

Sierra Elementary Program of Inquiry 2017-2018

Kindergarten

An inquiry into: Who we are Apr.23-Jun7, 2018	An inquiry into: Where we are in place and time Oct.2-Nov.10, 2017	An inquiry into: How we express ourselves Nov.13-Jan.12, 2017-18	An inquiry into: How the world works Jan.15-Mar.2, 2018	An inquiry into: How we organize ourselves Aug.16-Sept.29, 2017	An inquiry into: Sharing the planet Mar.5-Apr 20, 2018
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	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.	<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	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	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.	<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>Central idea Living things use available resources to survive.</p> <p>Key concepts: 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 Knowledgeable, Caring</p>	<p>Central idea Everyday life is different in other places and times.</p> <p>Key concepts: 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 The structure of literature conveys meaning.</p> <p>Key concepts: form, reflection</p> <p>Related concepts: opinion, literature, comparison</p> <p>Lines of inquiry * characteristics and structure of literature *comparing and contrasting adventures and experiences of characters *forming opinions through author studies</p> <p>Learner Profile Communicator, Principled</p>	<p>Central idea Patterns can be predicted, observed and described.</p> <p>Key concepts: causation, 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 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 Caring, Balanced</p>	<p>Central idea Resources can be conserved to protect the environment.</p> <p>Key concepts: responsibility, perspective</p> <p>Related concepts: transformation, values</p> <p>Lines of inquiry *ways to help protect the environment *resources can be conserved, recycled and/or reused *the conservation process</p> <p>Learner Profile Reflective, Risk-taker</p>

First Grade

<p>An inquiry into:</p> <p>Who we are Nov. 27-Jan.19, 2017-18</p>	<p>An inquiry into:</p> <p>Where we are in place and time Jan.22-Mar. 9, 2018</p>	<p>An inquiry into:</p> <p>How we express ourselves Apr.30-Jun.7, 2018</p>	<p>An inquiry into:</p> <p>How the world works Mar. 12-Apr.27, 2018</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.16-Sept.17, 2017</p>	<p>An inquiry into:</p> <p>Sharing the planet Oct.2 –Nov.17,2017</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 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 Learner Profile Open-minded, Risk-Taker</p>	<p>Central idea Learning about changes from the past can help us make connections to the present..</p> <p>Key concepts: connection, change,</p> <p>Related concepts: environment, regions, choices</p> <p>Lines of inquiry *how our life is different from the past * connections between the past and present *how human actions and achievements impact the present</p> <p>Learner Profile Inquirer, Knowledgeable</p>	<p>Central idea Symbols communicate ideas, information, culture or feelings.</p> <p>Key concepts: function, 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 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>	<p>Central idea The mutual relationship between living things depends on meeting needs.</p> <p>Key concepts: function, connection</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, Inquirer</p>

Second Grade

<p>An inquiry into:</p> <p>Who we are Aug. 28-Sept. 29, 2017</p>	<p>An inquiry into:</p> <p>Where we are in place and time Apr.30-Jun.2, 2018; June 2</p>	<p>An inquiry into:</p> <p>How we express ourselves Nov. 6-Dec. 21, 2017</p>	<p>An inquiry into:</p> <p>How the world works Jan. 8-Feb. 16, 2018</p>	<p>An inquiry into:</p> <p>How we organize ourselves Oct.2 -Nov. 3, 2017</p>	<p>An inquiry into:</p> <p>Sharing the planet Feb. 26- Apr.27, 2018</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 reflects culture and self.</p> <p>Key concepts: 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 from 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. 5-Apr.6, 2018</p>	<p>An inquiry into:</p> <p>Where we are in place and time Oct.2-Nov.16, 2017</p>	<p>An inquiry into:</p> <p>How we express ourselves Jan. 16-Mar.2, 2018</p>	<p>An inquiry into:</p> <p>How the world works Nov.27-Jan.12, 2017-18</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.21-Sept.29, 2017</p>	<p>An inquiry into:</p> <p>Sharing the planet Apr.9-May25, 2018</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 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 *peoples' 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 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 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 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 Learner Profile: Thinkers, Knowledgeable</p>

Fourth Grade

<p>An inquiry into:</p> <p>Who we are Nov. 27-Jan.19, 2017-18</p>	<p>An inquiry into:</p> <p>Where we are in place and time Aug. 28-Oct.6, 2017</p>	<p>An inquiry into:</p> <p>How we express ourselves Apr.30-June 7, 2018</p>	<p>An inquiry into:</p> <p>How the world works Mar.12-Apr. 27, 2018</p>	<p>An inquiry into:</p> <p>How we organize ourselves Jan 22-Mar.9, 2018</p>	<p>An inquiry into:</p> <p>Sharing the planet Oct. 10-Nov.17, 2017</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: Caring, Thinker</p>

Fifth Grade

An inquiry into: Who we are Mar.12-Apr.27,2017	An inquiry into: Where we are in place and time Oct.9-Nov.17, 2017	An inquiry into: How we express ourselves Apr.30-June 7, 2018	An inquiry into: How the world works Aug.28-Oct.6.2017	An inquiry into: How we organize ourselves Jan.22—Mar.9. 2018	An inquiry into: Sharing the planet Nov.27-Jan.19, 2017/18
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	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.	<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	<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	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.	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>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 Migration often results from turmoil and leads to opportunities and challenges.</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 *reasons of exploration and migration: forced and voluntary *the opportunities and consequences resulting from exploration and migration *the challenges and opportunities of modern day and future exploration</p> <p>Learner Profile: Communicator, Risk-takers</p>	<p>Central idea People communicate for different purposes in a variety of ways.</p> <p>Key concepts: perspective, connection, reflection</p> <p>Related concepts: values, opinion, relationships</p> <p>Lines of inquiry *biases in the media * the impact of media *media around the world *the analysis of messages in the media</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 leads to conflict which may change the path of a nation.</p> <p>Key concepts: change, causation, perspective</p> <p>Related concepts: growth, consequences, adaptation</p> <p>Lines of inquiry *changes that result when conflict is resolved *how conflict may be resolved *case study into the American Revolution *examples 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.12-Apr.20, 2018</p>	<p>An inquiry into:</p> <p>Where we are in place and time Jan.22-Mar.9, 2018</p>	<p>An inquiry into:</p> <p>How we express ourselves Nov.6-Jan.19, 2017/18</p>	<p>An inquiry into:</p> <p>How the world works Sept.18-Nov.3, 2017</p>	<p>An inquiry into:</p> <p>How we organize ourselves Aug.16-Sept.15, 2017</p>	<p>An inquiry into:</p> <p>Sharing the planet Apr. 23-June 1, 2018</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. Central idea</p> <p>Key concepts: Related concepts:</p> <p>Lines of inquiry</p> <p>Learner Profile</p>

8/8/2017