

Who we are

An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families and friends, communities and cultures; of our rights and responsibilities; of what it means to be a human.

K	1st	2nd	3rd	4th	5th
<p>Central idea: Who I am and what I do affects everyone around me.</p>	<p>Central idea: Symbols and traditions provide a sense of community across time.</p>	<p>Central idea: Making sensible choices about how we care for our body and mind helps us to thrive.</p>	<p>Central idea: Looking at people who have had an impact on communities and cultures today.</p>	<p>Central idea: Literature offers opportunities for self-expression and the identification of human nature.</p>	<p>Central idea: The human body is an intricate system that is constantly changing.</p>
<p>Transdisciplinary Skills: Social Studies, Health, Character Education, ELA, Listening and Speaking</p>	<p>Transdisciplinary Skills: Social Studies, ELA, Math, Music</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>	<p>Transdisciplinary Skills: Science, ELA</p>
<p>Lines of inquiry:</p> <ul style="list-style-type: none"> How I express myself and my feelings Discovering my likes and dislikes Conveying what I can do and how it affects others. 	<p>Lines of inquiry: We learn about the U.S.A. through its symbols, heroes, landmarks, and holidays. Even though each person in America is different from one another, we have these things in common and that builds community between people.</p> <ul style="list-style-type: none"> Expressing American ideals through patriotic songs and the pledge Understand American holidays and the heroism and achievements of the people associated with them. Identify American symbols, landmarks, and documents (the flag, bald eagle, Statue of Liberty, U.S. Constitution and Declaration of Independence). 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> The human body has specialized structures to support the transport of materials. The systems of the human body work together. Making healthy or unhealthy choices affects how the human body functions.
<p>Teacher questions: How can others tell how you are feeling? How do you express what you like or dislike? What things can you do now that you couldn't do before? How does what you do affect others positively and negatively?</p>	<p>Teacher questions: What are America's most popular patriotic songs and why do we sing them? What is the Pledge of Allegiance? Why do we recite the Pledge of Allegiance? Why does America have a flag? Who are American heroes and how do we honor them? What are some of the national holidays we celebrate? Why are our country's symbols important?</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions:</p> <ul style="list-style-type: none"> How does the human body work? How do the systems function together? How do choices, healthy or unhealthy, impact your body?
<p>Key concepts: Connection</p>	<p>Key concepts: Causation, Connection, Reflection</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: Causation, connection, responsibility</p>
<p>Developing transdisciplinary and learner profile skills: Students will show attributes: Principled, Caring, Open-minded, Reflective</p>	<p>Developing transdisciplinary and learner profile skills: The question-answer books provide opportunities for the students to be inquirers. The students use the sort to reflect on their own learning during the unit. Students show enthusiasm in learning the partriotic songs Students discuss the importance of respecting the flag, the president, and our country. We practice communication by sharing</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills: Transdisciplinary Skills Self-Management- Throughout this unit, students will learn about the effects of healthy and unhealthy choices on their body. Thinking Skills- Students will synthesize information gathered from a variety of resources available. Learner Profile Reflective- Students will reflect on their own choices, realizing that their decisions have</p>

	<p>our writing with peers and across grade levels.</p> <p>Math- reading and using a calendar to locate holidays. Timelines to sequence events. Identification of coins and the concept of money as an American symbol.</p> <p>Writing- nonfiction writing applications.</p> <p>Communication skills-during lessons and readings students will partner talk and share their thinking and wonderings with the whole group. Students will communicate their written work to peers.</p> <p>Poetry and Songs about America.</p> <p>Literacy – nonfiction, biographies, poetry</p> <p>Music – patriotic songs</p> <p>Social Studies – timelines, symbols, traditions</p>				<p>an impact on their health, as well as the health of others.</p>
<p>Summative assessment:</p> <ul style="list-style-type: none"> • “What’s in the bag” presentation • All About Me book • Role Play • Student Interviews (student of the day) • “I Like” book and/or “I Can” book 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Student portfolio documenting learning from each lesson. • Student sort of U.S. heroes, landmarks, symbols, and holidays. Student’s written knowledge of each category. • Student presentations given in groups of 3-4. Each presentation will include one patriotic song, and a poster display of one American landmark , symbol, and biography describing an American leader. 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Summative assessment:</p> <p>The students will create informational posters about a system of the human body or healthy choices. The posters will be posted throughout the school, as well as the community, as to educate others about the human body, and the impact of healthy choices on the systems of the human body. Teacher made assessment on the systems of the human body and healthy choices. Students write a reflection detailing their own participation during the unit, their personal learning, and any interest for further study.</p>