

5th – 6th Grade Year 1 Overview

Subject	Grade-Level Focus
Mathematics	Fluently and confidently perform the Four Processes, including a combination of processes mentally, with whole numbers, decimals, mixed numbers, and fractions to analyze data and quantify observations. Use appropriate systems of measure and geometry to diagram, design, construct, navigate, and solve problems.
Science	Investigate and analyze the human form, physiology, and human characteristics to explore our relationship with other cultures, regions, and the environment. Communicate experimental results and observational data effectively.
English Language Arts	Appropriately connect stories and events to personal experience. Effectively communicate ideas, imagination, learned information, and meaning through a variety of mediums and expressive techniques.
Social Studies	Correlate facts to personal experience. Connect to cultures and regions across the globe and throughout time through investigation and research. Use appropriate sources. Listen to and explore varying perspectives.
Outdoor Education	Can teach Leave no Trace to others and advocates for LNT practices. Demonstrates competency with tools and techniques of wilderness survival and shows adaptability to varying terrain and conditions. Identifies as an Earth steward and practices sustainability. Use the natural world as inspiration for creativity, learning, and personal growth.
Problem-Solving, Science, and Engineering Practices	Apply grade-level practices for solving problems, inquiry, and engineering solutions.
Year 1 NPS Project	Monitoring human impact and erosion

5th – 6th Grade Year 1 Overview

Unit Title	Unit Goal
<p>Political Science</p>	<p>The main text of this expedition, <i>Esperanza Rising</i>, takes place during the Great Depression as a family is forced to move from Mexico to America. This sets the stage for research and discussions around forced migration, immigration, and the perception of the “American Dream” from the Great Depression era to today. The current relationship around borders and migrant workers is evaluated from a political science perspective to map the evolution of this issue and how it affects lives. Students compare Arizona’s relationship with the Mexico border to other border states and how the political climate impacts immigrants from Mexico. This theme is extended worldwide for students to explore and study how politics impact human rights worldwide. The Great Depression itself is studied in depth as an opportunity for political movements and social change and viewed through the lens of what movements and changes actually occurred and their impacts on lives in the United States and for migrant workers. Students explore the events surrounding the Great Depression and how they were influenced by, and influenced, other countries around the world. The resulting political and social changes are examined as a basis for understanding politics today. Students examine all events from the lens of human rights and identify basic universal human rights to create a link between societies across the globe.</p> <p><i>I can analyze how the Great Depression affected the political and social climate of the United States and countries around the world.</i></p>
<p>Geography</p>	<p>Students use <i>A Life Like Mine</i> to springboard their studies across the globe, using geography as a frame to study culture and human rights. Students take an in-depth dive to explore life, culture, political structures, and landscapes around the world. Using their Human Rights Creed developed in the previous expedition, students identify common threads that connect all humans on this planet despite the diversity of different geographical regions. Students examine how different geographical regions address human needs and rights and how this is dependent on different variables that are impacted by civilization, available resources, and hierarchical structures.</p> <p><i>I can describe the diversity of culture, lifestyle, government, and landscapes in various geographical regions across the globe and analyze how this diversity impacts human, animal, and environmental rights.</i></p>

5th – 6th Grade Year 1 Overview

Biodiversity	<p>Note: 3rd grade's 3rd Expedition is Ecosystems and there may be many opportunities to co-teach (or have 5th graders teach and create resources for 3rd graders) and share resources and field work.</p> <p>In the EL Module, students focus specifically on rainforests and rainforest destruction. During expedition time, students study and explore the remaining types of Earth's biomes: aquatic (freshwater and marine), temperate forest, taiga, tundra, grasslands, desert, chaparral, and savanna. Students differentiate between biome, ecosystem, and habitat and create resources that demonstrate the qualities and characteristics of each. As students explore Arizona's 6 biomes, observations are used as a framework for identifying biodiversity within each biome and across the globe. For example, students compare the biodiversity within Arizona's deserts to those in Africa creating a framework for recognizing the infinite biodiversity on this planet and how, despite categorization, the richness of life is almost incomprehensible.</p> <p><i>I can illustrate the biodiversity of our planet by synthesizing my research and observations of life across and between various biomes.</i></p>
History of Sports	<p>In the EL Module, students research athletes as leaders of social change. To support their research on specific athletes, the expedition takes students through an exploration of the origins and evolution of popular sports today and historical roles of athletes. For example, in many Native cultures, runners were specifically cultivated and utilized to support their tribes. Historically, sports and athletes had roles beyond entertainment; through inquiry students examine and analyze how these roles evolved and how they symbolically represent societies and cultures worldwide. Students conduct independent research on an athlete of their choice to include narratives of other minorities, such as Edison Eskeets (Navajo Runner), and analyze their impact and influence on social justice and change. Students explore the impact and meaning of sports as cultural symbols and how athletes can promote social justice awareness and be a catalyst for change.</p> <p><i>I can analyze an athlete's impact on social justice awareness and change and examine points of view about athletes, sports, and their role in society.</i></p>

5th – 6th Grade Year 1 Overview

Anatomy and Physiology	<p>Students create maps and diagrams of the human body's forms and functions to generate an awareness of holistic health and wellness. The expedition begins with a careful analysis of famous athletes' physiology to promote curiosity and moves inward by encouraging students to feel what is inside their bodies. From internal feeling, they describe forms and systems. A Steiner approach is used to identify forms before moving more deeply into the bodies' systems: nervous, endocrine, respiratory, cardiovascular, muscular, digestive, urinary, reproductive, skin, skeletal, lymphatic/immune, and fascial. As students explore the digestive system they are exposed to dietary health. Students compare western and eastern approaches to anatomy to create a common link of the organs; in eastern approach the meridians, chakras, and acupoints all relate to the organs, and in western approach the organs dictate the bodies' primary systems and their functions.</p> <p><i>Through careful investigation, research, and observation, I can identify systems of the human body and define their functions. I can create a holistic plan for my personal health and wellness, ensuring the best operation of all bodily systems.</i></p>
Humans and the Environment	<p>The EL Module focuses on natural disasters and their impact. In the expedition, <i>Braiding Sweetgrass</i>, is used as a framework for redefining human relationship to the environment. Students explore how if we take responsibility for our relationship to the environment, the effects of natural disasters might be altered and reduced. Disasters are perceived through a lens that is dictated by human's relationship to the planet and if we recolor this lens, we might have a different response. Students apply principles of civil engineering and biomimicry, inspired by cultivating a new relationship with the Earth, to redesign places that are prone to natural disasters. Included in this redesigning, students create emergency preparedness kits, informational resources, and methods for mitigation and prevention.</p> <p><i>I can synthesize methods for civil engineering and biomimicry to redesign places that are prone to natural disasters using inspiration from rethinking human's relationship to the environment.</i></p>