



Marietta City Schools

District Unit Planner

Grade 4 Social Studies

Theme	<i>Unit 1 Connecting Themes in Fourth Grade Social Studies</i>	Unit duration (Days)	<i>5 - 10 Days</i>
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GSE Standards

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
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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?](#) 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

Objective or Content	Learning Experiences	Differentiation Considerations
<p>Teacher Resources</p>	<p>Parent Information Letter- edit for school specific information</p> <p>Teacher Notes for this unit</p> <p>Additional unit information may be found at the GADOE GPS Landing Page</p>	<p>N/A</p>
<p>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</p> <p>Beliefs and Ideals: The student will understand that people’s ideas and feelings influence their decisions.</p>	<p>Should the City of Marietta ban plastic water bottles? 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, <i>Should the City of Marietta ban plastic water bottles?</i></p> <p>(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</p>	<p>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.</p>
<p>Conflict and Change: The student will understand that conflict causes change.</p> <p>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</p> <p>Beliefs and Ideals: The student will understand that people’s ideas and feelings influence their decisions.</p> <p>Technology Innovation: The student will understand that new technology has many types of different consequences, depending on how people use that technology.</p>	<p>School of Ember Students work collaboratively to develop a new society focusing on government, economics, education, culture, etc.</p>	<p>Purposeful grouping of students Group students by learning styles</p>
<p>Location: The student will understand that where people live matters</p> <p>Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be</p>	<p>Location, Location, Location Impact of location on Production, Consumption, and distribution of goods and services</p>	<p>Preview vocabulary: resources-natural, fabricated, and human, demand, shipping, packaging, safety if applicable, etc. Allow students to work in small groups</p>

<p>different from how people in other places make, get, and use goods and services.</p>		
<p>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 to decide who gets to make choices in government.</p>	<p>My Changing Community Students make real-world connections to each of the connecting Themes for Grade 4 by investigating the positive and negative impact of change. Students choose a side- positive or negative- and write a short response to the question: <i>Is change more positive or negative for our community?</i></p>	<p>Model the process of identifying a change and possible reasons for the change on the board with the whole group prior to small group work. Allow students to dictate, use a word processor, or record their reports as an alternative or supplement to writing.</p> <p>Model the process of identifying a change and possible reasons for the change on the board with the whole group prior to small group work. Allow students to dictate, use a word processor, or record their reports as an alternative or supplement to writing.</p>
<p>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. 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.</p>	<p>What if I lived... Explore the features of our community and understand the impact the environment has on our activities</p>	<p>Spiral review key vocabulary- climate (temperature and weather), physical features and location (mountains, rivers, desert, plains, and rural, urban, suburb), natural resources, and job opportunities. Use videos provided in the lesson to support learning.</p>
<p>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.</p>	<p>Dear Abby Explore various means of conflict resolution and understand change is part of compromise</p>	<p>Use example letters to support and model writing Provide letter templates and sentence starters</p>

<p>Conflict and Change: The student will understand that conflict causes change.</p> <p>Beliefs and Ideals: The student will understand that people’s ideas and feelings influence their decisions.</p>	<p>Let’s Hash it Out Analyze a rule or policy from multiple points of view</p>	<p>Allow students to play the game in teams and discuss actions</p> <p>Provide discussion questions in advance</p>
<p>Location: The student will understand that where people live matters</p> <p>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</p>	<p>Business is Booming Explore an entrepreneur’s quest to find the best location for her business.</p>	<p>Purposeful grouping</p> <p>frequent check-ins</p> <p>Divide task into smaller activities</p>
<p>Recommended High Quality Complex Texts</p>		
<p><i>Greedy Zebra</i> by Mwenye Hadithi</p> <p><i>The Other Side</i> by Jacqueline Woodson</p> <p><i>Nobody Owns the Sky: The Story of Brave Bessie Coleman</i> by Reeve Lindbergh</p> <p><i>Tacky the Penguin</i> by Helen Lester</p>		