

Phase 5 Units by Grade for the 2019-20 School Year

JK-3	JK-4	K	1st
<p>HOW THE WORLD WORKS <i>Descriptor:</i> An inquiry into the natural world and its laws.</p> <p>C.I. Physical features determine means of survival</p> <p><u>Inquiries Into:</u> Animal characteristics help them to live in their environment (Connection)</p> <p>Animals can be classified by characteristics (Form)</p> <p>Changes in the environment can impact animal populations (Change)</p> <p><u>Concepts:</u> Function, Form and Change</p> <p><u>Related Concepts:</u> Information, properties, comparison, and consequences</p> <p><u>Learner Profile:</u> Inquirer, Thinker, and Knowledgeable</p> <p><u>Attitudes:</u> Curiosity, Commitment, Enthusiasm</p>	<p>SHARING THE PLANET <i>Descriptor:</i> An inquiry into communities and relationships within and between them.</p> <p>C.I. Animals exist in environments all around us.</p> <p><u>Inquiries Into:</u> *Kinds of animals around us (Form) *Animals adapt to the environments they live in (Function) *Reasons why animals live where they live (Connection)</p> <p><u>Concepts:</u> Connection Form, and Function</p> <p><u>Related Concepts:</u> Differences, role and relationships</p> <p><u>Learner Profile:</u> Principled, Reflective, & Risk-Taker</p> <p><u>Attitudes:</u> Appreciation & Commitment</p>	<p>SHARING THE PLANET <i>Descriptor:</i> An inquiry into communities and relationships within and between them.</p> <p>C.I. All living things affect the environment.</p> <p><u>Concepts:</u> Change, Form, and Responsibility</p> <p><u>Related Concepts:</u> Structure, transformation, and values</p> <p><u>Inquiries Into:</u> *Defining living and non-living things (Form) *Ways living things change the environment (Change) *Our responsibility to the Earth (Responsibility)</p> <p><u>Learner Profile:</u> Principled, Reflective, Knowledgeable</p> <p><u>Attitudes:</u> Appreciation, Commitment, Independence, and Integrity</p>	<p>HOW THE WORLD WORKS An inquiry into the natural world and its laws</p> <p>C.I. Systematic processes aid scientists in forming questions that promote inquiry and knowledge.</p> <p><u>Inquiries Into:</u> *The impact of scientific discovery. (Function) *The process of formulating questions to direct inquiry (Form) *Understanding the components of a system. (Connection)</p> <p><u>Concepts:</u> Form Function Connection</p> <p><u>Related Concepts:</u> Properties, structure, similarities, differences, pattern, communication, role, systems, and relationships</p> <p><u>Learner Profile:</u> Thinker Inquirer Knowledgeable</p> <p><u>Attitudes:</u></p>

Phase 5 Units by Grade for the 2018-19 School Year

2 nd	3 rd	4 th	5 th
<p>WHERE WE ARE IN PLACE AND TIME</p> <p>Descriptor: An inquiry into orientation in place and time.</p> <p>C.I. People are affected by choices, attitudes, and history</p> <p><u>Inquiries Into:</u> Choices influence our lives (Causation) Attitudes influence our choices (Perspective) A Community changes and responds to its members over time (Change)</p> <p><u>Concepts:</u> Reflection, Perspective and Causation</p> <p><u>Related Concepts:</u> Behavior, consequences, impact, growth, and transformation,</p> <p><u>Learner Profile:</u> Balanced, Reflective, and Risk Taker</p>	<p>HOW WE ORGANIZE OURSELVES</p> <p><i>Descriptor: An inquiry into the interconnectedness of human-made systems that include economic activities and their impact on humankind and the environment.</i></p> <p>C.I. Organizational structures establish and maintain order in communities</p> <p><u>Concepts:</u> Form, connection and responsibility</p> <p><u>Related Concepts:</u> Organization, ecosystem, structure, collaboration, work, interaction</p> <p><u>Inquiries Into:</u> *Purpose of organized systems (Responsibility) *How systems are structured (Form) *How relationships and organizational structures impact a society (Connection)</p>	<p>HOW THE WORLD WORKS</p> <p><i>Descriptor: An inquiry into the impact on scientific and technological advances on society and on the environment.</i></p> <p>C.I. The makeup of a structure will impact how it works within a system.</p> <p><u>Inquiries Into:</u> *Each part of a structure has a purpose. (Function)</p> <p>The framework of a structure affects the entire system. (Responsibility)</p> <p>Components of a structure work together for an intended result. (Connection)</p> <p><u>Key Concepts:</u> Responsibility, connection and function</p> <p><u>Related Concepts:</u> Patterns, systems, and</p>	<p>EXHIBITION UNIT</p> <p>Who We Are <i>Descriptor: An inquiry into rights and responsibilities.</i></p> <p>C.I. Rights and responsibilities within a system impacts growth</p> <p><u>Inquiries Into:</u> *Impacts of choices (Connection) *Function of various systems (Function) *Stages of growth (Change)</p> <p><u>Concepts:</u> Change, Connection, and Function</p> <p><u>Related Concepts:</u> Growth, Behavior, and Interdependence</p> <p><u>Learner Profile:</u> Balanced, Principled, and</p>

Learner Profile:

Balanced, Caring,
and Principled

Attitudes:

Tolerance, Respect, and
Empathy

transformation
Learner Profile:

Principled, Balance, and
Open-minded

Attitudes:

Cooperation, integrity, and
Appreciation

Reflection

Attitudes:

Commitment, Enthusiasm,
and Responsibility

RESEARCH UNIT