

Sierra Elementary Program of Inquiry 2016-2017

Kindergarten

<p>An inquiry into:</p> <p>Who we are Mar. 7-Apr.22</p>	<p>An inquiry into:</p> <p>Where we are in place and time Sept.28-Nov.6</p>	<p>An inquiry into:</p> <p>How we express ourselves Nov.16-Jan.15</p>	<p>An inquiry into:</p> <p>How the world works Jan.19-Feb.26</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.18-Sept.25</p>	<p>An inquiry into:</p> <p>Sharing the planet Apr.25-June2</p>
<p>An inquiry into the nature of self; beliefs and values; <u>personal, physical, mental, social and spiritual health</u>; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationships between and the interconnectedness of individuals and civilizations</u>, from local and global perspectives.</p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u>; the impact of scientific and technological advances on society and the environment</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><u>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things</u>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>
<p>Central idea</p> <p>We build our homes from what we have, to suit our environment.</p> <p>Key concepts: form, connection, function</p> <p>Related concepts: structure, impact, relationship</p> <p>Lines of inquiry *types of shelters *why living things need shelter * how shelter reflects community * common and unique characteristics of shelter around the world</p> <p>Learner Profile Reflective, Balanced</p>	<p>Central idea</p> <p>Everyday life is different in other places and times.</p> <p>Key concepts: function, change, connection</p> <p>Related concepts: systems, transformation, interdependence</p> <p>Lines of inquiry *how people lived in earlier times * how schools have changed over time *the physical make-up of schools</p> <p>Learner Profile Inquirer, Reflective</p>	<p>Central idea</p> <p>Literature reflects human characteristics.</p> <p>Key concepts: form, change, reflection,</p> <p>Related concepts: opinion, literature, comparison</p> <p>Lines of inquiry *unique characteristics of literature *comparing and contrasting and adventures and experiences of characters *forming opinions through author studies</p> <p>Learner Profile Communicator, Principled</p>	<p>Central idea</p> <p>Patterns can be predicted, observed and described.</p> <p>Key concepts: function, form, change</p> <p>Related concepts: similarities and differences, patterns, cycles</p> <p>Lines of inquiry * weather patterns *the impact of the sun on weather *changes in water as it relates to weather</p> <p>Learner Profile Thinker, Inquirer</p>	<p>Central idea</p> <p>People contribute to community life by working at different jobs.</p> <p>Key concepts: responsibility, connection, causation</p> <p>Related concepts: values, systems, impact</p> <p>Lines of inquiry *the jobs people hold in our community *our school community's jobs and structures *student responsibilities and jobs</p> <p>Learner Profile Knowledgeable, Thinker</p>	<p>Central idea</p> <p>Resources can be conserved to protect the environment.</p> <p>Key concepts: form, responsibility, reflection</p> <p>Related concepts: transformation, values</p> <p>Lines of inquiry *ways to help protect the environment *resources can be recycled and/or reused *the conservation process</p> <p>Learner Profile Caring, Risk-taker</p>

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First Grade

<p>An inquiry into:</p> <p>Who we are Jan.17-March 3</p>	<p>An inquiry into:</p> <p>Where we are in place and time March6-April 28</p>	<p>An inquiry into:</p> <p>How we express ourselves Oct.3–Nov. 4</p>	<p>An inquiry into:</p> <p>How the world works Nov. 7-Jan.13</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.18-Sept.25</p>	<p>An inquiry into:</p> <p>Sharing the planet May1-June 8</p>
<p>An inquiry into the nature of self; beliefs and values; <u>personal, physical, mental, social and spiritual health</u>; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u></p>	<p><u>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</u></p>	<p><u>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 the environment</u></p>	<p>An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution</p>
<p>Central idea Words and phrases in literature express our experiences.</p> <p>Key concepts: connection, perspective</p> <p>Related concepts:</p> <p>Lines of inquiry *forms of expression in literature *how people can express their ideas and feelings through literature * the differences between books that tell stories and books that give information</p> <p>Learner Profile Open-minded, Risk-Taker</p>	<p>Central idea Land has different forms and uses that affect people and environments.</p> <p>Key concepts: function, change, connection</p> <p>Related concepts: environment, regions, choices</p> <p>Lines of inquiry *choices of where we live * how landforms influence where we live *physical characteristics of a region</p> <p>Learner Profile Inquirer, Knowledgeable</p>	<p>Central idea Symbols communicate ideas, information, culture or feelings.</p> <p>Key concepts: function, reflection, form</p> <p>Related concepts: communication, behavior</p> <p>Lines of inquiry *types of symbols *how symbols communicate information *ways symbols reflect cultures *meaning of symbols</p> <p>Learner Profile Knowledgeable, Communicator</p>	<p>Central idea Light and sound impact our world.</p> <p>Key concepts: form, causation</p> <p>Related concepts: impact, properties, energy</p> <p>Lines of inquiry * sources of light and sound *properties of light and sound *manipulation of light and sound *day and night</p> <p>Learner Profile Thinker, Reflective</p>	<p>Central idea The mutual relationship between living things depends on meeting needs.</p> <p>Key concepts: form, change, perspective</p> <p>Related concepts: interdependence, connection, role</p> <p>Lines of inquiry *the meaning of a mutual relationship *what a living thing is *what plants and animals need *what plants and animals provide for each other</p> <p>Learner Profile Balanced, Inquirers</p>	<p>Central idea Leaders encourage cooperation.</p> <p>Key concepts: reflection, causation, responsibility</p> <p>Related concepts: Citizenship, initiative</p> <p>Lines of inquiry *peaceful behaviors *interruptions of peace *strategies for resolving conflict *the impact of communication</p> <p>Learner Profile Caring, Principled</p>

Second Grade

<p>An inquiry into:</p> <p>Who we are Aug. 29-Sept. 30</p>	<p>An inquiry into:</p> <p>Where we are in place and time May1-June 2</p>	<p>An inquiry into:</p> <p>How we express ourselves Nov. 7-Dec. 22</p>	<p>An inquiry into:</p> <p>How the world works Jan. 9-Feb. 10</p>	<p>An inquiry into:</p> <p>How we organize ourselves Oct.3-Nov. 4</p>	<p>An inquiry into:</p> <p>Sharing the planet Feb. 27- Apr.28</p>
<p>An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; <u>human relationships including families, friends, communities, and cultures</u>; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; <u>homes and journeys</u>; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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; <u>our appreciation of the aesthetic</u></p>	<p><u>An inquiry into the natural world and its laws</u>; 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 the environment</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment</u>.</p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution</p>
<p>Central idea Our family traditions and histories make us unique.</p> <p>Key concepts: connection, perspective</p> <p>Related concepts: values, beliefs,family</p> <p>Lines of inquiry *family histories *family traditions/cultures *how human created objects (tools) evolve over time and affect our family experiences</p> <p>Learner Profile Risk-taker, Open-minded</p>	<p>Central idea People create and utilize maps to explore and learn about the world.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: structure, pattern ,borders</p> <p>Lines of inquiry *locations of community, city, state, country on a map or globe *interpreting maps *classifying landforms *uses of different maps</p> <p>Learner Profile Principled, Thinker,</p>	<p>Central idea Poetry and illustration inspire people to communicate in a variety of ways.</p> <p>Key concepts: form, reflection, perspective</p> <p>Related concepts: interpretation, structure</p> <p>Lines of inquiry *different forms of poetry *language convention and techniques *relationship between the aesthetic and expressive language *appreciation of poetry around the world</p> <p>Learner Profile Communicator, Reflective</p>	<p>Central idea Earth’s matter transforms to provide resources.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: properties, transformation</p> <p>Lines of inquiry *rocks and minerals *soil and erosion * fossils</p> <p>Learner Profile Inquirer, Thinker,</p>	<p>Central idea The system of goods and services define the way people live.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: sequences, systems</p> <p>Lines of inquiry *how a raw material becomes a product * differences between goods and services * mechanics of a marketplace *similarities and differences between local and global marketplaces</p> <p>Learner Profile Risk-taker, Communicator</p>	<p>Central idea Living organisms develop and change based on predictable cycles.</p> <p>Key concepts: causation, change, responsibility</p> <p>Related concepts: growth, cycles, impact</p> <p>Lines of inquiry *plant life cycles *animal life cycles *how humans grow and change *interactions between living organisms</p> <p>Learner Profile Knowledgeable, Balanced</p>

Third Grade

<p>An inquiry into:</p> <p>Who we are Mar. 6-Mar. 31</p>	<p>An inquiry into:</p> <p>Where we are in place and time Oct.3-Nov.17</p>	<p>An inquiry into:</p> <p>How we express ourselves Jan. 17-Mar.3</p>	<p>An inquiry into:</p> <p>How the world works Nov.28-Jan.13</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.22-Sept.30</p>	<p>An inquiry into:</p> <p>Sharing the planet Apr.3-May26</p>
<p>An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <u>rights and responsibilities</u>; what it means to be human</p>	<p>An inquiry into orientation in place and time; <u>personal histories</u>; 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.</p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p><u>An inquiry into the natural world and its laws</u>; 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 the environment</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; <u>societal decision-making</u>; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution</p>
<p>Central Idea Rights and responsibilities establish how humans interact.</p> <p>Key Concepts: responsibility, causation, function</p> <p>Related Concepts: citizenship, impact, actions</p> <p>Lines of inquiry *A profile of a responsible citizen *Civic rights and responsibilities to our class, school, community, and the world *The impact of people's actions</p> <p>Learner Profile: Risk-takers, Caring</p>	<p>Central Idea Influential people shed light on personal and historical timelines.</p> <p>Key Concepts: reflection, change, perspective</p> <p>Related Concepts: sequences, interpretation, opinions</p> <p>Lines of inquiry *an era in which a person lives can influence his or her actions *biographies share a person's perspective *the impact of people's actions shape society *students reflect on personal histories</p> <p>Learner Profile: Open-minded, Communicators</p>	<p>Central Idea Verbal and written communication bridges the gap between the real and fantasy world.</p> <p>Key Concepts: reflection, perspective, connection</p> <p>Related Concepts: interpretation, difference, structure</p> <p>Lines of inquiry *the structure of tales *common themes of literature that connect cultures *how literature is reflective of a culture and its values</p> <p>Learner Profile: Open-minded, Principled</p>	<p>Central Idea Predictable patterns can be observed on Earth and in the solar system.</p> <p>Key Concepts: causation, change, function</p> <p>Related Concepts: patterns, cycles, impact</p> <p>Lines of inquiry *the interaction between the sun, moon, and Earth *the causes of the Earth's season *planets and stars and their role in our solar system</p> <p>Learner Profile: Inquirers, Communicators</p>	<p>Central Idea Populations make decisions that change environments.</p> <p>Key Concepts: causation, connection, change</p> <p>Related Concepts: decisions, community, impact</p> <p>Lines of inquiry *how community decision is making structured *a case study into our local region *the impact decisions have on growth of a region</p> <p>Learner Profile: Balanced, Reflective</p>	<p>Central Idea Living things have adapted to survive within their ecosystems.</p> <p>Key Concepts: function, connection, form</p> <p>Related Concepts: adaptation, interdependence, structure</p> <p>Lines of inquiry *different types of ecosystems *various animal adaptations *extinction *the function and structure of plants</p> <p>Learner Profile: Thinkers, Knowledgeable</p>

Fourth Grade

<p>An inquiry into:</p> <p>Who we are Nov. 28-Jan.20</p>	<p>An inquiry into:</p> <p>Where we are in place and time Aug. 29-Oct,7</p>	<p>An inquiry into:</p> <p>How we express ourselves May 1-June 2</p>	<p>An inquiry into:</p> <p>How the world works Mar.13-Apr. 28</p>	<p>An inquiry into:</p> <p>How we organize ourselves Jan 23-Mar. 10</p>	<p>An inquiry into:</p> <p>Sharing the planet Oct. 10-Nov.18</p>
<p>An inquiry into the nature of self; <u>beliefs and values</u>; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; <u>the discoveries, explorations and migrations of humankind</u>; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <u>the ways in which we reflect on, extend and enjoy our creativity</u>; our appreciation of the aesthetic</p>	<p>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; <u>the impact of scientific and technological advances on society and the environment</u></p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; <u>economic activities and their impact on humankind and the environment.</u></p>	<p>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things; <u>communities and the relationships within and between them</u>; access to equal opportunities; peace and conflict resolution</p>
<p>Central Idea The movement of people may transform the beliefs and values of existing cultures. Key Concepts: causation, change, reflection Related concepts: consequences, impacts, transformation Lines of inquiry *cross-cultural interactions *how organized religions impact native cultures *how beliefs and values evolve over time * case study into CA mission system Learner Profile: Principled, Balanced</p>	<p>Central Idea Geography and resources shape the way native cultures develop. Key concepts: function, causation, perspective Related concepts: systems, adaptations, consequences Lines of inquiry *how people map the world * role geography plays in settlement *how resources of a region affect populations *how people adapt to and modify their environment Learner Profile Inquirer, knowledgeable</p>	<p>Central Idea Personal expression inspires societal change. Key concepts: function, causation, connection Related concepts: behavior, leadership, communication Lines of inquiry *ways cultures are influenced by various forms of expression *individuals who inspire change *case-study into societal change in the U.S. Learner Profile Communicator, Open-minded, Risk-taker</p>	<p>Central idea Science, technology, and energy bring about worldwide economic development. Key concepts: function, connection, responsibility Related concepts: , interdependence, evolution, motivation Lines of inquiry *the utilization of natural resources to produce power * the origins, storage, and transfer of energy *preserving energy resources for future generations Learner Profile Caring, Reflective</p>	<p>Central idea Natural resources stimulate economic and political development. Key concepts: causation, change, Related concepts: structure, prejudice, consequences Lines of inquiry *the economic impact of natural resources in a region *the political growth and changes associated with a region's resources *how the social and cultural dynamics of a region change over time Learner Profile Knowledgeable, Thinker</p>	<p>Central idea Organism populations in an ecosystem are interdependent and their survival depends on adaptation and human interaction. Key concepts: form, connection, responsibility Related concepts: structure, patterns, relationship Lines of inquiry *the interconnection of habitats and communities *factors that affect habitats and living things *plant and animal adaptations that ensure survival *conservation and protection of ecosystems Learner Profile: Inquirer, Thinker</p>

Fifth Grade

<p>An inquiry into:</p> <p>Who we are Jan.23-Mar.10</p>	<p>An inquiry into:</p> <p>Where we are in place and time Aug. 29-Oct.7</p>	<p>An inquiry into:</p> <p>How we express ourselves May 1-June 8</p>	<p>An inquiry into:</p> <p>How the world works Oct.9-Nov.18</p>	<p>An inquiry into:</p> <p>How we organize ourselves Mar.13-Apr.28</p>	<p>An inquiry into:</p> <p>Sharing the planet Nov.28-Jan.20</p>
<p>An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <u>rights and responsibilities</u>; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; <u>the discoveries, explorations and migrations of humankind</u>; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p><u>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</u>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>An inquiry into the 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; <u>peace and conflict resolution</u></p>
<p>Central idea Leadership often involves compromise and active participation.</p> <p>Key concepts: change, responsibility, function</p> <p>Related concepts: structure, systems</p> <p>Lines of inquiry *the leadership of nations and citizens * participation in government * compromises necessary to form a government</p> <p>Learner Profile Knowledgeable, Caring, Balanced</p>	<p>Central idea Exploration and migration create risks and opportunity.</p> <p>Key concepts: causation, change</p> <p>Related concepts: adaptation, impact</p> <p>Lines of inquiry *how exploration led to migration and settlement of the New World *causes of exploration and migration: forced and voluntary *the opportunities and consequences resulting from exploration and migration * how countries chose different paths to settlement and the consequences of those decisions</p> <p>Learner Profile: Communicator, Risk-takers</p>	<p>Central idea Different methods of communication lead to diverse perspectives and interpretations.</p> <p>Key concepts: perspective, connection, reflection</p> <p>Related concepts: values, opinion, relationships</p> <p>Lines of inquiry *methods of communication *perspectives/bias in the media * the impact of media on our lives locally and globally *debate and persuasion</p> <p>Learner Profile Communicator, Reflective</p>	<p>Central idea Human interactions affect natural cycles.</p> <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: interdependence, properties</p> <p>Lines of inquiry *understanding and predicting weather *global warming *causes of severe storms * how societies adapt to weather</p> <p>Learner Profile Inquirer, Knowledgeable,</p>	<p>Central idea Systems have both independent and interdependent functions.</p> <p>Key concepts: function, connection</p> <p>Related concepts: systems, relationships</p> <p>Lines of inquiry *systems of the body and how they interact *comparison of plant and animal systems and how they are interdependent *non-living systems</p> <p>Learner Profile Inquirer, Thinkers</p>	<p>Central idea Colonization is driven by the wants and needs of governments, groups, or individuals.</p> <p>Key concepts: change, causation, perspective</p> <p>Related concepts: growth, consequences, adaptation</p> <p>Lines of inquiry *operation and conflicts of native people and colonists *Case study into English colonization of North America and similar global events including reasons for founding *methods of non-violent conflict resolution</p> <p>Learner Profile Open-minded, Principled</p>

Sixth Grade

<p>An inquiry into:</p> <p>Who we are Mar.13-Apr.21</p>	<p>An inquiry into:</p> <p>Where we are in place and time Jan.23-Mar.10</p>	<p>An inquiry into:</p> <p>How we express ourselves Nov.7-Jan.13</p>	<p>An inquiry into:</p> <p>How the world works Sept.9-Nov.4</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.17-Sept.16</p>	<p>An inquiry into:</p> <p>Sharing the planet Apr. 24-June 1</p>
<p>An inquiry into the nature of self; <u>beliefs and values</u>; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human</p>	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <u>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u></p>	<p><u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic</p>	<p>An inquiry into the natural world and its laws; <u>the interaction between the natural world (physical and biological) and human societies</u>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><u>An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things</u>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution</p>
<p>Central Idea People learn about societal beliefs and values by studying spiritual traditions.</p> <p>Key concepts: form, causation, perspective</p> <p>Related concepts: similarities, differences, beliefs,</p> <p>Lines of inquiry *origins of major religions *purpose of myths and creation stories *the impact of religion and spiritual traditions on civilizations</p> <p>Learner Profile Open-minded, Caring, Risk-taker</p>	<p>Central Idea Individuals contribute to the development, advancement, and decline of civilizations.</p> <p>Key concepts: change, responsibility, function</p> <p>Related concepts: consequences, transformation, citizenship</p> <p>Lines of inquiry *empire builders and destroyers *ancient scientists, mathematicians, and inventors *influential women of the ancient world *our place in history</p> <p>Learner Profile Knowledgeable, Open-minded</p>	<p>Central Idea Writers use figurative language techniques to create mental pictures that express ideas and emotions to readers.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: properties, impact, interpretation</p> <p>Lines of inquiry *purpose of figurative language *types and styles of figurative language(i.e., idioms, simile/metaphor, personification, onomatopoeia) *authors' and poets' techniques</p> <p>Learner Profile Reflective, Open-minded, Balanced</p>	<p>Central idea Movements within the Earth create and shape its features and cause events that may disrupt communities.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: erosion, geology, tectonic plates</p> <p>Lines of inquiry *how the different components of the Earth are interrelated (Earth's layers) *how the Earth has changed and is continuing to change (tectonic plate movement) *human responses to the Earth's changes(earthquake, volcano, tsunami)</p> <p>Learner Profile Inquirer, Thinker, Communicator</p>	<p>Central idea Systems of organization develop to provide structure, order, and meaning to people's lives and how they learn.</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: structure, similarities and differences, role</p> <p>Lines of inquiry *rules, laws and division of power *how organizational systems develop *how societies resolve conflicts *responsibilities of the individual within their society</p> <p>Learner Profile Communicator, Reflective, Principled</p>	<p>EXHIBITION Unit will be determined by students.</p> <p>Central idea</p> <p>Key concepts: Related concepts:</p> <p>Lines of inquiry</p> <p>Learner Profile</p>

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