

5th & 6th Grade Unit of Inquiry Summary

“How We Organize Ourselves”

Central Idea:

Economic and technological advancements impact people's quality of life.

Lines of Inquiry:

- How society functions as an economic unit.
- How technology is defined.
- The scientific process leads to technological advances and inventions.

Key concepts:

- Form: What is it like?
- Function: How does it work?
- Change: How is it changing?

Content & Standards Covered

Reading/Language Arts

Students will be able to:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.
- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
- Distinguish among the connotations (associations) of words with similar denotations (definitions).

Math

5th Grade

Students will be able to:

- Recognize volume as an attribute of solid figures and understand concepts of volume measurement.
- Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.
- Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume
- Use fraction-percent equivalents to solve problems about the percentage of a quantity.
- Order fractions with like and unlike denominators.
- Add fractions through reasoning about fraction equivalents and relationships.

6th Grade

Students will be able to:

- Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.
- Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.
- Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.
- Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
- Solve unit rate problems including those involving unit pricing and constant speed.

Science

Students will be able to:

- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored.
- Plan and carry out systematic investigations, manipulating variables as necessary.
- Make and test predictions.
- Interpret and evaluate data gathered in order to draw conclusions.
- Identify the difference between a physical and chemical change.
- Investigate the ways materials can be changed.

Social Studies

Students will be able to

- Analyze how individuals' and communities needs/wants are met.
- Evaluate the equity of different economic systems and marketplaces.
- Explain how supply and demand are affected by population and the availability of resources.
- Analyze information about past technological advances and societal systems.
- Predict societal and technological advances in the future.
- Identify and describe examples in which technology has changed lives of people.
- Describe the connection between human needs/wants and technological development.

Art

Students will be able to:

- Become increasingly independent in the realization of the creative process.
- Select, research and develop an idea or theme for an artwork.
- Identify factors to be considered when display artwork on a digital and public forum
- Reflect through the creative process to challenge their thinking and enact new and unusual possibilities.
- Maintain and upload posts to a public blog in an effort to showcase achievements and learning experiences in art class.
- Understand the formal elements of color such as complementary, secondary, analogous, shade, tint and tone.
- Explore the Fibonacci Series and Golden Section, and how it can be used to organize their creative work.
- Practice weaving as a method of organizing a creative work of art.

Quran & Islamic Studies

Students will be able to:

- Justify Abu Lahab's fate by analyzing Surah Al-Masad.
- Identify the four plans of the Quraysh against the Prophet Muhammad (s) by creating graphic organizers to distinguish them.
- Discuss the significance of the plan to alternate the religions every year by defining the words kufr and shirk.
- Explain what a Muslim's response should be to shirk or compromising of faith by analyzing Surah Al-Kafiroon.
- Define what a boycott is by researching its definition and present-day examples.
- Explore how the boycott had affected the tribe of Banu Hashim and the Muslims by analyzing how the economic restrictions had on their well-being.
- Describe the Year of Sorrow by researching and reflecting on what caused the Prophet Muhammad (s)'s sadness.
- Investigate the gift Allah (swt) gave to the Prophet Muhammad (s) by presenting the events of Al-Israa wal Mi'raaj.
- Justify the existence of five daily Salah by re-telling the story of the ascension.
- Assess various ways technology has helped in reminding us to pray by researching various Salah apps.
- Formulate their opinions about these apps by writing an article which will be posted onto their class blog.

Arabic

Students will be able to:

- Publish written work (story of Muslim Inventor) in handwritten form then upload it to a blog.
- Identify and describe elements of a story - setting, plot, character, theme
- Organize ideas in a logical sequence.
- Reread, edit and revise to improve their own writing, for example, content, language, organization.
- Explain and discuss their own writing with peers and adults.
- Organize thoughts and feelings before speaking.
- Respond to the writing of others sensitively.
- Use appropriate punctuation to support meaning.
- consistently and confidently use a range of resources to find information and support their inquiries.
- see the internet responsibly and knowledgeably, appreciating its uses and limitations
- compare and contrast the plots of two different but similar novels.
- describe personal reactions to visual messages; reflect on why others may perceive the images differently.
- Show open-minded attitudes when listening to other points of view.