

5th & 6th Grade Unit of Inquiry Summary “Who We Are”

Central Idea:

Our choices affect the physical, spiritual and emotional well-being of our "self", shaping the society we live in.

Lines of Inquiry

- Nutrition and how it affects our well-being
- How the brain functions, how to keep it healthy and working to its full potential.
- Factors that influence the choices we make.

Attitudes

- Cooperation
- Respect
- Confidence

Transdisciplinary Skills

- **Research Skills:** Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research.
- **Self-Management Skills:** Informed Choices.
- **Thinking Skills:** Acquisition of Knowledge, Comprehension, Application, Synthesis, and Evaluation.
- **Social Skills:** Accepting Responsibility, Respecting Others, Cooperating, Resolving Conflict, Group Decision Making, Adopting a Variety of Group Roles.
- **Communication Skills:** Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting

Key Concepts

- **Causation: Why is it like it is?**
This concept was selected because of the importance of prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences.
- **Connection: How is it connected to other things?**
The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
The brain is connected to the central nervous system.
- **Responsibility: What is our responsibility?**
We are responsible for making choices regarding our health, and choices with our actions that can affect others.

Language Arts

Learning Outcomes

- participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
- listen and respond appropriately to instructions, questions and explanations
- use speech responsibly to inform, entertain and influence others
- infer meanings, draw conclusions and make judgments about oral presentations
- use an increasing vocabulary and more complex sentence structures with a high level of specificity
- make inferences and be able to justify them
- distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- consistently and confidently use a range of resources to find information and support their inquiries
- participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- Use the internet responsibly and knowledgeably, appreciating its uses and limitations.
- Locate, organize and synthesize information from a variety of sources including the library/media center, the internet, people in the school, family, the immediate community or the global community.
- work in cooperative groups to locate and select texts appropriate to purpose and audience
- choose to publish written work in handwritten form or in digital format independently
- Use written language as a means of reflecting on their own learning.
- locate, organize, synthesize and present written information obtained from a variety of valid sources
- Use a range of tools and techniques to produce written work that is attractively and effectively presented.
- demonstrate an increasing understanding of how grammar works
- use standard spelling for most words and use appropriate resources to check spelling
- use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing

Social Studies – Human systems and economic activities

- Identify roles, rights and responsibilities in society
- Analyze a variety of sources that describes the risks and challenges that children face.
- identify and describe ways that family, groups and community influence personal choices

- Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).

Science – Living things

- Will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships.
- Will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment.
- Will communicate their ideas or provide explanations using their own scientific experience and that of others.
- Consider scientific models and applications of these models (including their limitations).

Islamic Studies and Quran

- Demonstrate their understanding of what is balance in Allah (swt)'s creation by presenting their ideas through a KWL chart.
- Determine the balance in creation by participating in a class discussion.
- Investigate what the Quran has to say about balance by researching various ayah.
- Discuss ways to we can show balance by creating a word web.
- Explain the ability of choice by researching the story of Adam (a)
- Debate how this ability affects our balance by conducting a mock class debate
- Investigate Surah Al-Alaq by revising the sight words and their definitions.
- Explain how Allah (swt) created us from something simple by referencing the class discussion on Adam (a).
- Relate their science class findings about the brain with the ayah in Surah Al-Alaq by referencing ayah 15

Arabic

Society both dictates and is affected by the choices made by individuals.

- How does culture play a role in shaping our body and self image?
- How are choices limited or multiplied by the context in which we live?

Arab cuisine has a wide variety of choices, some may be healthy, others not so much.

- When is tradition more important than health and when is it less important?
- How does knowing the cuisine of another culture help us better understand its context?

5th & 6th graders will:

- Create and present a visual embodiment of him/her "self" using vocab they learn in class and find in dictionaries
- Form and verbalize interview questions and present knowledge learned from interview answers

- Follow steps of a recipe written in Arabic to prepare a dish and present it in a mock chef show
- Understand, initiate and respond to 3-5 greetings and ask and answer “how are you doing?”
- Recognize, pronounce and write 8-16 alphabet letters and 6-12 words
- Start to form simple sentences about self, family and preferences

Art

Students will be able to:

- Understand that works of art are created through a combination of knowing and not knowing – i.e., through trial and error
- Recognize that art is made for various purposes
- Discuss the spiritual and emotional aspects of their own, and others works of art
- Connect spirituality to art through practice of khushu’, or stating an intention, before starting the creative process
- Investigate and discuss how art shapes the societies we live in
- Cite examples of works by various professional street artists
- Translate a mission statement or a message into a visual language
- Present and discuss their intentions and creative process in front of their peers
- Work collaboratively on a work of art with others
- Design works of art at different scales (first, on paper; second, on a large mural)
- Explain why Islamic Art is a non-figurative and non-representational artistic tradition
- Convey emotions, attitudes, and dispositions through the use of color, texture, and movement in a painting
- View people and relationships as works of art