

Intermediate 3-4 Thematic Project-Based Curriculum

School-Wide Theme: Discovering the Human Spirit

Investigations: Honoring Our Ancestors & Explorations

Guiding Questions

Our Family & Ancestors	Our Hopes and Dreams	Our Country's Ancestors	Immigration	Exploration	Westward Expansion
<ul style="list-style-type: none"> • Who are our ancestors? • What countries and continents did they come from? • What drew our ancestors to the United States? • How does this connect to discovering the human spirit? 	<ul style="list-style-type: none"> • What dreams do we have for ourselves (now, future)? • What dreams and life goals did our ancestors have? • What dreams do we have for our community, our nation and our world? • How is the theme of hopes and dreams expressed by different artists? • How can we express our own hopes and dreams through writing, art, music and movement? 	<ul style="list-style-type: none"> • Who lived in North America before the European Explorers arrived? • What theories do we have about how the first residents came to North America? • What impact did the new settlers have on the Native Americans? 	<ul style="list-style-type: none"> • Why did people want to leave their home countries? • Why did people choose to move to America? • What is the difference between forced migration and voluntary immigration? • What were some of the experiences of immigrants after settling? What were some of their struggles and triumphs? 	<ul style="list-style-type: none"> • What technological advances allowed exploration? • What drew people to the New World? • What reasons did people have for leaving Europe? What was drawing them to the Americas (push and pull)? • Who were some of the most influential European Explorers? • Who are some important female, contemporary, or non-European explorers? • What impact did the exploration have on Native Americans? • How are scientific investigation and exploration related? • What topics, places, or ideas do we explore today? 	<ul style="list-style-type: none"> • What were the major reasons people were drawn out West in the 1800s? • How did the discovery of gold and the idea of manifest destiny impact westward migration in the United States? • What were some of the major migratory routes people established as they moved West? • What were some of the challenges pioneers faced on the trail and in their new communities? • What skills were needed, and what jobs did people perform in their daily life? • How did westward expansion impact the lives of Native Americans?

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Topics

Our Family & Ancestors	Our Hopes and Dreams	Our Country's Ancestors	Immigration	Exploration	Westward Expansion
<ul style="list-style-type: none"> • Ancestors • Countries of Ancestral Origin • Push and Pull of US Immigration • US Symbols • US History • Civics 	<ul style="list-style-type: none"> • Dreams • Push and Pull of human migration • Human aspirations expressed through the arts 	<ul style="list-style-type: none"> • Native American tribes • Clothing • Food • Shelter • Customs • Tools • Conflict and cooperation between settlers and native people • Archaeology and human artifacts • Native American Myths and Legends 	<ul style="list-style-type: none"> • Push and pull of U.S. immigration • Resources • Employment and opportunity • Relocation 	<ul style="list-style-type: none"> • Spice trade • Gold and mineral wealth • Religion • Adventure • Scientific investigation and discovery • Technology • Transportation • Influential people • New world view 	<ul style="list-style-type: none"> • Pioneer routes and reasons for travel • Challenges and struggles of the pioneers • Gold Rush • Manifest Destiny • Transportation • Pioneer Stories and Songs • Environment, Resources and daily life • Lewis and Clark Expedition

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Products

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<p><u>Class Project</u></p> <p><u>Centers</u></p> <ul style="list-style-type: none"> • Family Tree Scroll • Country of Ancestral Origin Book Ancestor Quilt Piece <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Honoring Ancestor Persuasive Essay 	<p><u>Class Project</u></p> <p>Class Dream Quilt</p> <p><u>Centers</u></p> <ul style="list-style-type: none"> • Quilt Story • Design a Quilt • Dream Quilt Piece <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Personal Experience Narrative • Expository writing describing hopes and ambitions (tied to dream) 	<p><u>Class Project</u></p> <p>Group research on tribes</p> <p><u>Centers</u></p> <ul style="list-style-type: none"> • Storytelling • Parfleche • Aztec, Inca, Maya, American Tribes • American Symbols • Founding Fathers <p><u>Language Arts</u></p> <p>Informational Writing describing the food, shelter, clothing and food of various tribes</p>	<p><u>Class Projects</u></p> <ul style="list-style-type: none"> • Country of Ancestral Origin Potluck • Immigration Simulation <p><u>Centers</u></p> <ul style="list-style-type: none"> • Ports of Entry Center • Waves of Immigration Center • Statue of Liberty Center • Ellis Island Virtual Tour • Immigration Narrative • Immigration Persuasive Letter <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Informational writing describing the clothing, holidays, foods and customs from a country of ancestral origin • Character Studies through Immigration Stories (The Circuit and Esperanza Rising) 	<p><u>Class Projects</u></p> <ul style="list-style-type: none"> • Timeline • Voyage/Explorer Group Study <p><u>Centers</u></p> <ul style="list-style-type: none"> • Exploration Timeline • Women Explorers • What Happened to Henry Hudson? • A Peaceful Story about Cortez • Cover Letter for Columbus • Key Voyages <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Bringing History to Life Informational Essay: Explorers & Exploration Events 	<p><u>Class Projects</u></p> <ul style="list-style-type: none"> • Timeline • Trail Studies Group Project • Pioneer Studies Group Project <p><u>Centers</u></p> <ul style="list-style-type: none"> • Knot Tying • Tin Smithing • Pioneer Clothing • Transportation • Communication • Environment <p><u>Language Arts</u></p> <ul style="list-style-type: none"> • Pioneer Tall Tales • Poetry • Research Clubs: Animals of the West

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Learning Targets

Our Family & Ancestors	Our Hopes and Dreams	Our Country's Ancestors	Immigration	Exploration	Westward Expansion
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Our ancestors and their hopes and dreams • The countries and continents our ancestors came from • The push and pull factors that led to our families immigrating • How the human spirit inspired many to immigrate to new lands <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Family and Dream Quilt project • Honoring our Ancestors Celebration of Learning 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Our personal dreams for now and in the future • What dreams our ancestors had (connect to human spirit)? • What dreams we have for our community, nation and world • How the human spirit is a strong theme throughout literature, art, movement, etc. • Expressing our dreams <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Collaboratively create Visual and Performing art projects representative of student dreams 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Native Americans lived throughout North America and were here long before Europeans. • It is likely that the Natives came to the Americas over the Bering Strait and then spread throughout the continent. • When various groups of explorers and settlers came to the New World it greatly impacted the Native Americans in numerous ways. <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Grand Canyon National Park field trip. 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The push and pull factor of immigration. • The draw of America, the American dream • Daily life, struggles and triumphs of immigrants <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Ellis Island Immigration Simulation • Traditional Foods from Country of Origin Potluck • Honoring our Ancestors Celebration of Learning 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Technological advances allowed for exploration of the new world. • Myths, legends, and the promise of riches led to the exploration of the Americas • The most famous explorers were Columbus, Cortez, Balboa, Hudson, Cartier, Cabot, and Ponce de Leon • The exploration of the New world greatly impacted the Native Americans. • Exploration has not stopped, but now people are exploring different aspects of our world and universe <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Science Project Exhibition • Explorer Project Exhibition 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • People were drawn to the west by the promise of land and the opportunity to pursue the American dream. • The California gold rush drew many men to the west. • Manifest destiny is the idea that it was America's destiny to spread from coast to coast. • Many pioneers traveled along major trails systems, and as transportation developed the came in new ways. • Trail life was challenging and presented many hardships. These hardships continued as new communities were developed. • Native Americans were forced to give up their land, and were forced onto reservations during this time. <p>Key Learning Experiences:</p> <ul style="list-style-type: none"> • Pioneer Trek Reenactment 3-day field trip

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Multiple Intelligences

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Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic	Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic	Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic	Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic	Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic	Visual Spatial Verbal Linguistic Interpersonal Intrapersonal Mathematical Logical Bodily Kinesthetic Musical Rhythmic

Assessment

Our Family & Ancestors	Our Hopes and Dreams	Our Country's Ancestors	Immigration	Exploration	Westward Expansion
<ul style="list-style-type: none"> • Family Trees • Ancestor Essays • Ancestor Quilt Pieces 	<ul style="list-style-type: none"> • Personal Experience Narratives • Dream Quilt Pieces • Literary Character Analysis 	<ul style="list-style-type: none"> • Informational Writing and Research on Native American Tribes • Synthesis and Summary of Myths and Legends 	<ul style="list-style-type: none"> • Country of Ancestral Origin Books • U.S. Citizenship Test 	<ul style="list-style-type: none"> • Explorer and Science Projects • Explorer Research Projects and Essays 	<ul style="list-style-type: none"> • Journals • Tall Tales • Poetry

Arts & Science

<p>Quarter 1- Geology</p> <p>Quarter 2- Light Energy, they eye, lenses</p> <p>Quarter 3- Scientific Process, electricity, magnetism and robotics</p> <p>Quarter 4- Plant and Animal Classification and Ecology</p>
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Movement

First Quarter - Dreams and Gestures

1. We begin the year by further developing our technical skills during our floor warm up. We focus on our understanding of: spatial dynamics, core and distal movement, rhythm and tempo, and memorizing movement pathways. These skills are essential in moving into the "Honoring Our Ancestors" Celebration of Learning.
2. Using visual imagery and imagination, the students explore their inner dreams and wishes for the world. They draw pictures that they then transform into gestural movements that are incorporated into our final dance piece. Children work in small groups with their peers to collaboratively choreograph phrases of movement that include all their "dream gestures."

Second Quarter - Immigration and Migration

1. Using a multimedia approach including discussion, film, and movement explorations, we address the themes of immigration and migration. We ask the question "why do humans immigrate to different countries?" and "why do other species migrate?" and address the economic, political, and environmental motivators. We then choreograph movement influenced by the many modes of transportation (boat, train, plane, walking) that are used by humans to move across diverse landscapes and terrain.
2. Students are given the words home, family, education, freedom, safety, and beauty of nature as inspiration for creating gestural movement. Children work in small groups with their peers to collaboratively choreograph phrases of movement that include all their "migration gestures." These are strung together to create our piece "Time."
3. We develop "Ancestor Gestures" that represent important ancestral figures in the students' families and lives.
4. We perform our dances, as well as our Ancestor Gestures, during the "Honoring Our Ancestors" Celebration of Learning at the Elk's Theater in Prescott.

Third Quarter - Technique

1. We return to our floor warm up to review and further develop our technical skills. We focus on our understanding of: spatial dynamics, core and distal movement, rhythm and tempo, and memorizing movement pathways.
2. Students work towards a final assessment that marks their progress, understanding, and grasp of the techniques included in the warm up.

Fourth Quarter - Pioneers

1. Our focus this quarter is on pioneer culture with an emphasis on music and dance.
2. We learn many circle and line dances and games including the Virginia Reel, Heel Toe Polka, and O Susanna.
3. During the Pioneer Trek reenactment, the students dance together outdoors as the pioneers would have done many years before.