

How we organize ourselves

An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.

K	1st	2nd	3rd	4th	5th
<p>Central idea: Community workers play a role in different communities.</p>	<p>Central idea: In a society members attempt to develop rules, elements of fair play and good citizenship, opinions, rights of others, as a method of organization.</p>	<p>Central idea: Humans establish laws and develop systems to enforce and maintain social order.</p>	<p>Central idea: Local and global communities are interconnected through trade.</p>	<p>Central idea: Understanding the structures of government empowers individuals and groups to make decisions that impact the broader community.</p>	<p>Central idea: Political, religious, social and/or economic struggle influence patterns of immigration.</p>
<p>Transdisciplinary Skills: Social Studies English Language Arts</p>	<p>Transdisciplinary Skills: Social Studies, ELA, Math</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>	<p>Transdisciplinary Skills: Social Studies, Math, ELA</p>	<p>Transdisciplinary Skills: IN DEVDELOPMENT</p>	<p>Transdisciplinary Skills: Social Studeis, ELA</p>
<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Who works in your school and community? What goods and services do all people depend on? How are jobs in our community different from jobs around the world? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> What does being fair mean? How do we make sure we are playing fair and showing good Sportsmanship? How do we make sure things are fair? What does being a good citizen mean? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why we have laws Consequences when laws are broken How we monitor if laws are being followed 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> What impact does the global economy have on the local economy? What impact does the local economy have on the global economy? How do supply and demand effect trade? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> IN DEVDELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Colonial America Immigration Discrimination → Persecution
<p>Teacher questions: Who works in your school? What would happen if certain people didn't do their job? Who works in your community? How are their jobs related? What does your family and community depend on for others to provide? How are jobs in your community different or the same than other communities?</p>	<p>Teacher questions: What are rules and laws? Why should we follow rules and/or laws? Why do people vote?</p>	<p>Teacher questions: Why do we need laws? How can we tell when laws have been broken? What happens when laws are broken? What laws do we have? Who enforces the law?</p>	<p>Teacher questions: What is a producer? Consumer? Goods and services? Human resource? Capital resource? Natural resource? What is import? Export? An Economy? A local economy? What do we need and how do we get it? Movie-How do we get what we need? What is a global economy? How is a local economy different from a global economy?</p>	<p>Teacher questions: IN DEVDELOPMENT</p>	<p>Teacher questions:</p> <ul style="list-style-type: none"> Why did colonists come to present-day America? How did the political, religious, social and economic systems evolve in the colonial era 5.4? What is an immigrant? What is a refugee? What are the differences and similarities between the two? How has immigration helped shape our country? What are examples of immigration in your family history? How has discrimination led to persecution?
<p>Key concepts: Connection</p>	<p>Key concepts: Function, Connection, Responsibility, Perspective</p>	<p>Key concepts: Responsibility, Causation</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVDELOPMENT</p>	<p>Key concepts: Perspective, Change</p>
<p>Developing transdisciplinary and learner profile skills:</p> <p>a) Use Unit 3 in SS textbook to help define and describe different jobs in the community.</p> <p>b) Community Rhymes CD</p> <p>c) Books on community workers</p> <p>d) Presentations of parents with community worker jobs.</p> <p>e) Students will become <u>knowledgeable</u> in learning about different jobs a community needs.</p> <p>f) Students will be <u>inquirers</u> by developing open-ended questions when interviewing the presenters.</p>	<p>Developing transdisciplinary and learner profile skills:</p> <p>Students are able to present their understanding of fair play communicating through discussion, problem-solving, role-play and writing.</p> <p>Students are cooperative when taking turns and sharing responsibilities. They try to find solutions to disagreements themselves before tattling or resorting to any other negative behavior.</p> <p>They show respect on campus for teachers, building maintenance support staff, office staff, parents, and the principal, and increasingly for each other and their peers.</p> <p>Listening and speaking skills: Students demonstrate these skills while listening</p>	<p>Developing transdisciplinary and learner profile skills:</p> <p><u>Communication Skills</u> – buddy talks and discussions and poster presentations</p> <p><u>Thinking Skills</u> – Essential agreements and poster</p> <p><u>Social Skills</u> – Group Work</p> <p>Profiles: Communicators, Risk-takers, Principled</p> <p>Attitudes: Cooperation, Integrity, Curiosity, Independence</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> Communication: presentation of individual businesses. The class writes their speeches for their presentation and presents to parents and classmates. Social: Students work in groups to formulate ideas, webbing, mapping. Inquirers - finding out which country produced the materials for their business. Knowledgeable - finding out that products are produced else where. Communicators - with their peers on a regular bases about their new discoveries. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> IN DEVDELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <p>Learner Profile- <u>Open-Minded</u>: Students will be open to the perspectives, values and traditions of others. <u>Caring</u>- Students will show empathy, compassion and respect towards the needs and feelings of others.</p> <p>Transdisciplanary Skills- <u>Communication- Speaking</u>: Students will give an oral report of their summative assessment. The students will need to speak clearly, as well as express ideas clearly and logically.</p>

	<p>and presenting solutions to the problems posed to them on the index cards. Students work collaboratively to set rules and consequences throughout the activities in the unit.</p> <p>Thinking skills: Analysis and synthesis of the differences between rules and laws, concepts of fair play, being a good citizen, leadership and responsibility.</p> <p>Principled-students are able to discern the values of right and wrong from the peer interactions through the problem-solving index card activity and the do and don't rule and law sort, establishing conditions of fairness and equal opportunity for leaders and their responsibilities.</p> <p>Cooperation-students learn that through respect and teamwork, interactions among one another can be much more enjoyable and group work can be made more efficient through the added ideas from other's experience. Individual disagreements can be solved quickly by using the "golden rule" as a motto.</p>		<ul style="list-style-type: none"> • Reflective- on their learning and wonderings by working on webbing together. • Cooperative - with each other in understanding how money goes around. • Enthusiastic - sharing their discoveries to their peers. • Technology – students typed reports on Neos • Science – students made a map amongst countries based on trade. • Art – students illustrated export pictures • ELA – Students wrote summative/reflective paper about individual business. • Math – Children developed price lists for products. 		
<p>Summative assessment:</p> <ul style="list-style-type: none"> • Interviewing Community workers. • Cause & effect of community workers. • Creating a book When I Grow Up I Want to Be... 	<p>Summative assessment:</p> <p>The summative assessment will guide what they have learned by using a pre-made tree map " to explain what it means to be a good citizen and linking the response to the "Golden Rule".</p> <p>In small groups, student are asked to complete a pre-made "tree map" to explain what it means to be a good citizen. Students sort sentence strips of statements made that describe other people's opinions or other people's rights.</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Students will work with a partner to create a poster which: <ul style="list-style-type: none"> ○ identifies one law ○ shows the significance of the law ○ demonstrates what happens when the law is broken ○ how is the law enforced? • Students will present the poster with partner 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Final assessment (t/f multi-choice, open ended 10 questions) • P. 141, 145, 149 class organizer, posters • Student map of international trade routes (with TFK article) p. 430 in text plus student paragraph to explain their trade • Sequential paragraph with rubric plus flow map 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVDELOPMENT 	<p>Summative assessment:</p> <p>Students will respond to the prompt: "Use an expository text to write an essay which focuses on an example of struggle that led to immigration."</p> <p>Students write a reflection, detailing their own participation during the unit, their personal learning, and any interest for further inquiry</p>