

Intermediate 5-6 Thematic Project-Based Curriculum

School-Wide Theme: Connections

Investigations: Change Agents in History

Guiding Questions

Colonization	Exploration	Human Rights	Preservation	Science	Tipping Points
<ul style="list-style-type: none">• What defines a change agent?• Why are communities so important?• What role does the government play in economy, environment, and politics?• How have change agents in our history made an impact in the way we live today?• Why can't government solve every problem?• Why do we need a supreme court? What would it be like without it?• Why is our flag red, white, and blue?	<ul style="list-style-type: none">• What motivation did change agents have to explore for new land?• What are the benefits/negatives of exploration in any field?• What can exploration look like?	<ul style="list-style-type: none">• What is power?• What does power look like?• What is privilege?• Who does privilege affect and how?• What are the effects of having too much power?• What will change next?• What can we do to change?	<ul style="list-style-type: none">• Why is preservation important?• How can we help with preservation of our natural resources?• What are the impacts of humans both positive and negative?	<ul style="list-style-type: none">• How do scientists approach their field? Why?• What does a scientific approach look like?• What tools do they use?• How do experiments help?• How do we collect data?• What kinds of data is there?• What makes data so important?	<ul style="list-style-type: none">• What is a tipping point?• What are characteristics of influential people?• How does one event in history change the course of the future?• Why is it important to reflect on the events of the past?• What current events could be considered tipping points?

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Topics

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<ul style="list-style-type: none"> • Community • Economics • Government • Environment • Politics • Art- variety of forms • Population growth • Citizen responsibility • Birth of political parties • Branches of Government and their influence in the world 	<ul style="list-style-type: none"> • North American • Westward Expansion • Geography • Immigration • Limitations (geographical) 	<ul style="list-style-type: none"> • American Revolution • Civil War • Underground Railroad • Child Labor-laws • Class System • Women's Rights • Shirt waist factory fire • Unions • MLK Jr. (brief) 	<ul style="list-style-type: none"> • Land • National Parks • Water Resources • Animal Species • Global Warming • Presidential Influence • Local Water Sheds • Ocean Studies 	<ul style="list-style-type: none"> • Scientific Method • Cells • Systems (animal, plant, vascular, muscular, bone, circulatory) • Plant diversity • Energy • Electricity • Force • Marine life • Natural Disasters • GMO's • Food justice/nutrition 	<ul style="list-style-type: none"> • American Revolution (consequences and benefits) • Civil War (post war fallout) • Age of Invention • Transcontinental Railroad • Industrial Revolution • Public Education • Urbanization • Historical figures- change agents • Change Agents Today

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Products/Centers

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<ul style="list-style-type: none"> • Connections mind map • Letter local/state official • Checks and balances diagram • Mock bill→ law process • Guest Speakers- political officials • Mock election • Government center- birth of political parties/branches • Constitution center 	<ul style="list-style-type: none"> • Mapping- geographical (local, states, countries, continents) • Timelines 	<ul style="list-style-type: none"> • Mapping • "Choose your own adventure" writing • 3D model of building with secret passage/room - underground railroad • Pocketbook Timelines • Diorama Scene from American Revolution-shot heard around the world • Written Paragraph of MLK Jr. as change agent • History of Slavery center • Underground railroad center • American Revolution center 	<ul style="list-style-type: none"> • Water Cycle • Water Use graph • Information Writing piece • Falkirk Wheel • Archimedean Screw • 3D models • Written letter to state official about need for more public land • Student created invention • National Park center • Watershed Center • Layers of the ocean • Graphic showing Atmospheric Layers • "Racing Extinction" documentary • "Plastic Paradise" doc. 	<ul style="list-style-type: none"> • Cell diagram • Dissect an animal • Plant cross-section visual • Micro-organism books • Roman Aqueducts- timeline and evaluation • Graphic Representation of data collection • Chain reaction system, chart, model • Design a plan for natural disaster in Prescott • Model of Prescott Watershed • GMO Debate- pro/cons • Sound waves in water 	<ul style="list-style-type: none"> • Historical Figure speech • 2 sided arguments • Church playing a role • Chautauqua Speech • Change Agents in arts and sports center

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Learning Targets

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<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> identify the origins of government comprehend the basic structure of past and modern government learn about the constitution and discover other important documents related to our country explore the role documents play in our country discuss the importance of legislation and civic responsibility identify the process of elections and relate their findings to current local, state, or national elections 	<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> utilize geographical tools to identify locations, landmarks, and waterways identify all 50 states, their location and capitals discuss the differences between the origins of the United States vs the modern U.S. identify the actions that took place to begin Westward Expansion create a timeline of events from Immigration to Westward Expansion 	<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> learn the affects power has on individuals and the implications it can have against others share their thoughts about civil rights, liberties, laws, and equality identify leaders and change agents who took risks to make a difference and what characteristics those individuals have in common create a visual model explaining the beginning of the American Revolutionary War discuss the long-lasting effects of war 	<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> discover the individuals who preserved national land and why identify the importance of water both locally and worldwide and its role in our future develop an understanding of animal extinction and the process it takes to preserve their numbers explore new technologies working to help the global climate crisis learn what is taking place in our oceans and how they can help the situation 	<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the scientific process using proper scientific tools research the micro and macro levels of humans, plants and animals looking at cells and systems identify electricity and its role in society justify a pro or con position regarding GMOs develop an opinion regarding our local watersheds and create a plan to protect our water sources learn about natural disasters and their long-term effects on our planet explore overpopulation and the chain reactions linked to human control 	<p>Enduring Understandings:</p> <p>Students will:</p> <ul style="list-style-type: none"> identify individuals who have had a negative or positive impact on the world around them discover the lasting effects a change agent can have both positive and negative learn about the role of religion in the beginnings of our country, laws, systems, and schools discuss the Industrial Revolution and age of invention as the beginning of a new era for humans/Americans share their opinions on change agents in history

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Multiple Intelligences

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<ul style="list-style-type: none"> • Verbal/Linguistic • Interpersonal • Intrapersonal • Visual Spatial 	<ul style="list-style-type: none"> • Logical/Mathematical • Visual Spatial • Naturalistic • Existential 	<ul style="list-style-type: none"> • Visual Spatial • Verbal/Linguistic • Existential • Bodily Kinesthetic • Logical/Mathematical • Intrapersonal 	<ul style="list-style-type: none"> • Logical/Mathematical • Visual Spatial • Verbal/Linguistic • Interpersonal • Intrapersonal • Naturalistic • Bodily/Kinesthetic • Existential 	<ul style="list-style-type: none"> • Logical/Mathematical • Visual/Spatial • Verbal/Linguistic • Intrapersonal • Interpersonal • Musical/rhythmic • Bodily/Kinesthetic • Naturalistic • Existential 	<ul style="list-style-type: none"> • Bodily/Kinesthetic • Intrapersonal • Verbal/Linguistic • Visual Spatial • Existential

Assessment

Identify issues/events that caused people to want/need a change (change agents)

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<ul style="list-style-type: none"> • Population growth graph/chart • Student reflection on Citizen responsibility • Student created mural • Group discussion about voting importance/citizen responsibility 	<ul style="list-style-type: none"> • Drawn Geographical maps • Group discussion on Immigration 	<ul style="list-style-type: none"> • Venn Diagram- current vs historical child labor laws • Scenario based experience on class system with reflection on its influence in community • 3D model of building with secret passage/room - underground railroad • Book Report- Elijah of Buxton • Pocket timeline • Activist Chapter Books- student written 	<ul style="list-style-type: none"> • Visual representation of the future environment • Written piece about the future with climate change and its impact • Written proposal of need for more public land (preserves) • Student invention • Ocean watercolor • Upcycle creation 	<ul style="list-style-type: none"> • Science Journal • Proposal that addresses a specific human, animal, habitat need • Create chain reaction model • Diagram of cells • Debate GMO's • How plants make food-visual • Simple Machine Lego creations • Human Body Systems Diagrams 	<ul style="list-style-type: none"> • Evolution of education • (church playing a role) • (timelines) • (re-enactment) • (visuals) • Age of Invention • Chautauqua Speech • Volunteering at CCJ • Humane Society field trip/donations • Who am I project

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Celebration of Learning

Quarters 1 & 2: Students write informational pieces specific to a change agent in history they are interested in. Portraits are drawn to represent them. Student led Chautauqua performances of change agents throughout history. Movement piece representing liberation and oppression. Photography project focusing on macro and micro perspectives.

Quarters 3 & 4: Students write chapter books on coalition topics they are passionate about. (Abandoned Pets, Child Labor Laws, Environmental Issues, Girls' Education-Malala. The students then write a persuasive/argumentative piece a new global issue they feel needs to be addressed but hasn't been. Students explore "Who am I?" looking to see how they can become change agents. Students develop a project piece utilizing the MI's the represent all of who they are on a deeper level. Movement piece "age-ism" partnered with Prescott College. Students participate in community service projects throughout the semester and photo document their experiences. A movie/slideshow will coincide with their work. Student performance piece "Who am I?" Students will contribute to a "spirit read" utilizing a line from their Who am I poems. Each student will have a designated space to display their products from the 2nd semester.

Catalina Island Experience will supplement the "change agent" theme in the 2nd semester.

Writing Pieces / Literature Books

Writing

Informational Piece- Change Agent in History (globally)-related to Chautauqua

Persuasive/Argumentative- Teen Activism Books- Abandoned Pets, Girls Education, Child Labor, Bullying, Saving the Environment,

Friendly Letter- Local/State government officials to make a change in local area

Personal Narrative- How can I be a change agent in my community?

Poetry- "I am..." students write characteristics of one specific trait in poem form

Literature Books

Elijah of Buxton- Whole Class

Omnivore's Dilemma Young Reader's Edition- Whole Class

Literature Circle Book sets-see spreadsheet- small groups

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The Arts

<p>FIRST QUARTER:</p> <ol style="list-style-type: none"> 1. Mixed-media collages affiliated with school wide "Connections" theme 2. Large pencil/value studies of Cicadas-- proportion, shape, line, shading 3. Macro/Micro photographs-- photographing up close to make something ordinary appear extraordinary 4. Ordinary to extraordinary drawings of objects from everyday life-- taking these objects out of context and putting them into unusual environments 	<p>SECOND QUARTER:</p> <ol style="list-style-type: none"> 1. Assisting with black/white face portraits for "Agents of Change" historical figures 2. Constructing clay faces, tied in with Created "Agent of Change" Person they would like to see come to fruition 3. Written narratives-- stories of origin related to created "agents of Change" 	<p>THIRD QUARTER:</p> <ol style="list-style-type: none"> 1. Glazing clay face studies 2. Mixed-media collages-- "2 Sides of the Same Coin", tied in with intergenerational studies-- "What would I look like in 50 years?" 3. Pencil drawings with value and texture of sunflower from life 4. Preliminary drawings of sunflower for clay tile projects 4th quarter 	<p>FOURTH QUARTER:</p> <ol style="list-style-type: none"> 1. Sunflower Clay Tile in conjunction with growing sunflowers in science 2. Macro/micro Pea pod drawing on velvet paper in conjunction with Science 3. Water World acrylic paintings inspired by Catalina Island or other bodies of water
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Movement

<p>FIRST QUARTER:</p> <ol style="list-style-type: none"> 1. Micro/Micro (Micro Focus) connection to self: Intro to choreography; Create small solos using movements inspired by Kinesphere explorations, must use 3 level changes and an even mix of slow and quick movement. Intro to Liz Lerman's "Artists Critical Feedback Process", where peers observe each other's work and give feedback that helps the artist further develop their choreography. 2. Micro/Macro: moving beyond self: work in groups of four, using solo choreography from last project, teach each other their original choreography and use accumulation, connect the solos together to create a group dance using elements of unison movement, level changes, and facing changes. Students develop these dances over time using feedback to further develop. 3. Connecting curriculum to dance: Slavery; Students generate a word list of adjectives used to describe Oppression and Liberation. After picking 4 words from the list they then apply those qualities to the choreography created in the last project. Developing these dances into Oppression and Liberation Dances. 	<p>SECOND QUARTER:</p> <ol style="list-style-type: none"> 1. Art as an Agent of Change: Photography, poetry and dance multimedia Performance project. Students learn basic elements of photography and editing from guest artist Bridgitte Krupke. Students photograph Oppression and Liberation Dances, edit photos and write Haikus to accompany photos. 2. Mini Celebration performance and photo showing. Students Perform "Together We Rise, Together We Fall", Showcasing student choreography inside a gallery of their photos and haikus. 	<p>THIRD QUARTER:</p> <p>Micro/Macro: Connection to the greater community: Students Participate in the Intergenerational Dance Project, Choreography in the Community offered by Prescott College and Delisa Myles. Students dance and create a performance with a group of 65 people ranging in age from 10 -70 yrs. old. Students meet with Prescott College students and elder community twice a week for 8 weeks. More Art as an Agent of Change.</p>	<p>FOURTH QUARTER:</p> <p>Celebration Performance: "The Web of Us: Past, Present, Future" Intergenerational dance project performance connecting people of all ages.</p>
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