

	<b>Who We Are</b>	<b>Where We Are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How The World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
Early Childhood	<p><b>Central Idea:</b> Exploring helps me learn about the community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*the five senses (Form)</li> <li>*the characteristics of objects (Form)</li> <li>*expressing myself (Responsibility)</li> <li>*my role in the community (Responsibility)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> an inquiry into the nature of self</p>	<p><b>Central Idea:</b> The world is made of connections</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*characteristics of objects (form)</li> <li>*characteristics of communities (form)</li> <li>*characteristics of a reader (form)</li> <li>*impact of our choices (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p><b>Central Idea:</b> We express ourselves in different ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*observations in nature (perspective)</li> <li>*expressing our patriotism (perspective and connection)</li> <li>*everyday life in past and present (connection)</li> <li>*characteristics of a storyteller (perspective and connection)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Perspective</li> <li>*Connection</li> </ul> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p>			<p><b>Central Idea:</b> We observe changes in our world.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*basic needs of living things (change)</li> <li>*changes within our environment (change)</li> <li>*characteristics of maps (function)</li> <li>*letters and sounds (function)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Change</li> <li>*Function</li> </ul> <p><b>Part of Theme:</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things</p>

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Kindergarten	<p><b>Central Idea:</b> We use observations to make choices within our community.</p> <p><b>Lines of Inquiry:</b>            *the five senses (Function)            *citizenship within the community (Responsibility)            *our role as readers and writers (Function and Responsibility)</p> <p><b>Concepts:</b>            *Function            *Responsibility</p> <p><b>Part of Theme:</b> Human relationships including families, friends, communities, and cultures.</p> <p><b>Integration Statement:</b>            *Kindergarteners will explore throwing and catching responsibilities while practicing cooperative behaviors. Students will focus on being principled and following directions. (PE)</p>		<p><b>Central Idea:</b> People communicate in different ways</p> <p><b>Lines of Inquiry:</b>            -Characteristics of maps (Form and Perspective)            -Characteristics of communities (Form and Perspective)            -Patterns in books (Form and Perspective)</p> <p><b>Concepts:</b>            *Perspective            *Form</p> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Integration Statement:</b>            *Kindergarteners will explore the characteristics of different types of clay. They will model different 3-dimensional forms to create non-objective and functional art works. Students will also explore patterns in their artmaking process. (Art)            *Kindergartners will explore patterns of pitch and rhythm in music. They will identify patterns as same or different and discover ways patterns can be combined in the form of a song. (Music)</p>	<p><b>Central Idea:</b>Actions can cause reactions</p> <p><b>Lines of Inquiry:</b>            *Use of magnets (causation and function)            *Relationship between light and objects (causation and function)            *Natural and human-made changes (causation)            *Asking and answering questions (causation)</p> <p><b>Concepts:</b>            *Causation            *Function</p> <p><b>Part of Theme:</b> An inquiry into the natural world and its laws</p>		<p><b>Central Idea:</b> We use observations to understand connections in our community</p> <p><b>Lines of Inquiry:</b>            *growth of living things (Change)            *characteristics of nonliving things (Classify)            *protecting our world (Connection)            *making connections to texts (Connection)</p> <p><b>Concepts:</b>            *Connection            *Change</p> <p><b>Part of Theme:</b> Communities and the relationships within and between them</p> <p><b>Integration Statement:</b>            *In Art, the students will make observations and classify objects found in nature. They will then use the found objects as tools/stamps to create a community playground. (Art)            *In STEAM, the students will classify materials and objects that are recyclable. The students will design and create various objects out of recyclable materials that can be used in our community. (STEAM)</p>

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1st Grade	<p><b>Central Idea:</b> Our actions influence communities</p> <p><b>Lines of Inquiry:</b>            *Characteristics of a citizen (Responsibility)            *Characteristics of living things (Connection)            *Characteristics of a student (Responsibility and Connection)</p> <p><b>Concepts:</b>            *Connection            *Responsibility</p> <p><b>Part of Theme:</b> Rights and responsibilities</p> <p><b>Integration Statement:</b>            *First graders will explore throwing and catching responsibilities while practicing cooperative behaviors. Students will focus on being principled and taking responsibility for our individual and team actions. (PE)</p>	<p><b>Central Idea:</b> Exploring helps us learn.</p> <p><b>Lines of Inquiry:</b>            *American symbols (perspective)            *Virginia history (perspective and change)            *Influential Virginians (perspective and change)            *characters' feelings within stories (perspective and change)</p> <p><b>Concepts:</b>            *Perspective            *Change</p> <p><b>Part of Theme:</b> Homes and journeys</p>	<p><b>Central Idea:</b> Observations help us express ourselves</p> <p><b>Lines of Inquiry:</b>            *Contributions of influential Americans (connection)            *Using observations to express ideas (perspective)            *Using poetry to express ideas (perspective)</p> <p><b>Concepts:</b>            *Perspective            *Connection</p> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values</p> <p><b>Integration Statement:</b>            *In Art, the first graders will select an animal to express their personality. The students will learn about the color wheel and how colors can express feelings. The students will create a collage using various colors to express themselves on their animals. (Art)</p>	<p><b>Central Idea:</b> Interactions within our world can cause change</p> <p><b>Lines of Inquiry:</b>            *different types of movement (Form and Causation)            *interactions with water (Causation)            *weather and seasonal changes (Form and causation)            *scientific observations (Form)</p> <p><b>Concepts:</b>            *Causation            *Form</p> <p><b>Part of Theme:</b> The interaction between the natural world (physical and biological) and human societies</p> <p><b>Integration Statement:</b>            *1st graders will make observations about how different interactions with an instrument can change the sound produced. They will also make observations about how different interactions while dancing can impact the success of the dance. Throughout the unit, the students will practice being principled in how they use classroom instruments and move safely while dancing. (Music)            *While playing basketball in PE, 1st graders will practice their form for dribbling, passing, and shooting. When practicing these skills, the students will examine the various interactions and changes. (PE)            *First graders will explore different types of movements through the use of various materials. Students will learn how to use Ozobots by creating their own coded map. Students will create and give directions to others to test the accuracy of their map. During the unit, first graders will communicate their understanding by observing, listening, and recording the interactions and their changes in given learning experiences. (STEAM)</p>	<p><b>Central Idea:</b> Choices we make can impact others</p> <p><b>Lines of Inquiry:</b>            *Human impact (Responsibility)            *Organization and use of maps (Form)            *Choices people of Virginia make (Responsibility)            *Perspectives of characters and authors (Perspective)</p> <p><b>Concepts:</b>            *Form            *Responsibility            *Perspective</p> <p><b>Part of Theme:</b> The structure and function of organization</p> <p><b>Integration Statement:</b>            *In Music, the first graders will connect to the concept of form by examining musical notations. They will match musical sounds to given notation and create the notation for sounds they have heard. (Music)</p>	<p><b>Central Idea:</b> Our decisions can impact our world.</p> <p><b>Lines of Inquiry:</b>            *needs of living things for survival (function)            *characteristics can be classified (function)            *roles within a system (function and responsibility)            *choices in reading and writing (function and responsibility)</p> <p><b>Concepts:</b>            *Responsibility            *Function</p> <p><b>Part of Theme:</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things</p>

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2nd Grade	<p><b>Central Idea:</b> We have a purpose in our community.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Responsibilities of citizens (Responsibility)</li> <li>*Contributions of influential Americans (Responsibility and Perspective)</li> <li>*Strategies of reading and writing (Responsibility and Perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Perspective</li> <li>*Responsibility</li> </ul> <p><b>Part of Theme:</b> Beliefs and values</p> <p><b>Integration Statement:</b> Second graders will explore throwing and catching responsibilities while encouraging classmates to help them be successful. Students will focus on being principled in our actions while participating with teammates. (PE)</p>	<p><b>Central Idea:</b> People depend on the environment to survive.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*American Indians (connection and causation)</li> <li>*Geography of the world (connection and causation)</li> <li>*Plants as natural resources (causation)</li> <li>*Author's choices in text (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p>	<p><b>Central Idea:</b> People can lead change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*how people communicate their values (perspective)</li> <li>*ideas that lead to change (causation)</li> <li>*why and how we honor the contributions of influential Americans (causation)</li> <li>*the author's message in poetry (perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> <li>*Perspective</li> </ul> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Integration Statement:</b></p> <ul style="list-style-type: none"> <li>*In Art, 2nd graders will create an illustration of themselves as a change maker. The students will reflect on their personal values and communicate their ideas through an illustration of themselves completing an action to bring about change in the world.</li> <li>*In Music, the students will discover ways that a song's musical characteristics communicate meaning along with the text. The students will be communicators by dramatizing the meaning of a specific song or poem.</li> </ul>	<p><b>Central Idea:</b> People make observations to understand characteristics of the natural world</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*characteristics of matter (form and change)</li> <li>*weather patterns and characteristics (form and change)</li> <li>*how weather changes the environment (change)</li> <li>*process of research (form)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Form</li> <li>*Change</li> </ul> <p><b>Part of Theme:</b> how humans use their understanding of scientific principles</p> <p><b>Integration Statement:</b> In STEAM, the students will apply their understanding of form to create a structure designed to withstand a flood simulation. They will record their observations of weather patterns and weathering changes by drawing and writing. (STEAM)</p>	<p><b>Central Idea:</b> We make choices based on our resources.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Goods and Services (Function)</li> <li>*Persuasive language influences choices (Causation)</li> <li>*Resources needed to produce goods and services (Function and causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Function</li> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> Economic activities and their impact on humankind and the environment</p>	<p><b>Central Idea:</b> Parts of a system are interdependent</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*life cycle of living things (Function)</li> <li>*interdependence within various habitats (Responsibility and Connection)</li> <li>*impact on the environment (responsibility)</li> <li>*interpreting an author's message (connection)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Connection</li> <li>*Function</li> </ul> <p><b>Part of Theme:</b> Communities and the relationships within and between them</p> <p><b>Integration Statement:</b> *In STEAM, the 2nd graders will plant vegetable seeds and discuss their responsibility to support the growth of the plant. They will make observations, collect and graph data, and share their conclusions with students in Colombia. *In Art, the students will create a garden using watercolors and crayons. They will use observations and step-by-step guides to design their garden. The students will add texture and color with crayons and then use watercolors for the grass and sky. While creating their garden, the students will explore the interdependence of plants and animals and the role of humans. *In Music, second graders will connect the concepts of responsibility and connection as they work with a partner or small group to perform and create dances for specific songs.</p>

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3rd Grade	<p><b>Central Idea:</b> My choices reflect my identity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* The purpose of government (Responsibility)</li> <li>* The responsibilities of citizens within a community (Responsibility)</li> <li>* The perspective of characters (Perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Perspective</li> </ul> <p><b>Part of Theme:</b> What it means to be human</p> <p><b>Integration Statement:</b></p> <p>*3rd grade students will be exploring the idea of identity in a self-portrait through an array of artists work. They will brainstorm ideas connected to their own identity and incorporate symbols and details into their self-portrait. Students will communicate with peers and reflect on the art making process. (Art)</p>	<p><b>Central Idea:</b> Contributions have a lasting influence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*impact of soil (causation)</li> <li>*influence of human and natural events (change)</li> <li>*impact of contributions (change and causation)</li> <li>*using elements of text to convey messages and beliefs (causation and change)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> <li>*Change</li> </ul> <p><b>Part of Theme:</b> The discoveries, explorations, and migrations of humankind</p>	<p><b>Central Idea:</b> Our choices help us to communicate</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*geographic features on maps (Form)</li> <li>*characteristics of expression (Form)</li> <li>*purpose of various parts of a map (Function)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Form</li> </ul> <p><b>Part of Theme:</b> Our appreciation for the aesthetic</p>	<p><b>Central Idea:</b> Structures within our environment affect behavior</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*purpose and function of simple machines (Form, function, causation)</li> <li>*relationships between organisms (function)</li> <li>*specific choices within a structure (form, causation, function)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Function</li> <li>*Causation</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> The impact of scientific and technological advances on society and the environment</p>	<p><b>Central Idea:</b> Roles impact systems</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Purpose of goods and services (Connection)</li> <li>*Interdependence within systems (Connection)</li> <li>*The impact of water (Connection)</li> <li>*Choices authors make (Form)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> An inquiry into the interconnectedness of human-made systems and communities</p> <p><b>Integration Statement:</b></p> <p>*Third Graders will explore the artwork and organic forms of Henri Matisse. They will experiment with two dimensional paper cutting techniques that connect to Matisse-like forms and the theme of Winter. Third graders will inquire about various ways to represent characteristics of winter using paper cutting techniques. Students will be principled in their collaboration with tablemates to create large paper collage banners to be displayed during their winter festival. (Art)</p> <p>*Third grade musicians will participate in a variety of ensembles. They will experience how different musical roles are connected within an ensemble system and the importance of being a principled participant in an ensemble. They will investigate similarities and differences among the parts of a musical form. Students will use this knowledge to create their own ensemble compositions to share at their winter festival. (Music)</p> <p>*3rd grade students will be exploring the form of gymnastics, yoga and 8 count dances. Students will learn about the purpose of gymnastics and dance and how it has influenced our culture today. Students will learn the techniques of gymnastics, yoga and dance through technology, pictures and teacher demonstration. For gymnastics/yoga, students will be communicating and working with peers to complete various techniques/poses for assessment. For dance, they will create a dance routine to perform in front of their peers for assessment. (PE)</p>	<p><b>Central Idea:</b> Relationships exist within environments</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Human impact on an ecosystem (causation)</li> <li>*Organization of ecosystems (connection)</li> <li>*Organisms' response to the environment (causation)</li> <li>*Asking and answering meaningful questions (connection)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> Access to equal opportunities</p> <p><b>Integration Statement:</b></p> <p>*During music, the 3rd grade students will explore how music is organized in both pitch and rhythm. They will use this understanding to compose a four measure song in a given meter using the pentatonic scale.(Music)</p> <p>*In STEAM, the students will explore the relationships within a terrestrial ecosystem as they build a biodome. The students identify relationships within their terrestrial ecosystem as they create a visual to represent a food chain. (STEAM)</p>

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4th Grade	<p><b>Central Idea:</b> Relationships impact systems</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The interactions within an ecosystem (Connection)</li> <li>*The structure of government</li> <li>*The role of a learner</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Responsibility</li> </ul> <p><b>Part of Theme:</b> Rights and responsibilities</p>	<p><b>Central Idea:</b> Positions shape our understanding of our world.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*characteristics of the solar system (perspective and change)</li> <li>*life in the Virginia colony (perspective and change)</li> <li>*the role of Virginia in the American Revolution (perspective and change)</li> <li>*impact of an author's position (perspective and change)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Perspective</li> <li>*Change</li> </ul> <p><b>Part of Theme:</b> Personal histories</p> <p><b>Integration Statement:</b></p> <p>*In Art, 4th graders will be reflecting on their personal history in order to create a book filled with important memories from their life.</p> <p>*In PE, 4th graders will explore the concept of positions while learning various basketball skills. The students will practice the body positions needed to dribble, pass, and shoot. The students will also explore the perspective of defense and offense on the basketball court.</p>	<p><b>Central Idea:</b> Our contributions reflect our values</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Reconstruction of Virginia (change)</li> <li>*Changes in Virginia in the 20th Century (change and responsibility)</li> <li>*Development of Virginia's economy (change and responsibility)</li> <li>*Choices poets make (change)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Change</li> </ul> <p><b>Part of Theme:</b> the ways in which we reflect on, extend and enjoy our creativity</p> <p><b>Integration Statement:</b></p> <p>*In Art, the fourth graders will examine the work of Alexander Calder and create a three dimensional figurative wire sculpture to represent themselves. The students will change the wire by bending and twisting it in different ways to allow the sculpture to express their personalities and interests. (Art)</p>	<p><b>Central Idea:</b> Behavior impacts change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*the relationship between force and motion (causation)</li> <li>*the effects of weather conditions (function &amp; causation)</li> <li>*the creation and division of a nation (function and causation)</li> <li>*biases and opinions within texts (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Function</li> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> The interaction between the natural world (physical and biological) and human societies</p> <p><b>Integration Statement:</b></p> <p>*In PE, 4th grade will explore the concept of striking with an implement. The students will practice the body positions needed to strike, volley and score. The students will also explore the perspective of defense and offense on the tennis court. Students will work on safety when practicing tennis by hugging/grounding the racket .</p> <p>*In STEAM, the students will explore the impact of severe weather on humans and the environment. The students will design and create homes that will withstand severe weather.</p>	<p><b>Central Idea:</b> Values influence interactions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*colonization (causation and responsibility)</li> <li>*Virginia geography (causation)</li> <li>*Virginia natural resources (responsibility)</li> <li>*author's choices in developing stories (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> <li>*Responsibility</li> </ul> <p><b>Part of Theme:</b> Societal-decision making</p> <p><b>Integration Statement:</b></p> <p>*Fourth grade musicians will be practicing risk-taking and open-mindedness by taking turns being the conductor, and through creating interpretive dances to express the central ideas of our songs. They will learn about the responsibility that an ensemble has to follow the cues of the conductor. They will explore how the imagery of dance can add meaning to the text of a song. (Music)</p>	<p><b>*UNDER CONSTRUCTION*</b></p> <p><b>Central Idea:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*colonization (causation and responsibility)</li> <li>*Virginia geography (causation)</li> <li>*Virginia natural resources (responsibility)</li> <li>*author's choices in developing stories (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Form</li> <li>*Connection</li> </ul> <p><b>Part of Theme:</b> Communities and the relationships within and between them</p>

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5th Grade	<p><b>Central Idea:</b> Relationships create change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The movement of the Earth (form and change)</li> <li>*The interactions within an ecosystem (change)</li> <li>*The impact of identity on communication (change)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Change</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> Human relationships including families, friends, communities, and cultures</p>	<p><b>Central Idea:</b> Change is a result of interactions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Characteristics of light and sound (characteristics)</li> <li>*Transfer of energy (causation)</li> <li>*Process of research (characteristics/causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> The discoveries, explorations, and migrations of humankind</p> <p><b>Integration Statements:</b></p> <ul style="list-style-type: none"> <li>*In STEAM, the students will explore the interactions in sound by designing and creating musical instruments.</li> <li>*In Music, the students will explore the science behind how various instruments work. They will identify the interactions that cause the change in sound an instrument makes. (Music)</li> <li>*In PE, 5th grade will explore the concept of striking with an implement. The students will practice the body positions needed to strike, volley and score. The students will also explore the perspective of defense and offense on the tennis court. Students will work on safety when practicing tennis by hugging/grounding the racket. (PE)</li> </ul>	<p><b>Central Idea:</b> External forces impact behavior</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*persuasive techniques (perspective)</li> <li>*the types of energy (form)</li> <li>*relationships between force and energy (function)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Function</li> <li>*Perspective</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Integration Statement:</b></p> <ul style="list-style-type: none"> <li>*STEAM- In STEAM, the students will demonstrate their understanding of form and function as they explore static electricity and circuits. They will invent a tool using coding and an electrical circuit in order to solve a specific problem.</li> <li>*Art- 5th grade students will explore and discuss artists who use language to influence viewers. Each student will choose one word to represent themselves and create a print plate. Considering the elements of art (line, form, balance, shape, texture), students will design their word and create a print series for themselves. They will also print their word on a 5th grade collaborative mural to be displayed in the school.</li> <li>*PE- In PE, the fifth graders will be exploring form and perspective as they enter their baseball unit. They will work on their form while batting and fielding. Throughout the unit they will determine how an external force impacts the behavior of a baseball.</li> </ul>	<p><b>Central Idea:</b> Patterns help us make predictions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*weather patterns (form and function)</li> <li>*solar system (form)</li> <li>*relationships between the Earth, moon, and sun (function)</li> <li>*characteristics of fantasy stories (form)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Form</li> <li>*Function</li> </ul> <p><b>Part of Theme:</b> The impact of scientific and technological advances on society and on the environment</p> <p><b>Integration Statement:</b></p> <ul style="list-style-type: none"> <li>*In Art, 5th graders will utilize clay to create a personal vessel. The students will explore form as they create the structure of the vessel. They will impress and carve personal symbols into the clay.</li> </ul>	<p><b>Central Idea:</b> Organization impacts our understanding of the world.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*the ocean environment (causation)</li> <li>*the characteristics of matter (connection)</li> <li>*the organization of text (causation)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Causation</li> </ul> <p><b>Part of Theme:</b> The structure and function of organizations</p> <p><b>Integration Statement:</b></p> <ul style="list-style-type: none"> <li>*Fifth graders will learn about how music is organized in time by identifying and practicing the characteristics of different meters and accent patterns. They will use their knowledge of meter to investigate how different parts in an ensemble relate to each other. (Music)</li> </ul>	<p><b>*UNDER CONSTRUCTION*</b></p> <p><b>Central Idea:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Responsibility</li> <li>*Connection</li> </ul> <p><b>Part of Theme:</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things</p>

	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing the Planet
6th Grade	<p><b>Central Idea:</b> Actions in our world can influence change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*properties of water (form)</li> <li>*role of water in our environment (change)</li> <li>*cause and effects of Westward Expansion (perspective and change)</li> <li>*choices authors make (perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Form</li> <li>*Perspective</li> <li>*Change</li> </ul> <p><b>Part of Theme:</b> Personal, physical, mental, social, and spiritual health</p> <p><b>Integration Statement:</b></p> <p>*Sixth grade musicians will explore choices composers make in film scoring (such as tonality, tempo, style, dynamics, and instrumentation) and how these choices affect the perspective of viewers. They will also explore choices of rhythm and pitch in setting a simple text to music.</p>	<p><b>Central Idea:</b> Interactions lead to transformation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*structure of matter (change)</li> <li>*causes and results of the American Revolution (change and perspective)</li> <li>*challenges faced by the New Nation (change and perspective)</li> <li>*characteristics of a compelling question (perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Change</li> <li>*Perspective</li> </ul> <p><b>Part of Theme:</b> the orientation in place and time</p>	<p><b>Central Idea:</b> Cultural beliefs and traditions impact choices.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Author's choices and structures - Poetry, Fiction (form)</li> <li>*European exploration in North America and West Africa (perspective)</li> <li>*The development of Native American culture in North America (form)</li> <li>*The factors that shaped Colonial America ( perspective)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Perspective</li> <li>*Form</li> </ul> <p><b>Part of Theme:</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p><b>Integration Statement:</b></p> <p>*6th grade students will be exploring the form of throwing and catching of baseballs and footballs. Students will learn the history of football and baseball and how it has influenced our culture today. They will use self assessment and reflection to monitor their progress of the skills learned (PE)</p> <p>*6th grade musicians will explore different cultures through the lens of world drumming. We will make connections across different styles and forms of drumming. Students will discover how the music of today is influenced by a variety of cultures (Music)</p> <p>*6th graders will explore the art of Keith Haring and the impact that he had on the street art culture in New York City during the 1980s. Using similar Haring form and figures, students will create a self-portrait that represents their cultural identity, interests, and traditions. Students will reflect on their artwork with peers and stay open-minded during the art making process. (Art)</p>	<p><b>Central Idea:</b> Patterns help us understand how our world is organized.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*the relationships within the Solar System (function and causation)</li> <li>*the sources of Earth's energy (function)</li> <li>*the organizational patterns of text (function)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Causation</li> <li>*Function</li> </ul> <p><b>Part of Theme:</b> The impact of scientific and technological advances on society and the environment</p> <p><b>Integration Statement:</b></p> <p>*Students will explore the cultural aspects of traditional basket weaving throughout history and present day artists. 6th graders will create a basket with a color pattern that ties to a specific memory. As students explore the art of basket making, they will determine the function of their basket connected to its form. (Art)</p> <p>*6th grade students will be exploring the form of gymnastics, yoga and 8 count dances. Students will learn the history of gymnastics and dance and how it has transformed our culture today. Students will learn the techniques of gymnastics, yoga and dance through technology, pictures and teacher demonstration. For assessment students will create gymnastic and dance routines and will perform them in front of their peers. (PE)</p> <p>*Sixth grade students will develop their math and science skills by creating an animated solar system through a coded program called scratch. Students will gain knowledge of scale size within the solar system, geometric transformations, and coding skills. Sixth graders will collaborate with others and communicate their knowledge through a presentation at the end of the unit. (STEAM)</p>	<p><b>Central Idea:</b> Relationships influence our thinking about conflict</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Conflict between the Union and the Confederacy (Perspective)</li> <li>*Human impact on the environment (Responsibility)</li> <li>*Relationship between internal and external conflict (Connection)</li> </ul> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>*Connection</li> <li>*Perspective</li> <li>*Responsibility</li> </ul> <p><b>Part of Theme:</b> Economic activities and their impact on humankind and the environment</p> <p><b>Integration Statement:</b></p> <p>*In STEAM, the students will use renewable and natural resources to create a wind turbine that produces the most energy. (STEAM)</p>	<p><b>*UNDER CONSTRUCTION- EXHIBITION*</b></p> <p><b>Central Idea:</b></p> <p><b>Lines of Inquiry:</b></p> <p><b>Concepts:</b></p> <p><b>Part of Theme:</b> Peace and conflict resolution</p>