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|  | **Where We Are in Place & Time** | **Sharing the Planet** | **How We Organize Ourselves** | **How the World Works** | **Who We Are** | **How We Express Ourselves** |
| Theme | *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 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.* | *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 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: their impact of scientific and technological advances on society and on the environment.* | *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 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* |
| Units of Inquiry | | | | | | |
| DATES | Unit 1  August 8th – September 13th  About 25 days | Unit 2  September 14th-October 31st  (week of ITBS testing)  About 29 days | Unit 3    November 2nd-December 14th  (Columbus Day, RFF, Teacher Work Day, Steam)  About 19 days | Unit 4  December 15th-February 14th  (Spelling Bee, Sing-a Long, 2 possible snow days)  About 29 days | Unit 5  February 15th- March 21st  (Field Trip-Center for Civil and Human Rights)  About 20 days | Unit 6  March 22nd-April 19th  (Have to review for Milestones also)    About 17 days  \*continue after GMAS |
| Central  Idea | **Risks may lead to discoveries or migration.** | Power is a driving force of conflict. | Organization in systems influence  order or change. | Environmental and human impact facilitate continual change in the world. | Diversity and relationships shape who we are and how we live. | Freedoms are shaped by societal beliefs and values |
| Key Concepts | Function, Reflection, Change  Function, connection, causation | Form, Responsibility,  Reflection | Form, Connection, Causation | Function, Responsibility, Reflection | Connection, Causation, Change | Causation, Perspective, Responsibility |
| Related Concepts | systems, evidence, responsibility, adaptation & cycles |  |  |  | relationships, pattern, adaptation, sequences, impact |  |
| Lines of Inquiry | An inquiry into:   * how risk-taking can lead to discovery. * how risk-taking can lead to migration. * how risk-taking can lead to change. | An inquiry into:   * which factors need to be considered when using power. * what drives conflict. * the relationship between power and conflict. | An inquiry into:   * why organized systems are necessary. * how organization shapes systems * how does organization influences change. | An inquiry into:   * the inevitability of change. * how humans change the world. | An inquiry into:   * the connection between diversity and who we are * how diversity impacts how we live * how diversity impacts relationships | An inquiry into:   * how different perspectives can lead to freedom or inequality. * how where you live impacts how you live. * how a society’s values are formed |
| Learner Profile | Principled  Knowledgeable  Risk-taskers | Principled  Balanced  Caring | Balanced  Knowledgeable  Principled | Inquirer  Thinker  Caring | Open-Minded  Inquirer  Risk-Taker | Open-minded  Communicator  Thinker |
| Attitudes | Independence  Cooperation  Creativity | Respect  Empathy  Confidence | Cooperation  Creativity  Commitment | Empathy  Curiosity  Appreciation | Tolerance  Cooperation  Enthusiasm | Appreciation  Curiosity  Integrity |
| Transdisciplinary Skills | Communication  Self-management  Thinking | Thinking  Social  Research | Thinking  Communication  Self-management | Thinking  Social  Research | social skills  research skills communication | Thinking  Research  Social |
| Social Studies | SS5H3 Turn of the Century  SS5G2 Explain the reasons for the spatial patterns of economic activities. a. Locate primary agricultural and industrial locations between the end of the Civil War and 1900 and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Pittsburgh’s rapid growth in the late nineteenth century). b. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago’s rapid growth at the turn of the century).  SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.b. Explain how price incentives affect people’s behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).  c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford’s use of the assembly line reduced the price of automobiles).  d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).  SS5E3 Describe how consumers and producers interact in the U. S. economy.  a. Describe how competition, markets, and prices influence consumer behavior.  b. Describe how people earn income by selling their labor to businesses.  c. Describe how entrepreneurs take risks to develop new goods and services to start a business. | SS5H4 WWI  SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.  a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).  SS5H5 Great Depression &  New Deal  SS5E2 Describe the functions of four major sectors in the U. S. economy.  a. Describe the household function in providing resources and consuming goods and services.  b. Describe the private business function in producing goods and services.  c. Describe the bank function in providing checking accounts, savings accounts, and loans.  d. Describe the government function in taxation and providing certain public goods and public services.  SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.  SS5H6 WWII | SS5Cg1 Citizens Rights  SS5CG2 How Amendments are added  SS5CG3 Amendments 12, 15, 17, 19, 23, 24, 26 | SS5H7 Cold War | SS5H8 1950-1975-Civil Rights | SS5H9 1975-present |
| Science | S5P3 Electricity & Magnetism |  | S5L1 Classifying Organisms  S5L2 Traits Vs Learned behaviors | S5E1 Constructive & Destructive Processes  S5P2 Chemical & Physical Changes | S5L3 Cell Structure  S5L4 How microorganisms beneficial/harmful | n/a |
| Reading | RI5 Compare and Contrast  RI4-Determine the meaning of general academic words/phrases on 5th grade level. | RI1- Infer/Predict  RI5- Cause and Effect  RL3- Understanding Characters | RL5 Story Structure  RL2 Summarize  RI5-Sequence of Events/Text Structure | RI8, 6-Author's Purpose  RL7- Analyze/Evaluate Literature  RL4- Figurative Language | RI5 Compare and Contrast  RI4-Determine the meaning of general academic words/phrases on 5th grade level. | RI2- Main Ideas and Details  RL4-Fact and Opinion  RL/I10-Conclusions and Generalizations |
| ELA | ELA5L2a, b, c- Commas in Sentences | ELA5L1c- Verb Tenses  ELA5L1c,d- Be and Have  ELA5L1c- Perfect Tenses | ELA5L1a, 2d- Direct Quotations and Interjections | Spiral Review of all grammar standards | ELA5L2a, b, c- Commas in Sentences | Spiral Review of all grammar standards |
| Writing | Narrative | Narrative | Informational | Informational | Opinion | Opinion |
| Math | NBTa,b Numbers and Operations in Base Ten (add/sub/mult/div decimals) | OAA1-3 Operations and Algebraic Thinking | NFa,b Number and Operations- Fractions (add/sub/mult/div fractions and mixed numbers) | MDa-c-Volume and Measurement | GB-Geometry and 2-d Figures | GA- Coordinate Planes |