

| **Marietta City Schools** **District Unit Planner** | | | | | |
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| *Grade 4 Social Studies* | | | | | |
| **Theme** | *Unit 1 Connecting Themes in Fourth Grade Social Studies* | | | **Unit duration (Days)** | *5 - 10 Days* |

| **GA DoE Standards** | |
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| **Standards/Themes:**  **Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.  **Location**: The student will understand that where people live matters  **Conflict and Change:** The student will understand that conflict causes change.  **Distribution of Power**:The student will understand laws and people’s beliefs help decide who gets to make choices in government.  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions.  **Movement/Migration:** The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left. **Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.    **Information Processing Skills:**  1. compare similarities and differences  3. identify issues and/or problems and alternative solutions  4. distinguish between fact and opinion  5. identify main idea, detail, sequence of events, and cause and effect in a social studies context  6. identify and use primary and secondary sources  7. interpret timelines, charts, and tables  8. identify social studies reference resources to use for a specific purpose  9. construct charts and tables  10. analyze artifacts  11. draw conclusions and make generalizations  12. analyze graphs and diagrams  14. formulate appropriate research questions  15. determine adequacy and/or relevancy of information  16. check for consistency of information | |
| **Essential Questions** | |
| **Factual—**  What are some things that institutions provide for us? What are some ways where you live affects your activities, school, and family? What do you do when you don’t agree with others? Why can you sometimes not have the things you want? What does “fair” mean to you? If you had to move somewhere very different, how would your life change? What does it mean to “fit in”? What do you wish someone would invent to make your life easier? What do you wish you could “uninvent” because it makes your life harder?  **Inferential—**  Why do people form groups or clubs? When is it okay to be a part of a group?  What are some negative consequences of institutions?  What do societies need, in terms of resources, to survive and grow?  How does location help determine the culture of a society?  What can you do if you don’t agree with a peer (sibling, friend) or parent, teacher or other authority figures?  How does a society’s beliefs and ideals affect the conflicts and changes that may occur?  How does the distribution of power affect the rules and vice versa?  How do your friends influence what you want to have?  How does a society’s beliefs, and customs help determine what it produces, distributes, and consumes?  How does a society’s laws help determine what it produces, distributes, and consumes?  How does location affect what or how a society produces, distributes, and consumes goods and services?  How do the beliefs and ideals of others affect you?  How are a society’s beliefs and ideals used to determine the laws of the society  Why would people want to move?  What are some ways technological innovations have been good for, or benefited your society?  **Critical Thinking-**  Are groups always better than an individual for getting things done? What would someone’s life be like (both good and bad) if they were never a part of a group or institution? How can you make changes when you don’t agree with the rules? Should there be a different way to distribute power? How would living (or vacationing) somewhere else change what you want to have? How are a society’s beliefs and ideals used to determine what is “fair”? Is technology good or bad? | |
| **Tier II Words-** High Frequency Multiple Meaning | **Tier III Words-** Subject/ Content Related Words |
| Fair  Consequences  Survival  Innovations  Technology  Explain, Evaluate, Analyze | Institutions  Distribution of Power  Culture  Resources  Consume  Goods, Services |
| **Assessments** | |
| **Summative Assessment(s):**  Teachers may choose to use the Theme Based Writing Task as a summative assessment for this unit  **Theme Based Writing Task and Rubric:**  [Should the City of Marietta ban plastic water bottles?](https://drive.google.com/drive/folders/1yXmbkQUAr2bRm4dj6p9Dj0ah5i0gRY9L?usp=sharing) Document Based Question (DBQ)  Students investigate the pros and cons of single and multi use plastics utilizing the skills and themes for 4th Grade social Studies. They will create a presentation explaining their position on the analytical question, *Should the City of Marietta ban plastic water bottles?*  Standards: ALL Themes | |

| **Teacher Resources** These resources are intended to support teachers with background information and planning for instruction | | | |
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| [Parent Information Letter-](https://docs.google.com/document/d/1R720tQv9d9Y5bRijpI74PQXA2jYzuYIAE1rpS4qXk_M/edit) edit for school specific information  [K-5 Map Collection:](https://drive.google.com/file/d/19Yqh1KXGrz_4LtC5jcHFQ8MTpK5ImQP_/view?usp=sharing) Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.  [Teacher Notes](https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-4th-Grade-Teacher-Notes.pdf) for this unit  Additional unit information may be found at [GA DoE Inspire](https://inspire.gadoe.org/collection/45.0050/0) | | | |
| **Objective or Content** | **Learning Experiences** | | **Differentiation Considerations** |
| **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions. | [Should the City of Marietta ban plastic water bottles?](https://drive.google.com/drive/folders/1yXmbkQUAr2bRm4dj6p9Dj0ah5i0gRY9L?usp=sharing) Document Based Question (DBQ)  Students investigate the pros and cons of single and multi use plastics utilizing the skills and themes for 4th Grade social Studies. They will create a presentation explaining their position on the analytical question, *Should the City of Marietta ban plastic water bottles?*  (Note- DBQs are multi-day,SS Inquiry, and ELA integrated learning experiences. Training in DBQ and additional classroom support are provided by the SS Content Coordinator. )  \*This DBQ may also be used in the Geography and Skills Unit | | Teacher guided instruction  Preview Vocabulary prior to teaching.  Read aloud and/or analyze documents in small groups.  Provide sentence starters for writing.  Model document analysis steps. |
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| **Location**: The student will understand that where people live matters  **Production, Distribution, and Consumption:** The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services. | [Location, Location, Location](https://docs.google.com/document/d/1pYFXWFlIQu2Ya7hfuSdruKrcPIZ8hAT4_HdjJkmSnis/edit#) Impact of location on Production, Consumption, and distribution of goods and services | | Preview vocabulary: resources-natural, fabricated, and human, demand, shipping, packaging, safety if applicable, etc.  Allow students to work in small groups |
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| **Conflict and Change:** The student will understand that conflict causes change.  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions. | [Dear Friend](https://docs.google.com/document/d/1ADwNqd0PtK9GMC0P3ZiPlxI5dT-X40EtH7wUIvkRI5o/edit#) Explore various means of conflict resolution and  understand change is part of compromise | | Use example letters to support and model writing  Provide letter templates and sentence starters |
| **Conflict and Change:** The student will understand that conflict causes change.  **Beliefs and Ideals:** The student will understand that people’s ideas and feelings influence their decisions. | [Let’s Hash it Out](https://docs.google.com/document/d/1fG0WYZ1VMTC_1shVLaFJsksyN-ZCneix1wFJ7j1Ifd4/edit#) Analyze a rule or policy from multiple points of view | | Allow students to play the game in teams and discuss actions  Provide discussion questions in advance |
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| **Recommended High Quality Complex Texts** | | | |
| *Greedy Zebra* by Mwenye Hadithi *The Other Side* by Jacqueline Woodson *Nobody Owns the Sky: The Story of Brave Bessie Coleman* by Reeve Lindbergh  *Tacky the Penguin* by Helen Lester | | | |