# **Grade** **Level**: 5th **Dates**: January 10 -February 17

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| **7School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Hall, Jackson, Seagrave  **Buffer**: | **Transdisciplinary Theme**: Sharing the planet  **Segment of Theme**: Community, resources, and relationships  **Over Arching Concept**: Responsibility | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Societies adjust according to social and environmental changes. | | |
| 1. **Key Concepts**: Perspective, Change, Connection | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Community  Resources  Relationships  Timeline  Social Conflict | -Communities have a responsibility to maintain their environment, resources, and relationships.  -Changes in matter impact the environment.  -Change can be understood by looking at the cause of events. | **DOK Level 3 & 4**   * Why is the period from 1918 to 1929 often called the “Roaring 20s”? * How did the Jazz Age change America? * How does war affect society? * What changes and remains the same after war? * How did the attack on Pearl Harbor change the American public’s view of entering into World War II? * Who were the significant leaders for the Axis and Allied powers? * How did Truman arrive at the decision to use nuclear weapons? * How did the Germans keep the Holocaust secret until the end of World War II? * How is the memory of the Holocaust kept alive today? * How can I tell if matter has undergone a chemical change or a physical change? * How does changing matter affect its weight? * How do the physical properties of an object affect how it goes through a physical or chemical change? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students should have prior knowledge of The revolutionary and Civil wars from fourth grade. Students also previously learned about the rise in technological inventions- lightbulb, telephone, Panama Canal, etc. which would lead to the world being more interconnected. The concept of science and technology affecting individuals and connecting individuals was taught in the previous units. | How will you assess student’s understanding of the lines of inquiry?  Ongoing class discussions on Pearl Harbor, Jazz Age, Holocaust, World War 2, and chemical and physical changes. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| * Roaring 20s -Have students work in groups to create a script for a newscast that would inform Americans of a historical event (Pearl Harbor, Jazz Age, Holocaust, World War 2). Record the newscasts to view and share with others. * Chemical/Physical Change Group Project: Students will need to include a brief description of matter, including the basic properties of mass and volume, clear explanation of a physical change in matter, at least 2 examples of a physical change, pictures, graphics, or video of matter undergoing a physical change, a clear explanation of a chemical change in matter, at least 2 examples of a chemical change and a clear explanation of why phase changes (solid to liquid, liquid to gas, gas to liquid, liquid to solid) are physical changes. They must use of some form of technology to present their project. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| Pre-Assessment for content  CMA’s (district)  Pearl Harbor KWL,  Jazz Age KWL  Holocaust KWL  World War 2 KWL  Write what you know about wars the us has fought in (KWL)  Write what we already know about matter/physical and chemical changes(KWL) | * Student Inquiry Notebook * Conferencing with teachers * Mini-content quiz * Class discussions * Teacher observations | Post Assessment for content (Performance Matters) |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| <https://www.youtube.com/watch?v=B3NjkFUU1Do>  Inquiry into the Great Depression: <https://www.schooltube.com/media/Children+of+the+Great+Depression/1_aw4y3uyb>  Inquiry into the New Deal  <https://gpb.pbslearningmedia.org/resource/pres10.socst.ush.dww.newdeal/fdr-new-deal-programs/>  Inquiry into the Pearl Harbor  <http://www.history.com/topics/world-war-ii/pearl-harbor/videos/japanese-attack-pearl-harbor> | Week 1 (Tuning In)  Chemical and Physical Changes  - Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence about chemical and physical changes.  -Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon (chemical vs. physical changes).  -Students will also be finishing their science fair projects.  Week 2 (Finding Out)  -The Great Depression  Students watch a documentary excerpt on the 1920’s. After the video, the teacher will lead the class through the brainstorm exercise. The class may conclude by suggesting 1920’s events to fill-in the timeline. Students will also watch the 1930’s film clip. The class may conclude with a brief journal exercise and an update of the timeline. Students may add icons to represent different events. For example, they may draw a flapper for the prosperity of the 20’s, while another may draw a pile of gold coins.  Week 3 (Finding Out)  -The New Deal  Students research New Deal programs to assess which programs or agencies might have improved the life of people who lived during that time.  Week 4 (Sorting Out)  -America in WW2  Show the speech that Roosevelt gave to Congress after the Pearl Harbor bombing. Put students into group or pairs and give them a copy of the text of the speech. Have them use the speech analysis sheet to help guide their understanding of the speech. Bring the students back together to discuss the answers as a whole class and clear up any misunderstandings. As a final activity, have the students work in groups again to create a script for a newscast that would inform Americans of the attack on Pearl harbor. Record the newscasts to view and share with others.  Week 5 (Sorting Out)  Chemical/Physical Change Group Project: Students will need to include a brief description of matter, including the basic properties of mass and volume, clear explanation of a physical change in matter, at least 2 examples of a physical change, pictures, graphics, or video of matter undergoing a physical change, a clear explanation of a chemical change in matter, at least 2 examples of a chemical change and a clear explanation of why phase changes (solid to liquid, liquid to gas, gas to liquid, liquid to solid) are physical changes. They must use of some form of technology to present their project.  Week 6 (Going Further)  Roaring 20s -Have students work in groups to create a script for a newscast that would inform Americans of a historical event (Pearl Harbor, Jazz Age, Holocaust, World War 2). Record the newscasts to view and share with others | Myon differentiates reading level  Students can work with partners on activities at 5th grade reading level  Teacher assistance / Para assistance (EIP) and literacy para  Small group instruction as needed |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| Visual Art  In this unit 5th grade students are learning about sharing the planet. In art, students will learn about the importance of recycling. Students will collect recycled items and use them to create recycled artworks.  Spanish  Ss will learn some Spanish vocabulary about environment, and they’ll make a poster about different ways to take care of the planet. | War is inherently a global issue, but we will work to look not only from the us perspective but the perspective of the axis and allies as well, and in discussion make connections to current alliances on the global scene. | Students may decide to research to see if there any other WW after learning about WW2.  Students may decide to go home and find items they could experiment with that may cause physical or chemical changes. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Sequence of Events Timeline | | <https://www.schooltube.com/media/Children+of+the+Great+Depression/1_aw4y3uyb>  <https://gpb.pbslearningmedia.org/resource/pres10.socst.ush.dww.newdeal/fdr-new-deal-programs/>  <http://www.history.com/topics/world-war-ii/pearl-harbor/videos/japanese-attack-pearl-harbor>  baking soda  vinegar  sugar  observation sheet |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Hall 2022- Students really enjoyed the learning experiences for this unit. The learning experience that stood out the most was creating their own newscast. The students really dug deep to get it right. They wanted to create productions that included music and gave a real newscast experience. They were able to learn facts about the different events that occurred and share what they learned with their classmates.  Seagrave (2022) - Students actively participate in the different learning experiences for this unit. Students really enjoyed assessing the New Deal Programs and how those programs affected the lives of Americans. They used what they had learned from those and created their own propaganda posters explaining why people should be part of those programs. Students researched their selected program diligently and wanted to understand the benefits. Additionally, the newscast was a neat experience. The students enjoyed having a sense of autonomy over their work. Plus, they were able to collaborate with their classmates and that made a huge difference in their learning experience.  Jackson(2022)- Student had an abundance of interest in learning about World War I and physical/chemical change. Students use the connection to observe the physical changes and chemical changes to compare it the events of WW1. Students demonstrated their learning through the propaganda posters and demonstrating how propaganda played a big role in WW1. The students looked at the conflict between countries and came up with solutions that could've been avoided in the war. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| Hall 2022- Different students have different needs so some students conducted research during small groups independently while others were able to work in groups to help them be more successful with completing the tasks in this unit.  Seagrave (2022) - When participating in the tasks, students were able to have the success criteria they needed to succeed. We incorporated intentional grouping and additional instruction when needed.  Jackson ( 2022)- Research was broken into smaller sectors for all students to actively participate in groups. Students read passages that were differentiated depending on their Lexile levels to help aid with research. | | Hall 2022- The learning experiences and strategies used in this unit helped understanding in different ways. Allowing students to do hands on activities really gave them understanding of the lessons taught and they were able to recall information and share what they learned with others.  Seagrave (2022) - The learning experiences and strategies utilized in the unit promoted student engagement while encouraging comprehension of the information. Hands-on, student lead activities resonated well with my students. They developed a deeper understanding of the material.  Jackson (2022) The learning experience and strategies used in this unit helped students understand and connect to the topics. The activities allowed students make real-world connections and provide input to discussions. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Hall 2022- Having the students review the Roosevelt speech after Pearl Harbor really put things into perspective for them. Reading the information was good but adding the element of what happened during real time made it stand out to them. They were very reflective after hearing the speech and could understand to an extent what it may have felt like living during that time.  Seagrave (2022) - Students embodied the caring learning attribute when learning about the Great Depression. When they realized students their age were having to work and travel it began to resonate with them. Students were also surprised when they found out the Japanese bombed Pearl Harbor and that is when the United States entered the war. When they were creating their scripts for the newscast, students really wanted to reflect on what had happened and deliver the news like they were experiencing the bombing themselves. I was impressed with how the students took on this learning experience to show their reflective learner profile.  Jackson(2022) Students look closely into Roosevelt's speech | | Hall 2022- The assessments were very effective. I was able to gauge student understanding well through our class discussions and other assessments given.  Seagrave (2022) - The summative assessment(s) helped me tremendously. I was still trying to get comfortable in teaching given that this was my first experience with an IB Unit Planner, so having effective summative assessments helped me see the benefits of the learning experiences.  Jackson(2022) - The assessment was effective and allowed students to demonstrate their knowledge to their fullest potential. Students were aware of the type of summative assessment ad |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Hall 2022- Before we got into the reasons for the second world war students were confused about why America would join in with another war. They had many questions about that before getting into the facts. They also were intrigued by physical and chemical changes. They wanted to know if slime would be considered a physical or chemical change.  Seagrave (2022) - Students asked a lot of questions about how the Great Depression was so detrimental to the United States, why President Hoover didn’t help, and how the New Deal Programs were so successful in regards to the economy. They were also surprised that the United States entered another World War after everything that happened in World War 1.  Jackson(20222)- Students asked a lot of about the whether it was necessary for US to join in both of the world wars. Students had questions about the results of the World War and what was the experience of the losing the war for the opposing side. During physical and chemical changes, students wanted to know if various mixtures like slime would be reversable with the right tools. | | While discussing chemical and physical changes, students wanted to know if we could make slime as a learning activity. I asked students how that would go with our unit and one student wrote a proposal explaining how it connects and gave several good points. We will be making slime soon and finding out what kind of change it would be.  Seagrave (2022) - Students wanted to brainstorm various ideas on how they could’ve improved.the economy during the Great Depression. They also wanted to think of “better” living conditions for those who moved into Hoovervilles.  Jackson(2022) When discussing the various programs taht came with the New Deal students wanted to take a look at the programs and see if those programs were beneficial for everyone. And if they felt they were not they created programs that benefitted everyone. |
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| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Science**:

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

**Social Studies**:

SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.

SS5H4 Explain America’s involvement in World War II