



1. What is our purpose?

1a) To inquire into the following:

- transdisciplinary theme
Sharing the Planet

An inquiry into rights and responsibilities in **the struggle to share finite resources with other people and with other living things**; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.

• central idea

Living things adapt to their environment and circumstances in order to survive.

Class/grade: 4th Grade

Age group: 9 – 10 years

School: Willard

School code: 7202

Title: **Sharing the Planet** (Survival)

Teacher(s): Gray, Negrete, and Van Der Heide

Date: 2/26/18 - 4/13/18

Proposed duration: 90 hours over 6 weeks

1b) Summative assessment task(s):

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

Project: Given a random scenario, students will explain how they met their basic needs. Using a class-generated rubric, teachers will assess students' ability to explain how they survived that given situation. Students will include basic needs for survival, methods and strategies of survival, and internal and external factors related to survival.

Through the study of this unit, teachers will expect students to:

- Identify survival needs
- Know how to use resources to meet those needs
- Explain how other factors affect survival
- Through this unit students might take actions such as:
- Demonstrate empathy towards the survival situations of others
- Design action plans to help others meet their survival needs
- Become involved with issues that affect our citizens such as genocide, poverty, natural disasters, and other situations of that survival.

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: form, change, connection

Related concepts: environment, sustainability

What lines of inquiry will define the scope of the inquiry into the central idea?

- Basic needs for survival
- Methods and strategies of survival
- Internal and external factors related to survival

What teacher questions/provocations will drive these inquiries?

1. **What are our basic survival needs?**
2. **How do we meet our survival needs in different situations?**
3. What internal mechanisms do we possess in order to survive?
4. **How does our environment affect our ability to survive?**
5. **What strategies, skills, or practices are needed for survival?**
6. What are the effects of the survival choices we make?
7. **How do our survival needs change?**

What teacher Provocations will drive these inquiries?

- Activity if stranded in a boat what would you bring with you and why.
- [Kings of Camouflage 2014 - National Geographic Full Documentary 2014](#)

Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills?

What evidence will we look for?

The student can relate possible survival experiences during camping, while witnessing a rescue, from relatives’ stories, or from television.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

The student will identify survival characteristics and tactics within given situations and in literature and history.

The student will decide what is needed for human or animal survival in different situations and locations.

Students will identify how changes in the earth affect human survival

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. The teacher will give students access to videos, books, and speakers related to survival.
2. Teacher/students will inquire / chart, graph, and journal information related basic survival needs, the difference between wants and needs, and the strategies to meet those needs.
3. Teacher/students will discuss and analyze the different needs and methods of survival in different environments. [City, jungle, farm, desert, island, etc.]
4. Students will find examples of survival stories in literature and in news, and will state the situation, the resources available, and how they met their needs.
5. Students/teacher will address Earth Systems and how they relate to issues of survival.
6. Students will gain an understanding of the impacts of Earth’s processes on humans
7. Given a random scenario, students will explain how they met their basic survival needs.
8. The teacher will give the students a “kid’s survival quiz” and discuss important safety and survival information related to camping.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research skills: Collecting and organizing data, planning and presenting research findings as students investigate survival situations.

Thinking skills: Acquisition of knowledge, application, and analysis as students research survival situations and write survival essays.

Social Skills: Cooperation, resolving conflict, and group decision making as students research survival situations and use the information to cooperate in survival groups and resolve conflict within the group..

Attitudes and Profiles: Independence, risk-taker, tolerance, and communicators as students use resources to write about independent survival situations.

Connections to NGSS standards of Earth and space science

- Plant adaptation
- Plants effect on regions
- Plants and animals
- Natural processes

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Book: *Fever 1793*, *Number the Stars*, *Hatchet*; Science book, pages 206-267; YouTube Survivorman video; Eyewitness Video: Survival; Class visitation of professionals explaining survival tactics/first aid; Handouts of scenarios; Survival for Kids Kahoot Quiz

[Kings of Camouflage 2014 - National Geographic Full Documentary 2014](#)

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

The classroom environment will be conducive to student investigations. Community members who have been involved in survival situations will visit the classrooms.