

# Primary Thematic Project-Based Curriculum

School-Wide Theme: Discovering the Human Spirit

## Investigations

### Guiding Questions

Project-Based	Mapping/ Curriculum	Prescott	Civics/ Government	Around the World
<ul style="list-style-type: none"> <li>• What is a team?</li> <li>• What is a leader?</li> <li>• Characteristics of a leader?</li> <li>• What does it mean to be a part of a community?</li> <li>• How do you lead a group? Should everyone lead?</li> <li>• What are effective forms of communication?</li> <li>• What is your part in a team?</li> <li>• How do individual behaviors affect others?</li> <li>• What is effective time management?</li> <li>• How do I know if I am producing quality work?</li> <li>• What is a question?</li> <li>• How can you show your learning?</li> <li>• How can you teach about what you've learned?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a map?</li> <li>• What are parts of a map?</li> <li>• How do we locate where things are?</li> <li>• How do we locate where things are?</li> <li>• How do we determine direction?</li> <li>• What tools are used to orient yourself in a location?</li> <li>• What are the seven continents?</li> <li>• Where are we on a map?</li> <li>• What is a community?</li> <li>• What are things and people found in a community?</li> <li>• What is the difference between a town, city, state, and country?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the natural terrain of Prescott?</li> <li>• What animals are indigenous to Prescott?</li> <li>• What is the culture of Prescott?</li> <li>• What are some traditional building styles of the Prescott area in history?</li> <li>• What are the activities that Prescott has been known for in history?</li> <li>• How does agriculture plan a part in the community of Prescott?</li> </ul>	<ul style="list-style-type: none"> <li>• What is democracy?</li> <li>• What does it mean to be a responsible citizen?</li> <li>• What is a president?</li> <li>• What is a governor?</li> <li>• What are the state and national symbols?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a culture?</li> <li>• Why should we study different cultures?</li> <li>• How are cultures similar and different?</li> <li>• What characteristics can we study about cultures?</li> <li>• How do beliefs and values of individuals affect society?</li> <li>• How do geography, climate and natural resources affect the way people live and work?</li> </ul>

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## Learning Targets

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<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>Independently gather and use materials in the classroom</li> <li>Communicate effectively with a group</li> <li>Be an active member of a team</li> <li>Manage time effectively</li> <li>Be able to self-assess work habits</li> </ul> <p><b><u>Key Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>Crossing the river of lava</li> <li>Getting multiple balls at the center of a parachute</li> <li>Transfer of balls from parachute to container</li> <li>Keeping multiple balls in the air without touching the ground</li> </ul>	<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>Communities have similarities and differences</li> <li>How to read a map</li> <li>Recognize the connections between city, state, country, and continent</li> </ul> <p><b><u>Key Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>Orienteering field trip</li> </ul>	<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>Recognize the connections between city, state, country, and continent</li> <li>Discuss housing and land use in urban and rural communities</li> </ul> <p><b><u>Key Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>Sharlot Hall Museum</li> <li>Walk around town to compare past and present architecture of Prescott</li> </ul>	<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>Describe the history and meaning of national symbols and how they connect with American Democracy and values</li> <li>Recognize the significance of National Holidays</li> <li>Understand the rights, responsibilities and roles of a citizen</li> <li>Identify current political leaders of the state and nation</li> <li>Recognize how Arizona and the other states combine to make a nation</li> </ul> <p><b><u>Key Learning Experiences:</u></b></p> <ul style="list-style-type: none"> <li>Running a campaign</li> <li>Voting</li> <li>Following the national and statewide elections</li> </ul>	<p><b><u>Enduring Understandings:</u></b></p> <ul style="list-style-type: none"> <li>Meaning of culture</li> <li>Compare heads of government between countries around the world</li> <li>Recognize characteristics of countries other than United States to which a person can travel</li> <li>Identify groups of people who live in other countries</li> <li>Identify food from other countries</li> <li>Connect artifacts to their country of origin</li> <li>Know information about people who have come from other countries to live in the United States</li> <li>Identify family traditions and holidays from other countries</li> <li>Provide examples of traditions and customs from people in the past</li> <li>Identify the 7 continents /countries</li> <li>Provide example of flora, fauna, natural landmarks</li> </ul>

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## Topics

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<ul style="list-style-type: none"> <li>• Active Listening</li> <li>• How to ask questions</li> <li>• Place-based learning</li> <li>• Collaborative group work</li> <li>• Material management</li> <li>• Time management</li> <li>• Quality of Craftsmanship</li> <li>• Presentation of knowledge</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Above and Below</li> <li>• On, under, over, and between</li> <li>• In front of, next to, and behind</li> <li>• Near and far</li> <li>• Inside and outside</li> <li>• Left and right</li> <li>• North, south, east, and west</li> <li>• Routes</li> <li>• Views and perspectives</li> <li>• Compass Rose</li> <li>• Map legend</li> <li>• Compasses and orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Natural world</li> <li>• Clothing</li> <li>• Food</li> <li>• Fun</li> <li>• Architecture</li> </ul>	<ul style="list-style-type: none"> <li>• Presidential and statewide elections</li> <li>• Arizona state symbols</li> <li>• United States symbols</li> <li>• President of the United States</li> <li>• Governor of Arizona</li> <li>• Rural, urban, and suburbs</li> <li>• All the national holidays</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Australia</li> <li>• Japan</li> <li>• Kenya</li> <li>• Peru</li> <li>• Antarctica</li> </ul>

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## Projects

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<p>Animal Antics group project</p> <p>Team building games</p> <ul style="list-style-type: none"> <li>• Parachute</li> <li>• Lava River</li> <li>• Undercover Activity</li> <li>• Hide and Seek Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Design a diorama of bedroom</li> <li>• Develop a map of the classroom</li> <li>• Create a book of Me in Universe</li> <li>• Define and label a Community Flipbook</li> <li>• Make a Compass Four corner book</li> </ul>	<ul style="list-style-type: none"> <li>• Create a model of Victorian house</li> <li>• Design and create a cowboy boot</li> <li>• Create a diorama of nocturnal animals</li> </ul>	<ul style="list-style-type: none"> <li>• Created campaign posters and speeches</li> <li>• Ran a campaign to try to elect a candidate</li> <li>• Voted in a voting booth</li> <li>• Counted and compared votes</li> <li>• Create a map based around the electoral college</li> </ul>	<ul style="list-style-type: none"> <li>• Make a suitcase w/ passport</li> <li>• Create a variety of aboriginal homes</li> <li>• Create a diorama of the Great Barrier Reef</li> <li>• Create a Diorama of The Outback</li> <li>• Create and dress a cardboard Aboriginal person in traditional clothing and accessories</li> <li>• Choose various Aboriginal art and mediums to create a project</li> <li>• Design a travel brochure for Australia</li> <li>• Build a diorama of Mt. Fuji</li> <li>• Design and create a kimono</li> <li>• Use Kanji script to create a banner</li> <li>• Draw the different aspects of traditional architecture</li> <li>• Create stuffed animal from Antarctica</li> </ul>

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## Assessment

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<ul style="list-style-type: none"><li>• Completion of game as an effective team</li><li>• Completion of activities</li></ul>	<ul style="list-style-type: none"><li>• Design and create a habitat for local species</li><li>• Compare, analyze, and classify animals</li></ul>	<ul style="list-style-type: none"><li>• Present a project that clearly answers the groups' "I wonder..." question</li></ul>	<ul style="list-style-type: none"><li>• Foldable book on election</li></ul>	<ul style="list-style-type: none"><li>• Present a project that clearly answers their groups' "I wonder..." question.</li></ul>

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## Visual Arts

<u>First Quarter:</u>	<u>Second Quarter:</u>	<u>Third Quarter:</u>	<u>Fourth Quarter:</u>
<p>Positive/ Negative Space; Focal Point/ Background; Integration of Mixed Media; Creating Texture and Pattern</p> <ol style="list-style-type: none"><li>1. Oil Pastel Coyotes</li><li>2. Watercolor Silhouette AZ Landscape</li><li>3. Penguin Copper Repousse Project for Antarctica</li><li>4. Me Inside the World - Watercolor and Oil Pastel</li></ol>	<ol style="list-style-type: none"><li>1. Small Boot Still Life with Colored pencil and sharpie</li><li>2. Scratch Art Owls/ Turkeys</li><li>3. Oil Pastel Penguins - Antarctica</li><li>4. Shrinky Dink Japanese Calligraphy</li><li>5. Symbols in America - USA Flag w/ Relief Eagle - Watercolor Pencil</li></ol>	<ol style="list-style-type: none"><li>1. Drama Llama Oil Pastel Portraits relate to Peru</li><li>2. Chinese New Year Inspired Rooster Collages</li><li>3. Mixed Media Kimonos with Japanese Calligraphy</li><li>4. Femo Clay Condors related to Peru</li></ol>	<ol style="list-style-type: none"><li>1. Relief Stamps on Burlap Inspired by Kenyan Patterns</li><li>2. Oil Pastel Self-Portraits</li><li>3. Kenyan Animal Inspired Masks</li><li>4. Mother's Day Cards</li></ol>

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## Dance and Performing Arts

<p><b>First Quarter:</b> Technique and Mapping</p> <ol style="list-style-type: none"><li>1. At the start of the year we begin an introduction to modern dance technique, including: axial and locomotor movements, level changes, qualities of movement, spatial dynamics, rhythm, tempo, and core/ distal movement</li><li>2. Exploration and kinesthetic understanding of maps, keys, symbols, and directions</li></ol>	<p><b>Second Quarter:</b> Introduction to Around the World</p> <p>We learn about dance, art, music, and culture from six countries around the world. We use a multimedia approach to discover and learn about each country, including the use of video footage, music, movement, exploration, and visual art viewing.</p> <ol style="list-style-type: none"><li>A. Prescott, AZ, USA - We study traditional square, circle, and folk dances from early Prescott history. We specifically focus on the Heel Toe Polka at the mini celebration of learning in the fall</li><li>B. Australia - We investigate ancient and modern aboriginal peoples' culture and dances. We then hone in on a contemporary Australian folk song, "kookaburra"</li><li>C. Japan - We talk about the Sakura festivals in springtime in Japan and the significance of the cherry blossom in Japanese culture. We learn a traditional song translated to English and created original choreography influenced by Japanese art and imagery</li><li>D. Antarctica - Through study of Antarctica's landscape and environment, the students create small group dances that embody the slow movement of glaciers.</li></ol>	<p><b>Third Quarter:</b> Continuing Around the World</p> <ol style="list-style-type: none"><li>1. We continue learning songs and dances to represent each country we visit<ol style="list-style-type: none"><li>A. Peru - We study the condor and learn a dance inspired by its movements and its significance in Peruvian/Andean culture</li><li>B. Kenya - We study the Maasai people and their artistic traditions. We then learn a Swahili song "Jambo" and an accompanying dance of original choreography inspired by African dance.</li></ol></li><li>2. We perform all our dances and songs during the Around the World Celebration of Learning</li></ol>	<p><b>Fourth Quarter:</b> Review of Technique</p> <ol style="list-style-type: none"><li>1. We return to our modern dance technique training and focus on skills such as: axial and locomotor movements, level changes, qualities of movement, spatial dynamics, rhythm, tempo, use of positive and negative space, and core/ distal movement</li><li>2. We explore musicality and qualities of movement as they correspond with our emotional intelligence.</li></ol>
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