

Programme of Inquiry - 5th Grade - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
WHO WE ARE	HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES	HOW WE ORGANIZE OURSELVES	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET
8/12 - 9/13 (5 weeks)	9/16 - 11/15 (10 weeks)	11/18 - 1/17 (6 weeks)	1/21 - 3/6 (7 weeks)	3/9 - 4/3 (4 weeks)	4/13 - 5/20 (6 weeks)
Descriptor: Beliefs and Values	Descriptor: The natural world and its laws.	Descriptor: The ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.	Descriptor: The interconnectedness of human-made systems and communities from local and global perspectives.	Descriptor: The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Descriptor: Exhibition?
Content: ELA - Module 1 (cultural beliefs/values, conflict, main idea/details, informational writing [paragraph and essay], summarize stories, relationship/interactions between groups, character analysis, compare/contrast stories, citation, elaboration, thesis statements, academic conversation, context clues, prepositional phrases, subordinating conjunctions, coordinating conjunctions, transition words, capitalization/punctuation, <i>Chief Joseph</i> by E.A. Burbank, <i>The White Cloud</i> by George Catlin, <i>George Washington</i> by Gilbert Stuart) Math - Module 1 (place value, decimals, operations) Science - Animal Classification (vertebrate/invertebrate); Plants (seed-producing, non seed-producing) Social Studies - Rights/Responsibilities/ Amendment Process, Voting Amendments (15, 19, 23, 24, 26)	Content: ELA - Module 1 (cultural beliefs/values, conflict, main idea/details, informational writing [paragraph and essay], summarize stories, relationship/interactions between groups, character analysis, compare/contrast stories, citation, elaboration, thesis statements, academic conversation, context clues, prepositional phrases, subordinating conjunctions, coordinating conjunctions, transition words, capitalization/punctuation, <i>Chief Joseph</i> by E.A. Burbank, <i>The White Cloud</i> by George Catlin, <i>George Washington</i> by Gilbert Stuart) Math - Module 2 (whole. number/decimal operations) Science - Constructive/Destructive forces Social Studies - Westward Expansion, Inventors/Inventions, Panama Canal, Spanish-American War, <i>Immigration</i> , price incentives, trade	Content: ELA - Module 2 (literal and figurative language, narrative structure, character journeys, perception of the world, words convey meaning [humor, confusion, knowledge, kindness], idiomatic expression, jokes, puns, alliteration, simile, metaphor, illustrations help interpret meaning of text, narrative writing, descriptive/sensory language, dialogue, active listening, context clues, commas, <i>Persistence of Memory</i> by Dali, <i>Time Transfixed</i> by Rene Magritte, <i>Reading at a Table</i> by Picasso, surrealism) Math - Module 3 (add/subtract fractions and mixed numbers) Science - chemical and Physical changes Social Studies - World War I / 1920s / Great Depression / New Deal, 4 economic sectors, specialization	Content: ELA - Module 2 (literal and figurative language, narrative structure, character journeys, perception of the world, words convey meaning [humor, confusion, knowledge, kindness], idiomatic expression, jokes, puns, alliteration, simile, metaphor, illustrations help interpret meaning of text, narrative writing, descriptive/sensory language, dialogue, active listening, context clues, commas, <i>Persistence of Memory</i> by Dali, <i>Time Transfixed</i> by Rene Magritte, <i>Reading at a Table</i> by Picasso, surrealism) Math - Module 4 (multiply/divide fractions) Science - build simple circuits, electromagnets, magnetism Social Studies - World War II, Opportunity Cost	Content: ELA - Module 4 (sportsmanship, diversity, civil rights, gender/culture/physical/racial barriers, perseverance, sports unify people, quote accurately, citation, elaboration, compare text structures, synthesize multiple sources to respond verbally and written, writing process, research, multimedia presentations, conjunctions, combine/reduce sentences, commas, synonyms/antonyms/root words. Math - Module 5 (area/volume) Science - Plant and animal cells, microorganisms Social Studies - Cold War; Civil Rights	Content: ELA - Module 4 (sportsmanship, diversity, civil rights, gender/culture/physical/racial barriers, perseverance, sports unify people, quote accurately, citation, elaboration, compare text structures, synthesize multiple sources to respond verbally and written, writing process, research, multimedia presentations, conjunctions, combine/reduce sentences, commas, synonyms/antonyms/root words. Math - Module 6? (coordinate plane) Science - Exhibition Social Studies - 1975-2001, consumer/producers (JA)
Concepts (Related Concepts) Responsibility (rights, consequences) Connection (organization, classification, consequences) Perspective (classification, interpretation)	Concepts (Related Concepts) Function (ideas, decimals, technology, creativity) Causation (erosion, technology) Change (transformation, movement, geography)	Concepts (Related Concepts) Form (figurative language, creativity) Causation (conflict, ownership) Perspective (movement, creativity, ownership)	Concepts (Related Concepts) Connection (interdependence, conflict, media) Responsibility (belief, culture) Perspective (movement, creativity, ownership)	Concepts (Related Concepts) Change (peace, progress, measurement) Responsibility (equity, rights) Connection (technology, behavior)	Concepts (Related Concepts) TBD
Learner Profile Communicator Principled	Learner Profile Inquirer Open-minded Risk-taker	Learner Profile Communicators Open-minded Balanced	Learner Profile Principled Caring Reflective	Learner Profile Inquirer Open-Minded Reflective	Learner Profile TBD
Central Idea Cultural beliefs and values influence decision making.	Central Idea Movement transforms	Central Idea Expression is based on perspective.	Central Idea Societies are connected through systems.	Central Idea Individuals and civilizations are connected through relationships.	Central Idea TBD

<p>Summative Assessment Students will compare/contrast the beliefs/values of the Nez Perce and white settlers and create a graphic organizer (while unit progresses, create a list with students of categories that can be compared “in regards to”...)</p> <p>Possible Graphic Organizers: Matrix, Compare/Contrast with categories from <i>Learning Focused Schools</i>.</p>	<p>Summative Assessment Identify a problem of local erosion and students will design a solution.</p>	<p>Summative Assessment (from 2018-2019: blank on Unit 3 templates) Menu or written expression.</p> <ul style="list-style-type: none"> • Students rewrite Hughes' <i>I too, Sing America</i> • Bio poem with art • Word Cloud 	<p>Summative Assessment Assume the perspective of an American living through WWII (various perspectives - 18 yo boy, woman, minority, child, factory worker, etc), write journal-style entries or letters describing the way world events impacted “you”</p>	<p>Summative Assessment End-of-Module 4 assessment task</p>	<p>Summative Assessment Exhibition?</p>
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