

4th Grade

How We Organize Ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

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TEACHERS

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CENTRAL IDEA

Functions of a system depend on interconnected components.

Lines of Inquiry	Teacher Questions	Key Concepts	Related Concepts
<ul style="list-style-type: none">• Functions and structures• Similarities and differences of systems• Systemic change	<ul style="list-style-type: none">• How are systems and their components interrelated?• How are systems similar and different?• What are the causes and effects of systemic change?	Connections Function Causation	Functions Systems Interconnected

UNIT VOCABULARY

connections, functions, systems, depend, interconnected, components, structure, systemic failure, systemic change, government, restructure

SKILLS AND PROCESSES			
Reading	Writing	Science/SS	Math
<ul style="list-style-type: none">• Finish RU of S Unit 2• Begin RU of S Unit 3: Reading History	<ul style="list-style-type: none">• Analytical (Essays)	<ul style="list-style-type: none">• Government• Structure of living things• Economics• Historical Documents	<ul style="list-style-type: none">• Measurement• Fractions

PRIOR LEARNING/CONNECTIONS

(What do you know about the Central Idea? What connections can you make?-planners in earlier grade levels)

- KWL
- Student Surveys
- Discussions
- Student Checklists
- Writing

LEARNER PROFILE ATTRIBUTES <i>(attributes which are focused on in this unit are in this color)</i>					
Inquirer	Communicator	Risk-taker	Thinker	Reflective	Quality Producer
Caring	Knowledgeable	Open-minded	Balanced	Principled	Community Contributor

STUDENT QUESTIONS

- How does the body system work?
- What would happen if we had no bones?
- Why does America use a different measurement system from everyone else in the world?
- Why don't we have a world government that everyone follows?
- Why did Americans not want to be part of Great Britain?
- Why do birds have different beaks?

LEARNING ENGAGEMENTS

- Frontloading:
- [Systems of Measurement](#) (all LOI)
- [Systems Cards](#) (all LOI)
- [Government Systems](#) (all LOI)
- [Animal Structures](#) practice reading test(all LOI)

APPROACHES TO LEARNING *(skills which are focused on in this unit are in this color)*

Social Skills

- **Developing positive interpersonal relationships and collaboration skills**
 - Accept Responsibility
 - Respect others
 - Cooperate
 - Resolve conflict
 - Group decision-making
 - Adopt a variety of group roles
- **Developing social-emotional intelligence**

Communication Skills	<ul style="list-style-type: none"> • Exchanging information skills <ul style="list-style-type: none"> ◦ Listening ◦ Speaking ◦ Non-verbal communication • Literacy skills <ul style="list-style-type: none"> ◦ Viewing ◦ Presenting • ITC skills (using technology to gather,investigate and communicate info)
Research Skills	<ul style="list-style-type: none"> • Information-literacy skills <ul style="list-style-type: none"> ◦ formulating/planning ◦ Observing ◦ Data gathering/recording/organizing ◦ synthesizing/interpreting ◦ evaluating/communicating/presenting research findings • Media Literacy • Ethical use of media/information
Self-Management Skills	<ul style="list-style-type: none"> • Organization skills (manage time and tasks effectively) • States of mind <ul style="list-style-type: none"> ◦ Mindfulness ◦ Perseverance ◦ Emotional management ◦ Self motivation ◦ Resilience • Gross motor skills • Fine motor skills • Spatial awareness • Organization • Safety • Healthy • Codes of behavior • Informed choices
Thinking Skills	<ul style="list-style-type: none"> • Critical thinking skills <ul style="list-style-type: none"> ◦ Synthesis (combining parts to make wholes, creating, designing) ◦ Analysis (taking ideas apart, separating into component parts, seeing relationships) ◦ Evaluation • Creative thinking skills • Transfer skills <ul style="list-style-type: none"> ◦ Application (using previous knowledge)

	<ul style="list-style-type: none"> • Reflection/metacognitive skills • Acquisition of knowledge (gaining specific facts, ideas, vocab, remembering in a similar form)
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ACTION

- One student noticed that the library book she was reading mentioned systems (specifically the digestive system).
- Several students chose library books that had to do with all the different body systems.
- Several students checked out library books for summative assessments.

LEARNING GOALS AND SUCCESS CRITERIA

- [Rubric, Self-assessments,](#) and [Reflections](#) (this is a link to the [template](#) teacher will use to make a copy for their own class to fill out and link below)
 - [James Rubric Template](#) ([sample student rubric](#))/[student reflection form template](#) ([sample student self-reflection](#))
 - [Frauenthal Rubric Template](#) ([sample student rubric](#))/[student reflection form](#)
 - [Davis Rubric Template](#) ([sample student rubric](#))[student reflection form](#)