**Cassingham Elementary Grade 5 Units of Inquiry 2014-2015**

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|  | **Transdisciplinary Theme** | **Topic** | Central Idea, Lines of Inquiry and Concepts |
| **1** | Who We AreAn inquiry into the nature of the self; beliefs and values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities and cultures; rights & responsibilities; what it means to be human | Health | **Central Idea:**  Personal well-being requires a balance of many factors  **Lines of Inquiry**:   * Factors that contribute to well-being (physical: nutrition and exercise, mental, social) * Personal issues affecting our well-being * What it means to be unbalanced   **Key Concepts**:  Causation, Change, Responsibility |
| **2** | How We Organize Ourselves An inquiry into **the interconnectedness of human-made systems and communities**; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | Forms of Gov’t | **Central Idea**:  Governmental systems and decisions can promote or deny equal opportunities and social justice  **Lines of Inquiry**:   * Types of government (dictatorship, democracy, monarchy) * Economic interdependence * The meaning of equality (as it pertains to gov’t)   **Key Concepts**:  Connection, Perspective, Form |
| **3** | Sharing the Planet An inquiry into 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; peace and conflict resolution. | Biodiversity | **Central Idea**:  Biodiversity relies on maintaining the interdependence of organisms within systems  **Lines of Inquiry**:   * Interdependence **(**within ecosystems, biomes and environments) * Changes within biomes/ecosystems * Human effects on environmental systems   **Key Concepts**:  Causation, Connection, Responsibility |
| **4** | How the World WorksAn 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; the impact of scientific and technological advances on society and on the environment. | Properties of Energy | **Central Idea**:  The relationship between energy and force can behave in predictable ways**.**  **Lines of Inquiry:**   * Different forms of energy (light, sound, heat) * Forces of motion * How energy works   **Key Concepts:**  Causation, Form, Function |
| **5** | Where We Are in Place & TimeAn inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | Native People | **Central Idea**:  Modern societies may reflect the culture of native people(s).  **Lines of Inquiry**:   * The development of native cultures * Explanation of the natural world * The influence of native people   **Key Concepts**:  Causation, Form, Perspective |
| **6** | How We Express OurselvesAn inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | Western Civilization | **Central Idea**:  Traditions and artifacts provide a window into the expression of beliefs and values of cultures.  Lines of Inquiry:   * The expression of culture * How artifacts/traditions symbolizes beliefs and values * Perceptions of cultures   **Key Concepts**:  Function, Perspective, Reflection |