



Summary

Who We Are

Subject	Year	Start date	Duration
English, Science Lab, Social Studies	Fifth Grade	Week 4, October	6 weeks

Inquiry

Transdisciplinary Theme



Who we are

The Central Idea

Organization Support Human Endeavors

Lines of Inquiry

- Purpose of Organizations
- Strategies For Problem Solving
- What Makes Organization Successful

Teacher questions

- What is the function of electricity?
- What was the cause of the Great Depression?
- What is the connection between WWI and WWII?

Learning Goals

Scope & Sequence

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.

Social Studies

[CCGPS] Historical Understandings

Learning Outcomes

SS5H5 The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.

a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.

b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.

c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.

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.

f. Explain the U.S. role in the formation of the United Nations.



Standards and benchmarks

Georgia State Standards: GSE: Health Education (2021)
Health Education (Grade 5)

Students in fifth grade

develop more sophistication in understanding health issues and practicing health skills.

They apply health skills and strategies to improve or maintain personal and family health.

Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences.

HE5.1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE5.1.a Recognize the relationship between healthy behaviors and disease prevention.

HE5.1.d Describe and apply the basic health concept of personal hygiene and safety.

HE5.1.f Identify trusted adults and when it might be important to seek health care or emergency help for themselves or others.

HE5.1.g Identify the changes that occur during puberty.

HE5.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE5.4.c Demonstrate how to ask for assistance to enhance personal health and the health of others.

HE5.5: Students will demonstrate the ability to use decision-making skills to enhance health.

HE5.5.a Identify health-related situations that might require a thoughtful decision.

Georgia State Standards: 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.

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

Connecting (Grade 5)

VA5CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art.

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



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

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)

S5P2. Obtain, evaluate, and communicate information to investigate electricity.

a. Obtain and combine information from multiple sources to explain the difference between naturally occurring electricity (static) and human-harnessed electricity.

b. Design a complete, simple electric circuit, and explain all necessary components.

c. Plan and carry out investigations on common materials to determine if they are insulators or conductors of electricity.

S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.

a. Construct an argument based on experimental evidence to communicate the differences in function and purpose of an electromagnet and a magnet.

b. Plan and carry out an investigation to observe the interaction between a magnetic field and a magnetic object.

Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Function	<p>How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p>		
 Causation	<p>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.</p>	conflict, communications, community	Social Studies
 Connection	<p>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</p>	Relationships	



Key Concepts	Key questions and definition	Related concepts	Subject Focus
	element affect others.		



Developing IB Learners

Learner Profile



Knowledgeable



Inquirers

Description

Knowledgeable -



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 Cold War:

Product: Find the patterns, analyze the patterns through the historical period.

Students will create a timeline or presentation to demonstrate knowledge of how the historical events during cold war era were interrelated.

Examples:

CIA - Red Scare (Was this happening in Russia?)

Space Race & Arms Race

Government Agencies (CIA vs KGB)

Communism vs Democracy - Korean War/Vietnam War (Russia supplying the weapons) (Can students make connection to Ukraine 2022) (American involvement)

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)

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

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

Health/Physical Education:

Key Concept: Function and Causation

Learner Profile: Inquirer and knowledgeable

Activities: Students will be able to explain the function of the menstrual cycle, the causation of pregnancy, and communicable/non-communicable diseases.

- Human Growth and Development unit- create class guidelines; complete work packets on the human anatomy for males and females, communicable/non-communicable diseases, and reproductive systems; videos and discussions on human trafficking and HIV/AIDS

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 protoza slide: pond water. Students will scientifically sketch, label parts, and infer weather 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.
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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/output tables as well as coordinate planes. Students learned patterns through operations.



Erica Pease May 18, 2023 at 9:04 AM

We decided to create a project of 3D animal/plant cell models. Students tied in multiple life cycle concepts.

The form and structure of the actual 3D model had to replicate/precise the accuracy of an actual model.



Rachel Bailey May 16, 2024 at 10:57 AM

Students demonstrated their understanding of inherited traits by accurately identifying and describing 10 traits in their posters. They likely included examples of traits such as eye color, hair texture, or blood type and explained how these traits are passed down from parents to offspring. Through their posters, students showed a conceptual understanding of genetics and heredity. They may have explained basic genetic principles such as dominant and recessive traits, inheritance patterns, and population variations

Team Members Present: All Teachers Present

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.



Erica Pease May 18, 2023 at 9:06 AM

Grasp will be adjusted to reflect current teaching processes. We will use our plant/animal cell project to strengthen their connections.



Rachel Bailey May 16, 2024 at 11:00 AM

Teachers discovered that students have varying prior knowledge and understanding of genetics and inherited traits. Moving forward, teachers can implement differentiated instruction strategies to cater to students' diverse needs. This might involve providing additional resources or support for students who need extra assistance and offering extension activities for students who have a deeper understanding of the material.

Team Members Present: All Teachers Present

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