

	Unit 1 Who we are	Where we are in place and time	Unit 4 How we express ourselves	How the world works	Unit 2 How we organize ourselves	Unit 3 How we share the planet
Transdisciplinary Theme	An inquiry into the nature of the self ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures ; rights and responsibilities ; what it means to be human.	Kindergarten plans 4 of 6 units for Early Childhood	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values ; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	Kindergarten plans 4 of 6 units for Early Childhood	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Focus on...	Science Soc. St. Writing	Reading Math Health	Science Soc. St. Writing	Reading Math The Arts	Science Soc. St. Writing	Reading Math Other
Units of Inquiry	<p>Who I Am Central Idea: Every day I can learn more about who I am.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Personal History Family and Friends Health Rights and Responsibilities 		<p>Expressions Central Idea: Learning is expressed in many ways.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Feelings Beliefs and Values The Arts: music, literature, art, and drama 		<p>Communities Central Idea: Communities are organized to provide our needs. Inquiry into:</p> <ul style="list-style-type: none"> Home, school, and family communities Maps with natural and man-made features Needs and wants 	<p>Organisms Central Idea: Organisms depend on their environment for survival. Inquiry into:</p> <ul style="list-style-type: none"> Organisms: plants, animals, fungi How environments help organisms survive Respect for living things
Key Concepts	Form Function Causation		Form Connection Perspective		Form Function Connection	Function Change Responsibility
Transdisciplinary Skills	<ul style="list-style-type: none"> Respecting Others Group Decision-Making Listening, Speaking, Non-verbal communication Safety Healthy Lifestyle Informed Choices Codes of Behavior Spatial Awareness 		<ul style="list-style-type: none"> Comprehension Acquisition of Knowledge Reading Writing Analysis Dialectical Thought (multiple viewpoints) Gross Motor Fine Motor 		<ul style="list-style-type: none"> Adopting a Variety of Group Roles Acquisition of Knowledge Organization Formulating Questions Observing Presenting Findings Planning Time Management 	<ul style="list-style-type: none"> Comprehension Application Formulating Questions Collecting Data Recording Data Organizing Data Interpreting Data Presenting Research Findings

Who we are

How we express ourselves

How we organize ourselves

How we share the planet

Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Self-Portraits <p>Music:</p> <ul style="list-style-type: none"> Listening and responding to music Singing high/low pitches Rhythm instruments Songs about growing <p>P.E.</p> <ul style="list-style-type: none"> Body awareness Spatial awareness <p>Library:</p> <ul style="list-style-type: none"> 		<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Art from different cultures <p>Music:</p> <ul style="list-style-type: none"> How music of other cultures tells their stories (including special celebrations) <p>P.E.</p> <ul style="list-style-type: none"> Cultural Expression thru dance <p>Library:</p> <ul style="list-style-type: none"> Symbols that relate to celebrations Celebrations in literature – as they occur 		<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Places in art <p>Music:</p> <ul style="list-style-type: none"> Listening to & connecting with music Making music together Songs about community leaders <p>P.E.</p> <ul style="list-style-type: none"> How we organize ourselves in games and sports <p>Library:</p> <ul style="list-style-type: none"> Authors/Illustrators Literary jobs Settings Rosa Parks Susan B Anthony 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Repetition and Seasons <p>Music:</p> <ul style="list-style-type: none"> Pitch Patterns in music Reading music with icons for beats <p>P.E.</p> <ul style="list-style-type: none"> Patterns in movement <p>Library:</p> <ul style="list-style-type: none"> Plot, sequence, problem/solution Beginning/middle/end of stories Poetry/patterns in poetry
	<p>Key Concepts</p> <p><i>Form</i> <i>Function</i> <i>Change</i></p>		<p><i>Form</i> <i>Connection</i> <i>Perspective</i></p>		<p><i>Function</i> <i>Form</i> <i>Connection</i></p>	<p><i>Function</i> <i>Change</i> <i>Responsibility</i></p>
	<p>Unit of Inq.</p> <p><u>Explore the World</u></p> <p>Central Idea: Every day I can learn more about who I am.</p>		<p><u>Celebrations</u></p> <p>Central Idea: Learning is expressed in many ways.</p>		<p><u>Communities</u></p> <p>Central Idea: Communities are organized to meet our needs.</p>	<p><u>Organisms</u></p> <p>Central Idea: Organisms depend on their environment for survival.</p>
	<p>Timeline</p> <p><u>Unit 1</u> mid-Aug. – mid-October</p>		<p><u>Unit 3</u> mid-Jan. – March</p>		<p><u>Unit 2</u> mid-Oct. – mid-January</p>	<p><u>Unit 4</u> April – May</p>

	Unit 1 Who we are	Unit 4 Where we are in place and time	Unit 6 How we express ourselves	Unit 9 How the world works	Unit 8 How we organize ourselves	Unit 5 How we share the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities , and cultures; rights and responsibilities ; what it means to be human.	An inquiry into orientation in place and time; personal histories ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings , nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity ; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities ; the structure and function of organizations; societal decision-making ; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Focus on...	Science Soc. St. Writing	Reading Math Other	Reading Math The Arts	Reading Math Other	Reading Math Other	Reading Math Other
Units of Inquiry	Of the People Central Idea: Governments define the roles of people in a community. Inquiry into: <ul style="list-style-type: none"> Organization and functions of government Citizenship Democracy Historical and political figures 	Many Faces, Global Places Central Idea: Different cultures are found around the world. Inquiry into: <ul style="list-style-type: none"> Family cultures How people of different cultures are alike and different Identifying places on a map using symbols & cardinal directions 	Express Yourself Central Idea: Reading and writing are forms of expression. Inquiry into: <ul style="list-style-type: none"> Fiction and nonfiction text Features of text Genres IB attitudes expressed through literature 	As Time Goes On Central Idea: We organize time by the cycles of the sun, moon, and earth. Inquiry into: <ul style="list-style-type: none"> Movement of the Sun, Moon, and Earth Properties of light and shadows Effects of sunlight on Earth How technology advances the study of Sun, Moon, Planets and Stars 	It's All Material Central Idea: The Earth provides materials to meet human needs. Inquiry Into: <ul style="list-style-type: none"> Composition of the Earth (land and water) Properties of soil and water Properties and uses of earth materials Producers & Consumers Needs and wants 	Here We Grow Central Idea: Plants provide vital resources to sustain life. An Inquiry into: <ul style="list-style-type: none"> Plant structures, life cycles and habitats Plant products Environmental effects on plants
Key Concepts	Form Responsibility Reflection	Causation Connection Perspective	Form Connection Perspective	Change Causation Connection	Responsibility Connection Causation	Form Function Change
Transdisciplinary Skills	<ul style="list-style-type: none"> Accepting Responsibility Respecting Others Cooperating Group Decision-Making Application Evaluation Listening Speaking Safety Informed Choices 	<ul style="list-style-type: none"> Acquisition of Knowledge Analysis Synthesis Dialectical Thought (multiple points of view) Formulating Questions Listening Non-verbal Communication Planning Presenting Research 	<ul style="list-style-type: none"> Analysis Dialectical Thought (multiple points of view) Speaking Reading Writing Non-verbal communication Organizing Data 	<ul style="list-style-type: none"> Comprehension Formulating Questions Observing Collecting Data Recording Data Organizing Data Interpreting Data Gross Motor Spatial Awareness Time Management 	<ul style="list-style-type: none"> Comprehension Reading Formulating Questions Observing Collecting Data Recording Data Interpreting Data 	<ul style="list-style-type: none"> Formulating Questions Observing Planning Collecting Data Recording Data Organizing Data Interpreting Data

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	How we share the planet
Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Portraiture (Cameos, Silhouettes) <p>Music:</p> <ul style="list-style-type: none"> American history songs (e.g. The Preamble, Natl. Anthem) Rules/Road signs in music Instrument Families <p>P.E.</p> <ul style="list-style-type: none"> Organizing games <p>Library:</p> <ul style="list-style-type: none"> How various book awards are awarded Elections Key historical figures 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Cultural art (Egypt, Kenya, China, Italy, Brazil, Ireland, India/ living gallery) <p>Music:</p> <ul style="list-style-type: none"> Compare/Contrast instruments and music from different cultures <p>P.E.</p> <ul style="list-style-type: none"> Spatial awareness (personal & general) Locating places: circuit training <p>Library:</p> <ul style="list-style-type: none"> Mapping the library to locate materials Versions of the same story, e.g. Stone Soup <p>Spanish:</p> <ul style="list-style-type: none"> Market Transportation 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Symbols and symbolism in art <p>Music:</p> <ul style="list-style-type: none"> Compare song and story structure Songs express ideas/feelings <p>P.E.</p> <ul style="list-style-type: none"> Dance as a form of Expression <p>Library:</p> <ul style="list-style-type: none"> IB attitudes in stories Examples of genres <p>Spanish:</p> <p>Over the course of the year we will learn songs from different Spanish-speaking countries.</p>	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Perspective and spatial awareness <p>Music:</p> <ul style="list-style-type: none"> Identify cycles in music (e.g. verse-refrain, rounds) Keep time w/ a beat (changes w/ tempo) Rhythm and beat <p>P.E.</p> <ul style="list-style-type: none"> Body rotations <p>Library:</p> <ul style="list-style-type: none"> Elements of non-fiction books: table of contents, charts, index, captions 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Variety of media in art <p>Music:</p> <ul style="list-style-type: none"> Composition of instruments r/t earth matter Recycled instruments Music producers, consumers <p>P.E.</p> <ul style="list-style-type: none"> Earth provides materials- healthy choices (CATCH) <p>Library:</p> <ul style="list-style-type: none"> Classify examples of different types of books Book-making process: idea to production 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Realism in art showing living things <p>Music:</p> <ul style="list-style-type: none"> Environment songs Songs from "Garden Groove" musical <p>P.E.</p> <ul style="list-style-type: none"> CATCH activities incl. Go, Slow, Whoa Foods and food plate <p>Library:</p> <ul style="list-style-type: none"> Growing as a reader How setting of a story relates to regional characteristics <p>Spanish:</p> <ul style="list-style-type: none"> Zoo animals
Key Concepts	<i>Form Responsibility Reflection</i>	<i>Causation Connection Perspective</i>	<i>Form Connection Perspective</i>	<i>Change Causation Connection</i>	<i>Responsibility Connection Causation</i>	<i>Form Function Change Responsibility</i>
Unit of Inq.	<u>Of the People</u> Central Idea: Governments define the roles of people in a community.	<u>Many Faces, Global Places</u> Central Idea: Different cultures are found around the world.	<u>Express Yourself</u> Central Idea: Reading and writing are forms of expression.	<u>As Time Goes On</u> Central Idea: We organize time by the cycles of the sun, moon, and earth.	<u>It's All Material</u> Central Idea: The Earth provides materials to meet human needs.	<u>Here We Grow</u> Central Idea: Plants are useful and necessary in the environment.
Timeline	<u>Unit 1</u> Aug. – first week of Oct.	<u>Unit 4</u> Mid-Jan. - Feb.	<u>Unit 6</u> April - May	<u>Unit 2</u> Mid-Oct. – Nov.	<u>Unit 3</u> Dec. – Mid Jan.	<u>Unit 5</u> March – Mid-Apr.

	Unit 2 Who we are	Unit 1 Where we are in place and time	Unit 5 How we express ourselves	Unit 3 How the world works	Unit 4 How we organize ourselves	Unit 6 How we share the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Focus on...	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math The Arts	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other
Units of Inquiry	Government Central Idea: Human beliefs and values shape government. Inquiry into: <ul style="list-style-type: none"> Rules and laws Local, state, and federal government Making and enforcing laws Taxes Roles of leaders 	Geography of Communities Central Idea: Geography influences the development of communities. Inquiry into: <ul style="list-style-type: none"> Map skills/Landforms Urban, rural, suburban How communities change over time Changes in our local community 	Culture and Literature Central Idea: Diverse cultures contribute to a nation's heritage. Inquiry into: <ul style="list-style-type: none"> Beliefs, customs, and language in literature Cultural contributions by regions Recalling stories and music from various cultures related to our nation 	Scientific Changes Central Idea: The natural world and its laws produce change. Inquiry into: <ul style="list-style-type: none"> Physical and environmental changes Properties of matter Weather and seasonal patterns Magnets and motion 	Economy Central Idea: Human choices direct our economy. Inquiry into: <ul style="list-style-type: none"> Goods and services Producers and consumers Supply and demand How human choices influence the economy 	Interdependence Central Idea: Humans influence the environment of all living things. Inquiry into: <ul style="list-style-type: none"> Classification of animals Life cycles Animal adaptations Habitats Interdependence of humans and animals
Key Concepts	Function Connection Responsibility	Causation Connection Perspective	Form Perspective Connection	Form Change Causation	Causation Reflection Responsibility	Function Change Responsibility
Transdisciplinary Skills	<ul style="list-style-type: none"> Respecting Others Cooperating Resolving Conflict Group Decision-Making Variety of Group Roles Dialectical Thought Safety Codes of Behavior 	<ul style="list-style-type: none"> Respecting Others Acquisition of Knowledge Comprehension Speaking/Rdg/Writing Formulating Questions Gross motor/fine motor Spatial Awareness 	<ul style="list-style-type: none"> Respecting Others Resolving Conflict Dialectical Thought (many points of view) Listening/Rdg/Writing Presenting Research Findings 	<ul style="list-style-type: none"> Comp./Application Listening/Speaking Formulating Questions Observing, Collecting, Recording, Organizing Data Presenting Research Fine Motor Safety/Informed Choices 	<ul style="list-style-type: none"> Accepting Responsibility Analysis, Synthesis, and Evaluation Metacognition Formulating Questions Planning 	<ul style="list-style-type: none"> Acquisition of Knowledge Comprehension Analysis, Evaluation Non-verbal Communication Formulating Questions Collecting Data, Recording, Organizing, Interpreting Presenting Research

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	How we share the planet
Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Regional folk art <p>Music:</p> <ul style="list-style-type: none"> Songs a/b belonging to a community (i.e. roles) Teach school song and IB song <p>P.E.</p> <ul style="list-style-type: none"> PE procedures Teamwork and rules <p>Library:</p> <ul style="list-style-type: none"> Dewey Decimal System Sharing the library system with our school community <p>Spanish:</p>	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Landscapes <p>Music:</p> <ul style="list-style-type: none"> Music/culture of regions Compare/contrast music from different countries <p>P.E.</p> <ul style="list-style-type: none"> Compare/contrast games, sports, dance of various regions <p>Library:</p> <ul style="list-style-type: none"> Elements of culture in literature Regional Literature <p>Spanish:</p> <ul style="list-style-type: none"> Comparing countries Food and clothing around the world 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Art tells a story (folktales, fables, fairy tales) <p>Music:</p> <ul style="list-style-type: none"> Stories in music: Ballads/Ballet/Opera/Symphony, e.g. <i>The Nutcracker, Carnival of the Animals, Peter & the Wolf</i> <p>P.E.</p> <ul style="list-style-type: none"> Dance and sport <p>Library:</p> <ul style="list-style-type: none"> Elements of culture in literature <p>Spanish:</p> <ul style="list-style-type: none"> Read and act out the story "La gallina roja" (The Little Red Hen) Common themes 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Variety in media <p>Music:</p> <ul style="list-style-type: none"> Changes in music patterns Changes in a community can affect its music <p>P.E.</p> <ul style="list-style-type: none"> Weather affects games, exercise, and sports <p>Library:</p> <ul style="list-style-type: none"> How the library functions How technology has changed library use Using Ebooks Mystery genre <p>Spanish:</p> <ul style="list-style-type: none"> Weather phrases Clothing choices 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Art careers, utilitarian art <p>Music:</p> <ul style="list-style-type: none"> Careers and the economics of the music business Guest artists Composers <p>P.E.</p> <ul style="list-style-type: none"> Economics as related to sports and recreation <p>Library:</p> <ul style="list-style-type: none"> Fiction vs. non-fiction Forms and functions of various resources <p>Spanish:</p> <ul style="list-style-type: none"> Food and currencies of different countries. 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Habits of artists <p>Music:</p> <ul style="list-style-type: none"> Interdependence of song elements Interdependence of performers <p>P.E.</p> <ul style="list-style-type: none"> Sportsmanship <p>Library:</p> <ul style="list-style-type: none"> Research skills How to use the library to help you answer questions <p>Spanish:</p> <ul style="list-style-type: none"> Farm animals Animal characteristics and classifications Telling time
Key Concepts	Function Connection Responsibility	Causation Connection Perspective	Form Perspective Connection	Form Change Causation	Causation Reflection Responsibility	Function Change Responsibility
Unit of Inq.	<p>Government</p> <p>Central Idea: Human beliefs and values shape government.</p>	<p>Geography of Communities</p> <p>Central Idea: Geography influences the development of communities.</p>	<p>Culture in Literature</p> <p>Central Idea: Diverse culture contributes to a nation's heritage.</p>	<p>Scientific Changes</p> <p>Central Idea: The natural world and its laws produce change.</p>	<p>Economy</p> <p>Central Idea: Human choices direct our economy.</p>	<p>Interdependence</p> <p>Central Idea: Humans influence the environment of all living things.</p>
Timeline	<p>Unit 2</p> <p>Oct. – mid-Nov.</p>	<p>Unit 1</p> <p>Aug. – September</p>	<p>Unit 5</p> <p>Mid-February – March</p>	<p>Unit 3</p> <p>Mid-November – Mid-Jan.</p>	<p>Unit 4</p> <p>Mid-Jan. –February</p>	<p>Unit 6</p> <p>April – May</p>

	Unit 2 Who we are	Unit 4 Where we are in place and time	Unit 6 How we express ourselves	Unit 5 How the world works	Unit 3 How we organize ourselves	Unit 1 How we share the planet
Transdisciplinary Theme	An inquiry into the nature of the self; <i>beliefs and values</i> ; personal, physical, mental, social and spiritual health; <i>human relationships including families, friends, communities, and cultures</i> ; rights and responsibilities; what it means to be human.	An inquiry into <i>orientation in place and time</i> ; <i>personal histories</i> ; <i>homes and journeys</i> ; the discoveries, explorations and migrations of humankind; the relationships between and the <i>interconnectedness of individuals and civilizations, from local and global perspectives</i> .	An inquiry into the ways in which we discover and express <i>ideas, feelings, nature, culture, beliefs and values</i> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the <i>natural world and its laws</i> ; the interaction between the natural world (<i>physical and biological</i>) and human societies; how humans use their <i>understanding of scientific principles</i> ; the impact of scientific and technological advances on society and <i>on the environment</i> .	An inquiry into the <i>interconnectedness of human-made systems and communities</i> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <i>rights and responsibilities in the struggle to share finite resources with other people and with other living things</i> ; <i>communities and the relationships within and between them</i> ; access to equal opportunities; peace and conflict resolution.
Focus on...	Science Soc. St. Writing	Reading Math Other	Science Soc. St. Writing	Reading Math The Arts	Science Soc. St. Writing	Reading Math Other
Units of Inquiry	Rollin' Through the Regions Central Idea: Land features affect inhabitants. Inquiry into: <ul style="list-style-type: none"> Land and water features in SC & World Characteristics of a region How inhabitants use land features 	Us vs. Them Central Idea: Conflicts change how and where people live. Inquiry into: <ul style="list-style-type: none"> Structures of government Conflicts between groups of people Differences in conflicting points of view Positive and/or negative effects of conflicts 	Rhythm and Rhyme! Central Idea: People can express themselves through poetry. Inquiry into: <ul style="list-style-type: none"> Individual expression through poetry Various forms and styles of poetry How poets use poetic devices to communicate ideas and experiences 	Science Matters Central Idea: Math helps us understand physical science. Inquiry into: <ul style="list-style-type: none"> Classifying matter Changes in matter Transfer and path of energy Properties of magnets and electromagnets Measuring matter 	Deep in Our Roots Central Idea: Many different groups of people impact today's culture. Inquiry into: <ul style="list-style-type: none"> Why people settle and stay in an area How merging people groups cause cultures to change How cultural change is evident today 	The Domino Effect Central Idea: Changes in the natural world create a domino effect. Inquiry into: <ul style="list-style-type: none"> How organisms are dependent upon natural and unnatural occurrences in their habitats Characteristics of habitats Physical and behavioral adaptations of plants and animals
Key Concepts	Form Function Connection	Causation Connection Perspective	Form Perspective Reflection	Change Causation Connection	Change Perspective Responsibility	Change Connection Causation
Transdisciplinary Skills	<ul style="list-style-type: none"> Respecting Others Group Decision-Making Adopting a Variety of Group Roles Analysis Speaking Writing 	<ul style="list-style-type: none"> Resolving Conflict Acquisition of Knowledge Comprehension Dialectical Thought (multiple viewpoints) Speaking/Reading/Writing Non-verbal Communication Gross Motor 	<ul style="list-style-type: none"> Comprehension Application Analysis Synthesis Listening/Speaking Reading/Writing 	<ul style="list-style-type: none"> Cooperating Group Decision-Making Application Analysis Writing Observing Interpreting Data Presenting Research 	<ul style="list-style-type: none"> Accepting Responsibility Acquisition of Knowledge Comprehension Application Reading/Writing Formulating Questions Collecting Data Organization/Time Mgmt. Safety 	<ul style="list-style-type: none"> Synthesis Formulating Questions Observing Planning Collecting, Recording, Organizing, and Interpreting Data Presenting Research Findings

Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organize ourselves

How we share the planet

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	How we share the planet
Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Portraits and Self-Portraits, e.g. <i>Mona Lisa</i> <p>Music:</p> <ul style="list-style-type: none"> Regional songs (e.g. state song, school song) SC Native Amer. music Music of the Gullah People Drumming Music of a Community <p>P.E.</p> <ul style="list-style-type: none"> Identify local venues for exercise, e.g. Swamp Rabbit Trail <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Locating resources for meaningful research <p>Spanish:</p> <ul style="list-style-type: none"> Review continents Names of landforms 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Feelings expressed through art, e.g. <i>Guernica</i> & other war art <p>Music:</p> <ul style="list-style-type: none"> Listening for tonality, dissonance, major-minor keys Songs of conflict (e.g. Amer. Rev. songs, National Anthem) Concerto (solo vs. orchestra) <p>P.E.</p> <ul style="list-style-type: none"> Overcoming Conflict: SC Dancer - Peg Leg Bates Invasion Games <p>Library:</p> <ul style="list-style-type: none"> Conflict in literature Underground Railroad 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Rhythm and pattern in art - sculpture <p>Music:</p> <ul style="list-style-type: none"> Poetry in music Songwriting Rhythm and rhyme <p>P.E.</p> <ul style="list-style-type: none"> Jump rope rhymes <p>Library:</p> <ul style="list-style-type: none"> Poetry books and anthologies 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Mixed-media Math in art <p>Music:</p> <ul style="list-style-type: none"> Musical style changes throughout history Theme and Variations Math in music <p>P.E.</p> <ul style="list-style-type: none"> Exercise and nutrition changes our bodies Math concepts in movement <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Locating resources for meaningful research 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Cultural art, e.g. Gullah weaving Artist: Jonathan Green <p>Music:</p> <ul style="list-style-type: none"> How music is organized How a music score is organized Schoolhouse Rock Musical characteristics of a people group <p>P.E.</p> <ul style="list-style-type: none"> Organization of sports/dances <p>Library:</p> <ul style="list-style-type: none"> How library is organized Locating resources Using search tools Basic research steps <p>Spanish:</p> <ul style="list-style-type: none"> Use resources to learn how chocolate is made 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Animals (art techniques) <p>Music:</p> <ul style="list-style-type: none"> How music creates a response in us Sound and rhythm environment Songs that inform attitudes about the environment <p>P.E.</p> <ul style="list-style-type: none"> Sportsmanship <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Locating resources Asking good research questions <p>Spanish:</p> <ul style="list-style-type: none"> Animals of the Galapagos Islands Descriptions/adaptations
Key Concepts	Form Function Connection	Causation Connection Perspective	Form Perspective Reflection	Change Causation Connection	Change Perspective Responsibility	Change Connection Causation
Unit of Inq.	Rollin' Through the Regions Central Idea: Land features affect inhabitants.	Us vs. Them Central Idea: Conflicts change how and where people live.	Rat-A-Tat-Tat! Central Idea: People express themselves through poetry.	Science Matters Central Idea: Math helps us understand physical science.	Deep in Our Roots Central Idea: Many different groups of people impact today's culture.	The Domino Effect Central Idea: Changes in the natural world create a domino effect.
Timeline	Unit 2 Mid-Oct. – Nov.	Unit 4 Mid-Jan. - Feb.	Unit 6 Mid-April - May	Unit 5 March – Mid-Apr.	Unit 3 Dec. – Mid Jan.	Unit 1 Aug. – first week of Oct.

	Unit 6 Who we are	Unit 2 Where we are in place and time	Unit 3 How we express ourselves	Unit 1 How the world works	Unit 4 How we organize ourselves	Unit 5 How we share the planet
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
Focus on...	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other	Science Soc. St. Writing Reading Math Other
Units of Inquiry	What's Your Story? Central Idea: Every generation has a story to tell. Inquiry into: <ul style="list-style-type: none"> Telling stories from history (primary and secondary sources) Telling stories of our people (interviews and first-person accounts) Telling our own stories (current events) 	Are We There Yet? Central Idea: Exploration changes history. Inquiry into: <ul style="list-style-type: none"> Character traits of explorers Reasons people explore Consequences of exploration 	Kwe’Kwe’, Bonjour, Hola, Hallo, Hello! Central Idea: Evidence of cultural expressions can be traced through time. Inquiry into: <ul style="list-style-type: none"> Elements of culture How people groups express culture differently Effects of geography (place, climate, etc.) on culture Effects of culture on history (traditions, conflicts, etc.) 	Energy Matters Central Idea: Wave energy helps people communicate. Inquiry into: <ul style="list-style-type: none"> Properties of light and sound How light and sound interact with the physical world Using energy to communicate 	Power for the People! Central Idea: People hold power to change society. Inquiry into: <ul style="list-style-type: none"> The power of government The power of persuasion Shifts in power structures 	On the Move! Central Idea: Humans and animals migrate to meet their needs. Inquiry into: <ul style="list-style-type: none"> Reasons people and animals migrate Migration cycles and events Impact of migration
Key Concepts	Change, Connection Responsibility Reflection	Causation Change Connection	Form Causation Connection	Form Function Connection	Form Change Responsibility	Causation Change Connection
Transdisciplinary Skills	<ul style="list-style-type: none"> Acquisition of Knowledge Dialectical Thought Metacognition Writing Formulating Questions 	<ul style="list-style-type: none"> Accepting Responsibility Respecting Others Acquisition of Knowledge Comprehension Application Reading Writing 	<ul style="list-style-type: none"> Cooperating Group Decision-Making Adopting Variety of Roles Dialectical Thought Organization Time Management Presenting Research 	<ul style="list-style-type: none"> Synthesis Evaluation Non-Verbal Communication Formulating Questions Collecting/Organizing Data Presenting Research 	<ul style="list-style-type: none"> Accepting Responsibility Analysis & Synthesis Evaluation Writing Fine Motor Informed Choices 	<ul style="list-style-type: none"> Cooperating Resolving Conflict Group Decision-Making Adopting a Variety of Group Roles Listening/Speaking Reading/Writing

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	How we share the planet
Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Family portrait (mixed media) <p>Music:</p> <ul style="list-style-type: none"> Songs as stories Stories in symphonies, Musicals and Opera Songwriting Writing in response to music <p>P.E.</p> <ul style="list-style-type: none"> Personal histories in sports – Title IX <p>Library:</p> <ul style="list-style-type: none"> Telling our stories electronically (blogging, appropriate use) 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Realism in art <p>Music:</p> <ul style="list-style-type: none"> Explore ideas in “New World Symphony” & “The Planets” Early American music Alternative sounds in music, e.g. “Stomp” <p>P.E.</p> <ul style="list-style-type: none"> Spatial and Dance exploration <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Locating resources Using home directories Destiny/email review <p>Spanish:</p> <ul style="list-style-type: none"> Pizzaro and exploration of Peru New World explorers and resources 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Compare and create art from various cultural styles (e.g. English, French, Spanish, Native Amer., African Amer.) <p>Music:</p> <ul style="list-style-type: none"> Compare/contrast influences of other cultures in our music <p>P.E.</p> <ul style="list-style-type: none"> Cultural influences on games & sports <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Correct citation of evidence from research Selecting helpful websites 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Political messages in art, e.g. <i>Statue of Liberty</i>, political cartoons <p>Music:</p> <ul style="list-style-type: none"> Science of sound in music Music technology <p>P.E.</p> <ul style="list-style-type: none"> Power of leadership and teamwork Power & force in sports <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Locating helpful resources <p>Spanish:</p> <ul style="list-style-type: none"> Water cycle Water to generate electrical power 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Mosaic Elements of art Principles of art <p>Music:</p> <ul style="list-style-type: none"> Music as persuasive tool Persuasive song/ jingles Songs of Protest Combine elements of music to create whole songs <p>P.E.</p> <ul style="list-style-type: none"> Organization of sports Math in dance and gymnastics <p>Library:</p> <ul style="list-style-type: none"> Supporting the research process 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Landscapes and biomes <p>Music:</p> <ul style="list-style-type: none"> Music of the Westward Expansion Musical, “The Music Man” <p>P.E.</p> <p>Library:</p> <ul style="list-style-type: none"> Supporting the research process <p>Spanish:</p> <ul style="list-style-type: none"> Animals of the Puerto Rican rainforest Words to describe animals in detail
Key Concept	Change, Connection Responsibility Reflection	Causation Change Connection	Form Causation Connection	Function Connection Responsibility	Form Function Change	Causation Change Connection
Unit of Inq.	What’s Your Story? Central Idea: Every generation has a story to tell.	Central Idea: Exploration changes history.	Kwe’Kwe’, Bonjour, Hola, Hallo, Hello! Central Idea: Evidence of cultural expressions can be traced through time.	Energy Matters Central Idea: Wave energy helps people communicate.	Power for the People! Central Idea: People hold power to change society.	On the Move! Central Idea: Humans and animals migrate to meet their needs.
Timeline	Unit 6 Mid-April - May	Unit 2 Mid-Oct. – Nov.	Unit 3 Dec. – Mid Jan.	Unit 1 Aug. – first week of Oct.	Unit 4 Mid-Jan. - Feb.	Unit 5 March – Mid-Apr.

	Unit 1 Who we are		Unit 2 Where we are in place and time		Unit 3 How we express ourselves		Unit 4 How the world works		Unit 5 How we organize ourselves		Unit 6 How we share the planet	
Transdisciplinary Theme	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.		An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.		An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.		An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.		An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.		An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	
Focus on...	Science Soc. St. Writing	Reading Math Other	Science Soc. St. Writing	Reading Math Other	Science Soc. St. Writing Media	Reading Math Visual	Science Soc. St. Writing	Reading Math Other	Science Soc. St. Writing	Reading Math Other	Science Soc. St. Writing	Reading Math Other
Units of Inquiry	5th Grade Exhibition: Central Idea: The Exhibition planner will be created by the 5 th grade class later in the 2017-2018 school year. Inquiry into: <ul style="list-style-type: none"> 		Goodbye! I Must Be Leaving Central Idea: Movement of people creates problems and solutions. Inquiry into: <ul style="list-style-type: none"> How the movement of people affects culture and place in a nation How a nation's heritage reflects the influence of other cultures How political and governmental systems influence the movement of people 		More Than Meets the Eye Central Idea: Images express a variety of perspectives on history. Inquiry into: <ul style="list-style-type: none"> How the same situation or event can be viewed differently How images reveal various perspectives of history How images communicate differently than text 		What's the Driving Force? Central Idea: Action activates reaction. Inquiry into: <ul style="list-style-type: none"> Opposing forces, both social and political Laws of physics (force and motion) How policies and technologies empower nations (Case Study: 20th century United States) 		Follow the Leader? Central Idea: Leaders influence and impact the lives of citizens and society. Inquiry into: <ul style="list-style-type: none"> Political, cultural, and personal leaders Qualities of leaders Positive and negative influences/impacts Responsibilities of citizens 		Ecosystems Central Idea: Interdependence within an ecosystem is essential for organisms' survival. Inquiry into: <ul style="list-style-type: none"> Dependence/Co-dependence of organisms Influence of nature vs. nurture Man's influence on relationships in an ecosystem 	
Key Concepts	Connection Change Responsibility		Causation Change Connection		Perspective Form Reflection		Causation Change Function		Causation Connection Responsibility		Change Connection Responsibility	
Transdisciplinary Skills	<ul style="list-style-type: none"> Application Evaluation Speaking/Reading Formulating Questions Organizing, Interpreting Data Presenting Research Organization Time Management 		<ul style="list-style-type: none"> Resolving Conflict Group Decision-Making Adopting a Variety of Group Roles Acquisition of Knowledge Evaluation Metacognition Reading/Writing/Non-verbal Communication 		<ul style="list-style-type: none"> Adopting a Variety of Group Roles Analysis Evaluation Dialectical Thought (multiple viewpoints) Observing 		<ul style="list-style-type: none"> Application Analysis Synthesis Formulating Questions Observing Planning Organizing Data Fine Motor 		<ul style="list-style-type: none"> Accepting Responsibility Resolving Conflict Acquisition of Knowledge Analysis, Evaluation Dialectical Thought Metacognition Listening Non-Verb. Communication Collecting, Interpreting Data Presenting Research 		<ul style="list-style-type: none"> Accepting Responsibility Respecting Others Comprehension Analysis Formulating Questions Observing, Collecting, Organizing Data Gross Motor Spatial Awareness Informed Choices 	

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Related Arts Connections	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Self-portraits w/ a symbol of how we will add to the world in a positive way <p>Music:</p> <ul style="list-style-type: none"> Work in groups to create music about learning experiences Assist students choosing to use music in their projects <p>PE:</p> <ul style="list-style-type: none"> Teamwork <p>Spanish: (not IB unit-related)</p> <ul style="list-style-type: none"> Healthy choices <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Formulating quality questions for research Research process Using online databases and sites, e.g. DISCUS Appropriate use of blogs 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> 20th century American art up to the sixties <p>Music:</p> <ul style="list-style-type: none"> Influence of immigrant music Music around turn of 20th century How political systems influence a culture's music <p>P.E.</p> <ul style="list-style-type: none"> Cultural influences on sports, games, and dance <p>Library:</p> <ul style="list-style-type: none"> Lessons on immigration, e.g. Ellis Island Tenement museum lessons 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Perspective Bird's Eye View as compared to one-point perspective <p>Music:</p> <ul style="list-style-type: none"> Music as a reflection of the times Listeners' perspectives Theme & Variations <p>P.E.</p> <ul style="list-style-type: none"> Personal perspectives in sports - IX <p>Library:</p> <ul style="list-style-type: none"> Perspective in picture books <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Evaluating websites Choosing sources Using home directory <p>Spanish:</p> <ul style="list-style-type: none"> Describe self & daily life Narrate personal photo story in Spanish 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Futuristic art sculpture <p>Music:</p> <ul style="list-style-type: none"> History of musical instruments and inventions – design own instruments Tonal vs. atonal music Music in motion <p>P.E.</p> <ul style="list-style-type: none"> Effect of force on the movement of a ball in sports <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Formulating quality questions for research Research process Using online databases and sites, e.g. DISCUS Glogster project 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Mimicking artistic styles <p>Music:</p> <ul style="list-style-type: none"> Positive & negative messages in songs Influence of leaders on how society expresses itself with music Influential composers <p>P.E.</p> <ul style="list-style-type: none"> Leaders who influence sports Leaders who are athletes <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Evaluating websites Choosing sources 	<p>Related Arts Connections</p> <p>Art:</p> <ul style="list-style-type: none"> Mixed-media <p>Music:</p> <ul style="list-style-type: none"> How historical events are reflected in the arts Changes in music styles The Music Business and the Orchestra as ecosystems <p>P.E.</p> <ul style="list-style-type: none"> Student impact on our school's playground ecosystem <p>Library: (throughout year)</p> <ul style="list-style-type: none"> Online safety Academic integrity <p>Spanish:</p> <ul style="list-style-type: none"> Natural and human threats to the planet Ecological choices and responsibilities
Key Concepts		<i>Causation Change Connection</i>	<i>Perspective Connection Reflection</i>	<i>Function Causation Connection</i>	<i>Causation Connection Responsibility</i>	<i>Change Connection Responsibility</i>
Unit of Inq.	<p>5th Grade Exhibition:</p> <p>The Exhibition planner will be created by the 5th grade class later in the 2016-2017 school year.</p>	<p>Goodbye! I Must Be Leaving</p> <p>Central Idea: Movement of people creates problems and solutions.</p>	<p>More Than Meets the Eye</p> <p>Central Idea: Images express a variety of perspectives on history.</p>	<p>What's the Driving Force?</p> <p>Central Idea: Action activates reaction.</p>	<p>Follow the Leader?</p> <p>Central Idea: Leaders influence and impact the lives of citizens and society.</p>	<p>Ecosystems</p> <p>Central Idea: Interdependence within an ecosystem is essential for organisms' survival.</p>
Timeline	<p>Unit 6</p> <p>Mid-April - May</p>	<p>Unit 2</p> <p>Mid-Oct. – Nov.</p>	<p>Unit 1</p> <p>Aug. – first week of Oct.</p>	<p>Unit 3</p> <p>Dec. – Mid Jan.</p>	<p>Unit 5</p> <p>March – Mid-Apr.</p>	<p>Unit 4</p> <p>Mid-Jan. - Feb.</p>