

Where we are in time and place

An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.

K	1st	2nd	3rd	4th	5th
<p>Central idea: We can learn about our neighborhood by investigating maps and globes.</p>	<p>Central idea: Structures of schools and communities in the past have helped shaped our lives today.</p>	<p>Central idea: Your family's history influences who you are today.</p>	<p>Central idea: People develop national identities through religious beliefs, customs and various traditions.</p>	<p>Central idea: Migration can influence the cultural structure, economic structure, and/or the governing systems of a region.</p>	<p>Central idea: Geography and climate of a region affect the function and form of a community.</p>
<p>Transdisciplinary Skills: Social Studies</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>	<p>Transdisciplinary Skills: Social Studies, Art, ELA</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>	<p>Transdisciplinary Skills: Social studies, ELA</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>
<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Personal Histories Different types of homes Different types of families 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Comparing our lives to the lives of other generations Comparing our lives to others in different countries Using maps and globes to gain global and local perspective 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> The way an extended family unit is configured. How generations connect through family traditions/artifacts The dynamics of different types of families 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> An inquiry into what is the impact of geography on the native Americans culture? (Causation) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Cause of migration. How does the migration of diverse groups of people impact a region's economy and culture? How are a region's political and social systems affected by migration? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Impact of geography and climate on communities North American Native cultures Varied economies in communities
<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: How has school changed over time? How has school stayed the same? Is school the same around the world? What has caused the changes? Are the changes good?</p>	<p>Teacher questions: What is a family? What is a family tree? How are you alike and different from your ancestors? Are all families configured in the same way? How can we learn more about our family history?</p>	<p>Teacher questions: Where are the different locations of the tribes? Who were the early Native Americans in California? How did geography affect the way they lived? How did early Native Americans trade? How were they governed? What were some beliefs, customs, and stories of early Native Americans?</p>	<p>Teacher questions: How was the Spanish mission system in California organized, and how did it affect the ways of life of California Indians? What changes did Mexico's independence from Spain bring to Alta California? What effects did the Mexican-American War have on California? How did the gold rush affect California's economy, people, settlement, and politics? How did the California state government differ from the government during the Spanish and Mexican periods?</p>	<p>Teacher questions:</p> <ul style="list-style-type: none"> What were the vital aspects of the North American Native American communities? How did the geography and climate of different regions affect the early American civilizations who inhabited those areas? How was the economic system of a Native American tribe dependent on the geography of the region? How are people affected by their geography and climate today?
<p>Key concepts: Function</p>	<p>Key concepts: Change, Form, Connections</p>	<p>Key concepts: Form, causation, change, connection, reflection</p>	<p>Key concepts: Causation, perspective, form, function, connection</p>	<p>Key concepts: causation, change, function</p>	<p>Key concepts: Function, Causation, Connection</p>
<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> <p>IN DEVELOPMENT</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> Thinking skills – comparing, contrasting, cause and effect, categorizing Communication skills – presentation of information to students and parents Research skills – using social studies book and others to make thinking maps 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> Social Skills- accepting responsibility by completing tasks and cooperating with partner Research skills – collecting data in interview and formulating questions Self-management Skills – time management-using time effectively Communication skills- listening to others in interview; speaking – express ideas clearly in presentation; writing- recording information on tree map Thinking Skills – comprehension and acquiring knowledge All activities lend themselves to developing the learner profile 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> <p>IN DEVELOPMENT</p>	<p>Developing transdisciplinary and learner profile skills:</p> <p>Research skills: Students and teacher have identified research skills to develop during the inquiry. They will use these skills to collect, record, organize, and interpret their findings about the different California eras, and then present these findings in their written presentation.</p> <p>Communication Skills: Presenting- oral presentations of illustrated informational timeline on the impact of migration to California.</p> <p>Thinking Skills: Students combine the eras and design and create a timeline spanning 150 years of CA history.</p> <p>Learner Profile</p> <p>Knowledgeable: Students became considerably more knowledgeable about the local and global impact of migration on economy, government, and culture.</p>	<p>Developing transdisciplinary and learner profile skills:</p> <p>Transdisciplinary Skills-</p> <p>Analysis: By separating each community structure into its component parts, the students can compare and contrast the unique characteristics of communities.</p> <p>Research Skills: Students will formulate questions, and using research skills, come to a conclusion based on information attained.</p> <p>Learner Profile-</p> <p>Inquirers- Through the unit, the students will formulate questions to lead their learning to attain deeper understanding.</p> <p>Reflective- The students will assess their participation in the unit, as well as reflect upon how they as learners have grown. Through this assessment, they will be able to identify areas of needed improvement for future learning.</p>
<p>Summative assessment:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Tree map for categorizing life then and now, school tools 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Storyboard 3-4 events Drawing a family artefact and/or 	<p>Summative assessment:</p> <ul style="list-style-type: none"> 1 - Label a map of California where the 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Students will develop flow maps including the important dates of four 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Students choose two American Indians groups from different geographic

	<ul style="list-style-type: none"> • Double bubble map comparing life in the past with life now • Double bubble map comparing school life in different countries • Class book about learning • Writing about the information from the Trunk Show 	<ul style="list-style-type: none"> • Plot on a world map where their ancestors came from • My family history tree map and class presentation • Matching test (teacher created) based on vocabulary –history, ancestor, artefact, tradition, generation, past, present • Geography test – North American countries, compass rose, oceans 	<p>different tribes live.</p> <p>2 – Research the California Native People compare and contrast different tribes.</p> <p>a) Economy</p> <p>b) Government</p> <p>c) Folklore</p> <p>d) Traditions</p> <p>e) Culture</p> <p>3) Double bubble -</p> <p>Writing : multi-paragraphs about their research</p> <p>4) Culture Fair – presentations – celebrations - poster</p>	<p>California eras, including the Spanish Colonial Era, Mexican Rancho Era, American Expansion Era, and the California Gold Rush. They will create an illustrated timeline specific to these eras. They will include relevant dates and events in each time period. Each era on the timeline will include a paragraph describing the effects of migration on the culture, economy, and government of the California region. Using notes, each student will make an oral presentation explaining the impact of migration on the California region.</p>	<p>locations and write an essay that compares and contrasts how their environments affected their ways of life. They need to tell about where their villages were located, the kinds of homes they built, the foods they ate, and how they made their clothing and tools. They need to provide facts, details, examples and explanations in their report. Evidence: Rubrics from Social Studies Curriculum will be used to assess the written report. The students will share their findings with one another. Students will write a reflection about how their geography and climate affect their way of life. Evidence: Students will be able to identify how the geography and climate of Southern California impacts their daily life, from clothing to city planning. Students write a reflection, detailing their own participation during the unit, their personal learning, and any interest for further inquiry Evidence: An understanding that the climate and geography of a region are both important aspects of communities. The teacher will also look for evidence of the learner profile.</p>
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