Cassingham Elementary Grade 3 Units of Inquiry

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|  | Transdisciplinary Theme | **Topic** | **Dates** | **Central Idea, Concepts (Key & Related), & LoI** |
| **1** | How We Organize OurselvesAn 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. **Special Guests/Field Trips/Activities:** Angie and Ray’s Community and Homeless Outreach Visit Habitat for Humanity Guest Speaker  MidOhio Furniture Bank Guest Speaker City Hall Field Trip | Governments work for the Common Good | Aug. 13-Sept. 26  6 weeks | Central Idea:  Communities organize themselves for the common good.  Lines of Inquiry:   * Community members have social and political responsibilities. (responsibility) * Community members trade individual freedom for the common good. (perspective) * Local government structures and processes (laws) govern public security, services, and rights (function)   Key Concepts:  FUNCTION, PERSPECTIVE, RESPONSIBILITY  Related Concepts:  Wants and needs, Decision-making structures, Decision-making processes |
| **2** | 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 humanSpecial Guests/Field Trips/Activities: Observing Butterfly Life Cycle  Observing Seed Life Cycle | Life: Behavior Growth and Change | Sept. 29-Nov. 7  5.5 weeks | Central Idea: The identity of living things reflects their families and environments.  Lines of Inquiry:   * Living things have inherited and learned traits. (function) * Features and behavior of living things are linked to their environment. (connection) * Adaptation to the environment affects ongoing survival. (change)   Key Concepts:  FUNCTION, CONNECTION , CHANGE  Related Concepts: Adaptation, Life Cycles |
| **3** | Where We Are in Place & Time An 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.  **Special Guests/Field Trips/Activities:**  Wesley Ridge/Bexley Retirement Center?  Grandparent interviews?  Slate Run/Historical Society?  Rachel’s artifact museum | Communities Change | Nov. 10-Jan. 16  5.5 weeks | Central Idea:  Communities change over time.  Lines of Inquiry:   * The environment shapes a community (causation) * Technology and invention shape economic and social development in a community (function/causation) * Changes in the community can be recorded in different ways (change)   Key Concepts:  FUNCTION, CAUSATION, CHANGE  Related Concepts:  Local History, Livelihoods, Environmental change |
| **4** | How the World Works An 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.  **Special Guests/Field Trips/Activities:** | Matter Matters  **Weather** | Jan. 20-March 13  6 weeks | Central Idea:  Energy can move or change matter. (causation)  Lines of Inquiry:   * Matter exists in different states (causation) * States of matter can change (change) * Forms of energy (properties) (form)   Key Concepts:  FORM, CHANGE, CAUSATION  Related Concepts:  Matter: States and Properties, Energy, Motion |
| **5** | 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.    **Special Guests/Field Trips/Activities:**  SWACO | Earth’s Resources | March 23- April 24  5 weeks | Central Idea:  Our actions have an impact on the Earth’s resources.  Lines of Inquiry:   * Earth’s non-living resources (Soil, rocks, air, and water) (form) * Earth’s resources are renewable or non-renewable (connection) * Some key resources are limited and need to be conserved (responsibility)   Key Concepts:  FORM, CONNECTION, RESPONSIBILITY  Related Concepts:  Renewable resources, Resources and energy, Resource conservation |
| **6** | How We Express Ourselves **An 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  **Special Guests/Field Trips/Activities:** | Valuing Choices  (Economics and Health) | April 27-May 22  4 weeks | Central Idea:  What people produce and buy reflects their values.  Lines of Inquiry:   * Healthy choices (reflection) * Producers and consumers exchange goods and services (connection) * Economic choices reflect personal and communal values (perspective)   Key Concepts:  CONNECTION, PERSPECTIVE, REFLECTION  Related Concepts:  Consumption, Production, Values and choices, healthy choices |