

Unit Plan: Family, Cultural, and Community Systems

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Subject:

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Thematic Concept: Systems	Universal EQ: Why do systems function and dysfunction?
Supporting Concept: Family Culture Community	Content-Based EQ: <ul style="list-style-type: none"> • How do cultural groups (systems) form identity? • How do family/cultural/community systems function/dysfunction? • How do family/cultural/community systems work interdependently? • Why is community important at a school?
Generalizations: Cultural groups (systems) form identities. Family / cultural / community systems function and dysfunction. Family / cultural / community systems work independently.	
Standard(s): Grade 4 SS Standards Grade 5 SS Standards SS.IS.1.3-5: Develop essential questions and explain the importance of the questions to self and others. (“How might we?”) SS.IS.5.3-5: Develop claims using evidence from multiple sources to answer essential questions. SS.IS.8.3-5: Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school. SS.G.1.5: Investigate how the cultural and environmental characteristics of places within the United States change over time.	
Unit Outcomes: Students will explore family/cultural/community problem(s) and find a solution to the problem(s) through inquiry and in-depth investigation. Complete a Design Challenge : propose a unique quality or activity to bring to your homeschool	
Unit Description: This unit builds on the understanding of the concept of Systems. Students will broaden the interpretation from self to others. The ultimate goal is to determine why community systems function and dysfunction.	

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<p>Conceptual Knowledge Students will understand: Scholarly Disposition language:</p> <ul style="list-style-type: none"> ❖ Open- and fair-minded ❖ Inquisitive ❖ Flexible in thinking and acting ❖ Interested in seeking out reason ❖ Immersed in acquiring more information ❖ Respectful of and expecting diverse points of view <p>(these are the goals of the program)</p>	<p>Procedural Knowledge (21st Century Skills) Students will be able to do:</p> <ul style="list-style-type: none"> ● Develop essential questions ● Develop research skills ● Explain the importance of the questions ● Develop claims using evidence ● Investigate how the cultural and environmental characteristics of places within the United States change over time. ● Interview others (principals) for need-finding 	<p>Factual Knowledge Students will know:</p> <ul style="list-style-type: none"> ● family ● culture ● community ● school ● prototype ● symbols ● social issues ● cultural diversity
<p>Conceptual Formative Assessments:</p> <ul style="list-style-type: none"> ● Through discussion and written reflection 	<p>Procedural Formative Assessments:</p> <ul style="list-style-type: none"> ● Presentations 	<p>Factual Formative Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary quiz
<p>Conceptual Summative Assessments:</p> <ul style="list-style-type: none"> ● 	<p>Procedural Summative Assessments:</p> <ul style="list-style-type: none"> ● Presentations ● Problem/solution design ● Prototype 	<p>Factual Summative Assessments:</p> <ul style="list-style-type: none"> ● ●

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Affective Self-Regulatory Strategies: <ul style="list-style-type: none">● Building confidence through collaboration	Behavioral Self-Regulatory Strategies: <ul style="list-style-type: none">● Consider Scholarly Dispositions	Cognitive Self-Regulatory Strategies: <ul style="list-style-type: none">● Reflection on daily practice
Resources/Materials: <ul style="list-style-type: none">● ISP 3-4 Drive folder, Year 1 folder● ¾ Split 2020-2021, Curriculum, Family/Culture (T2) folder● ¾ Split 2020-2021, Curriculum, In Depth Investigations folder● Dr. R. Cash resources● Google Earth Voyager● Teaching Tolerance● James Nottingham's Learning Pit● Jamboard		