) and apply the learned material to identify and express their opinion (communicator/reflective) that time yields progress.

Student Centered Activity: Through carefully chosen topics students can determine something they would want to protest. Students can create protest posters and write speeches on their chosen topic. This will be teacher guided.

Examples: Women's Rights, Animal Rights, BLM.



## ATL Skills

### Approaches to Learning

#### Description

Transdisciplinary Skills: Formulating Questions, Planning, Organizing Data, Interpreting Data, Comprehension, 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.



### Self-management Skills

- Organization - Managing time and tasks effectively

Set goals that are challenging and realistic.

Use time effectively and appropriately.

Bring necessary equipment and supplies to class.



## Action

### Student-initiated Action

Some students used the concepts they learned in this unit too support their IB exhibition work. For example, one student made



the connection between segregation and present day school inequality.

## Assessment & Resources

### Ongoing Assessment



Rubric\_where\_we\_are\_in\_place\_and\_time.xlsx  
Jun 1, 2022



G5\_Rubric\_where\_we\_are\_in\_place\_and\_time.xlsx  
Jun 1, 2022

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:

Podcast in SS over the turn of the century events and people.

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

- KWL, class discussion,
- Provocation: Discuss the quote, then answer questions on sticky notes and post and revisit throughout unit.  
**“Change is not progress, but progress requires change.”** What does progress mean? Is progress always positive?

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### Student Self-assessment and Peer Feedback

- Google form Reflections
- Gallery Walks with peer review sticky notes (can be done on Jamboard if digital learning).

## Learning Experiences

### Designing engaging Learning Experiences



Cantrell Faces 5thPPT  
Jun 4, 2021





("Cantrell Faces" is a resource and artifact for Visual Art unit instruction featuring a contemporary African-American ceramic artist, living and working in Atlanta, Georgia.)

### **Where We Are in Place and Time**

- Definition of progress
  - Science:
    - Genetics
  - Social Studies:
    - Collapse of USSR
- Examples of Progress
  - Science
    - GMO
  - Social Studies
    - Computers/phones
    - Space/Arms Race
- Impact of Progress
  - Science
    - Cloning
  - Social Studies
    - Connectivity (internet/mobile phones), 9/11

### **Music**

Key Concepts: Connection, Reflection, Change

Activities: Students will perform instrumental ensembles on pitched and/or unpitched instruments.

Central Idea: Materials and motivations create a variety of experiences.

Lines of Inquiry: How can we perform in an ensemble in a way that creates a positive experience for our audience?

How can we perform in an ensemble in a way that creates a positive experience for ensemble members?

Learner Profile: Students will become knowledgeable, open-minded and balanced about different classroom instrumental ensembles and rhythms.

Assessments: Students will self-assess and assess one another after discussing criteria.

Approaches to learning: Self-Management, Social Skills, Communication Skills

### **Fine Arts: Visual Arts Instruction**

Key Concepts: Connection, Reflection, Change

Activities: Students will learn about printmaking, connection drawing, and reflection with the mirror image (see PPT Slideshow attached to resources, includes student work samples)

Central Idea: Different artistic disciplines can promote balance

- Printmaking is an art that involves the transfer of ink to paper.
- With this process you can make many copies of the same artwork.
- Each individual copy is called an "impression"
- A set of prints is called an "edition"
- <https://app.theartofeducation.edu/flex/videos/what-is-printmaking> -Printmaking Video on The Art of Ed



Learner Profile: Students will become knowledgeable, open-minded, and balanced about different artistic genres

Line of inquiry: How can we create balance with multiple images through printmaking?

**Physical Education:**

Key Concept: Form

Learner Profile: Communicate to assist individuals in using the proper form for their push-ups. Students will be knowledgeable enough to offer feedback to make adjustments to improve progress.

Activities: Students will be able to explain form by observing a video of how to perform a push-up while identifying testing errors, identify testing errors with a partner, and perform as many proper push-ups as possible.

- Identify what steps students must have taken to see the progress made on their fitness testing from the pre to post-test
- Participate in the Fitnessgram testing
- Use a gator ball to know how low to go in their push-up to have 90-degree elbows

Assessments- Students will begin by practicing the proper form for push-ups. Students will then work with a peer and communicate correct and improper forms they recognize in their push-up performances. The teacher will assess all students to track their push-up performance for the Fitnessgram.

**Social Studies**

- Students will use the QR codes or links to access informational websites regarding the space race. They will complete the task cards associated with each code/link.

**Science Lab:**

**S5L2**

**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.**

**(Clarification statement: Punnett squares and genetics are taught in future grades.)**

Key Concepts: Change, Connection. Reflection

Activities:

- Students will connect that scientific advancements have progressed our working knowledge of what causes organism's genetic physical traits and learned behaviors.
- Students sort various organism scenarios, and discuss evidence and reasoning for sort each scenario as genetic physical, genetic behavior, environment physical, or environmental behavior.

**Spanish -**

Students will recognize descriptive adjectives to describe physical traits and verb to describe actions / behaviors - inherited traits - descriptions



**Novel Study Options:** Buzz Aldrin: Reaching for the Moon,

**Visible Thinking Routine Options:**

Thinking Routines used to facilitate deep student inquiry , understandings, and discussions of how time yields progress.

Think, Puzzle, Explore, Circle of Viewpoints, Tug of War

**Supporting Student Agency**

Through the following activities, students will have opportunity to discuss and share learning: during these activities

Visible Thinking Routines

Interactive note taking

 **Reflections**

**General Reflections**

**Looking Back**



**Erica Pease** May 11, 2022 at 2:34 PM

Change/Connection:

Students understand connection between two recessive = to show up but only need 1 dominate gene for it to be displayed in the offspring

Students concluded that there are historical patterns that cause future events.



**Erica Pease** May 18, 2023 at 8:58 AM

Because of covid and our students being so far behind we did more teaching in isolation and less conceptual instruction.



**Alexsandra Diaz** Feb 28, 2024 at 7:26 AM

We studied volume at the beginning of the year in math. We decided to create culminating activities where students had to go through the process of creating their Volume City to demonstrate their understanding. They could see the impact of their design and how it affected the layout of their city. When students created their structures they had to be mindful of their



space and size of their structure. The students were able to reflect that some of the original dimensions for their structures had to be changed due to the possibility of the structure standing up in their city.



**Rachel Bailey** May 16, 2024 at 7:03 AM

Measuring student learning throughout the unit was facilitated through summative assessments, culminating projects (Volume City), and presentations. These assessments allowed students to demonstrate their mastery of content knowledge, their ability to apply concepts in new contexts, and their proficiency in essential skills such as critical thinking, research, and communication. Rubrics and criteria were used to ensure fairness and consistency in evaluation. Students were then able to reflect on their learning and were assessed using previously discussed learning targets.

Team Members Present: All Team Members

### Looking Forward



**Erica Pease** May 11, 2022 at 2:36 PM

We would die deeper into recessive and dominate genes, through a more extensive look into their family genes/patterns. Examples: rolling of the tongue, ear lobes



**Erica Pease** May 18, 2023 at 8:59 AM

Moving forward we plan to change the grasp to our summative project from 2023. Students took 1 element/event from the cold war. Students made connections between cause and effect for the overall cold war 40 year time period. Informational readings standard (text structure/Cause effect) was infused into their anchor charts.



**Alexsandra Diaz** Feb 28, 2024 at 7:27 AM

We discovered that our math standards aligned well with our Volume Unit and created a culminating task where students had to create a volume city.



**Rachel Bailey** May 16, 2024 at 7:05 AM

Based on differentiated learning styles, moving forward provides opportunities for personalized learning experiences. This might involve offering choices in assignments, incorporating varied instructional strategies, and providing additional support or extension activities.



Team Members Present: All Team Members

**Additional Subject Specific Reflections**



**Jessica Weingart** Apr 19, 2022 at 3:26 PM

Classes who struggle with group interactions and group work may need additional group preparations ahead of the project next year.



**Aleksandra Diaz** Feb 28, 2024 at 7:28 AM

We may need to revisit the ELA and SS standards to ensure they align with our planner next year.



**Rachel Bailey** May 16, 2024 at 7:06 AM

We will revisit the planner in the summer to ensure ELA and SS standards are aligned.



**Stream & Resources**

**Resources**



**Aleksandra Diaz**

Posted **1 file** on Feb 8, 2024 at 10:50 AM



Copy\_of\_GA\_5L1AB\_ClassificationofOrganisms\_EXPLAIN\_STEMscopedia\_SPA.pdf  
2 MB PDF Document



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

Discovery Education, interactive history books, High Touch High Tech, Atlanta History Center field trip, BrainPop, AIMS materials, YouTube videos, and TED-ED