

**ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES**

**2008-2009**

**Program of Inquiry Overview - Grade: 5 03/27/09**

GRADE 5	<p><b>An inquiry into Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p><b>An inquiry into Where we are in time and place</b> 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 civilisations.</p>	<p><b>An inquiry into How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p><b>An inquiry into How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p><b>An inquiry into How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p><b>An inquiry into How we share the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p><b>Central idea:</b> The human body is an intricate system that is constantly changing.</p>	<p><b>Central idea:</b> Geography and climate of a region affect the function and form of a community.</p>	<p><b>Central idea:</b> Humans express their beliefs and use persuasion to influence others.</p>	<p><b>Central idea:</b> Technology helps us explore our world, as well as other worlds.</p>	<p><b>Central idea:</b> Political, religious, social and/or economic struggle influence patterns of immigration.</p>	<p><b>Central idea:</b> Individuals have a responsibility to respect their environment.</p>
	<p><b>Transdisciplinary Skills:</b> Science, ELA</p>	<p><b>Transdisciplinary Skills:</b> Social Studies, ELA</p>	<p><b>Transdisciplinary Skills:</b> IN DEVELOPMENT</p>	<p><b>Transdisciplinary Skills:</b> IN DEVELOPMENT</p>	<p><b>Transdisciplinary Skills:</b> Social Studies, ELA</p>	<p><b>Transdisciplinary Skills:</b> Science, ELA, Social Studies</p>
	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The human body has specialized structures to support the transport of materials.</li> <li>The systems of the human body work together.</li> <li>Making healthy or unhealthy choices affects how the human body functions.</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Impact of geography and climate on communities</li> <li>North American Native cultures</li> <li>Varied economies in communities</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>IN DEVELOPMENT</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>IN DEVELOPMENT</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Colonial America</li> <li>Immigration</li> <li>Discrimination → Persecution</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Renewable and Non-Renewable Resources</li> <li>Conservation</li> <li>Impact of humans on the environment</li> <li>Our responsibility to the environment</li> </ul>
	<p><b>Teacher questions:</b></p> <ul style="list-style-type: none"> <li>How does the human body work?</li> <li>How do the systems function together?</li> <li>How do choices, healthy or unhealthy, impact your body?</li> </ul>	<p><b>Teacher questions:</b></p> <ul style="list-style-type: none"> <li>What were the vital aspects of the North American Native American communities?</li> <li>How did the geography and climate of different regions affect the early American civilizations who inhabited those areas?</li> <li>How was the economic system of a Native American tribe dependent on the geography of the region?</li> <li>How are people affected by their geography and climate today?</li> </ul>	<p><b>Teacher questions:</b> IN DEVELOPMENT</p>	<p><b>Teacher questions:</b> IN DEVELOPMENT</p>	<p><b>Teacher questions:</b></p> <ul style="list-style-type: none"> <li>Why did colonists come to present-day America?</li> <li>How did the political, religious, social and economic systems evolve in the colonial era 5.4?</li> <li>What is an immigrant? What is a refugee? What are the differences and similarities between the two?</li> <li>How has immigration helped shape our country?</li> <li>What are examples of immigration in your family history?</li> <li>How has discrimination led to persecution?</li> </ul>	<p><b>Teacher questions:</b></p> <ul style="list-style-type: none"> <li>What are the renewable resources available today?</li> <li>How can we use alternative forms of renewable energy?</li> <li>How have humans impacts the environment negatively?</li> <li>How does solar energy work?</li> <li>How is solar energy used within the community?</li> <li>How can solar energy be utilized in everyday life?</li> </ul>
	<p><b>Key concepts:</b> Causation, connection, responsibility</p>	<p><b>Key concepts:</b> Function, Causation, Connection</p>	<p><b>Key concepts:</b> IN DEVELOPMENT</p>	<p><b>Key concepts:</b> IN DEVELOPMENT</p>	<p><b>Key concepts:</b> Perspective, Change</p>	<p><b>Key concepts:</b> Change, responsibility, reflection</p>
	<p><b>Developing transdisciplinary and learner profile skills:</b> <b>Transdisciplinary Skills</b> <b>Self-Management-</b> Throughout this unit, students will learn about the effects of healthy and unhealthy choices on their body. <b>Thinking Skills-</b> Students will synthesize information gathered from a variety of resources available. <b>Learner Profile</b> <b>Reflective-</b> Students will reflect on their own choices, realizing that their decisions have an impact on their health, as well as the health of others.</p>	<p><b>Developing transdisciplinary and learner profile skills:</b> <b>Transdisciplinary Skills-</b> <b>Analysis:</b> By separating each community structure into its component parts, the students can compare and contrast the unique characteristics of communities. <b>Research Skills:</b> Students will formulate questions, and using research skills, come to a conclusion based on information attained. <b>Learner Profile-</b> <b>Inquirers-</b> Through the unit, the students will formulate questions to lead their learning to attain deeper understanding. <b>Reflective-</b> The students will assess their</p>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>IN DEVELOPMENT</li> </ul>	<p><b>Developing transdisciplinary and learner profile skills:</b></p> <ul style="list-style-type: none"> <li>IN DEVELOPMENT</li> </ul>	<p><b>Developing transdisciplinary and learner profile skills:</b> Learner Profile- <u>Open-Minded</u>: Students will be open to the perspectives, values and traditions of others. <u>Caring</u>- Students will show empathy, compassion and respect towards the needs and feelings of others.  <u>Transdisciplinary Skills- Communication- Speaking</u>: Students will give an oral report of their summative assessment. The students will need to speak clearly, as well as express ideas clearly and logically.</p>	<p><b>Developing transdisciplinary and learner profile skills:</b> <b>Transdisciplinary Skills</b> <b>Acquisition of knowledge:</b> Throughout their renewable energy study, the students will gain knowledge about academic vocabulary, facts and ideas and communicate new ideas using this knowledge. They will also interpret data using this base of knowledge.  <b>Research Skills:</b> The students will formulate a question to research, and plan their research around that question. They will gather, record, organize and interpret data. They will present their findings in an oral report with the support of a visual aid.</p>

	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.				<b>Learner Profile-</b> <b>Communicators:</b> Students will communicate their findings in an oral presentation.
<b>Summative assessment:</b> 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.	<b>Summative assessment:</b> Students choose two American Indians groups from different geographic 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.	<b>Summative assessment:</b> • IN DEVELOPMENT	<b>Summative assessment:</b> • IN DEVELOPMENT	<b>Summative assessment:</b> Students will respond to the prompt: "Use an expository text to write an essay which focuses on an example of struggle that led to immigration."  Students write a reflection, detailing their own participation during the unit, their personal learning, and any interest for further inquiry	<b>Summative assessment:</b> Students will decide on an investigable question to research. They will conduct this research using multiple resources available to them, such as classroom library and school computer lab. After they have completed their research, they will write a report to present their findings. The report would include a hypothesis, data, summary, conclusion and next steps. In addition, the students designed exhibits that would be present orally during their school-wide Family Science Night School.  Assessment Tool: Teacher create rubrics were created for the written report, as well as the oral presentation of their research.