

Castle in the Clouds Interpretive Themes - includes sub-themes and topics/content				
Theme 1 Ideas - The area’s unique geological history has contributed to the property’s beautiful landscape and views that have inspired so many.				
Subject	K-2	3-5	6-8	9-12
ELA	- Poetry and sense of language (immersion and conveying of feeling & meaning) - Narrative (small moment stories) - Informational writing - Opinion Writing - Labelling pictures (Kindergarten) - Building letter sense and sounds (decoding words) - Sequence writing (how to's for example) - Picture graphs, symbols, patterns	- Understanding domain (place or topic) specific words/language - Building academic language (explaining historic events and explaining why) - Various materials, techniques, processes to communicate ideas and stories - Communicate/express ideas sympolically - Read prose/poetry orally with accuracy (could be readers theater)	- Cite texts/evidential support - Informative texts (understanding)	- poetry
Math	- Basic geometry and shapes - Whole, halves, thirds, quarter fractions - Time to nearest 5 minute - Number sense - Picture graphs, symbols, patterns	- Place Value - Fractions - Multiplication & Division - Interpreting Data (line graphs, create and read graphs, how many more or less) - looking at biodiversity - symmatry	- Equations (linear) - Proportions, percents, rates - Volume - Angle Relations - Data - Tesselations	- looking at data
Science	- Land formation and works of water (how water changes/creates landscape) - Planting seeds and watching things grow (do a study)	- Symmatry - Ecosystems - Weather and Climate - Plant/Animal life cycles and fossil evidence - Erosion - Human Migration - Natural Resources	- Land formation and ecosystems - Hydroelectricity - Appreciate physical environment and opportunities for human activity	- columnars (geology) - biology/ecosystems - maps/orienteering (using rocks as locations) - different types of energy - state of matter - how landscape formed (temperature, pressure, etc)
Social Studies	- Community, Belonging, where you fit in (M'boro community and who you can meet, what makes a community/how to grow/connect community)	- Study your town (4th) - looking at the ring dike nad volcano - NH History (Industrial Revolution)	- Inter-personal conflict & cooperation (fame and infamy) - How does art influence?	- Abenaki (land use) - economy (fame/infamy) - relationships between humans and place - conflict and cooperation
Art				- creative process

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Theme 2 Ideas - Exploring life on the Lucknow Estate facilitates an intimate understanding of the Plants, their guests and their servants.				
Subject	K-2	3-5	6-8	9-12
ELA	- retell a story	- contemporary literature - different techniques and their personal impact (does this actually belong under ELA?)		- multiple interpretations of stories - claims, counter-claims, arguments
Math	- shapes, patterns (constructing/deconstructing, too) - counting - understanding units of measurement - currency (spending, budgeting, making change for \$100)	- fractions, place value (household, etc) - data and graphing - 2 dimensional figures/identifying shapes - household economics and decisions - area and perimeter - units of measure	- proportional reasoning and ratios (keeping the household activity - cooking, etc) - graphing and data - Pythagorean theorem (angles) - geometry - surface area	- architecture and the choices made (tesselations/transformations/etc, purpose, craftsmanship and arts (function vs art))
Science	- understanding design process solution - interpret data - describe materials & steps to design a product (natural materials can be used) - pollination - plant growth - nature - birds	- efficiency rate data (from factory) - different forms of energy - understanding material use based on properties - different systems of transportation	- architecture (how it shows society values) - innovation, design process	
Social Studies	- 5 senses	- individualism - impact of technology/inventions/inventors - imports/exports	- How societal values impact the family - entrepreneurship - business cycle impact (ex: recession)	- changing roles of gender and society - economics - claims, counter-claims, arguments (using evidence, differences through (?) conflict) - ranking of social classes in a culture - impact of Industrial Revolution and factories (development and impact of labor systems) - division of labor - how art, literature, music influence major ideas, values, conflicts - innovations (merchants' influence, comparing to local community)
SEL	- successes, failures, employee well-being (choose love program) - community building			
Art				- art interpretation - applied media in visual arts (intentional use of materials)
French				- Napoleon
P.E.				- physical activity impacts success

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Theme 3 Ideas - The land now known as Castle in the Clouds provided plentiful resources to those who used it before becoming the Lucknow Estate.

Subject	K-2	3-5	6-8	9-12
ELA	- opinion writing (pictures and/or words) - informational writing (pictures and/or words)	- poetry - informational writing - narrative writing - main idea, key details, ability to answer questions in informational and narrative texts - critique different POVs	- poetry - comparing POV across different writings/topics	- poetry - persuasive writing - generational oral histories - creative writiing
Math	- units of length (using anything as a unit of measurement) - shapes and attributes	- interpret data - concept of area and perimeter - shapes and their attributes - converting units of measurement	- proportions and ratios	- ratios of land use, crops, use
Science	- describe steps & process for making a product - What are natural reseources? - identify resources and how we use them today - engineering design (2nd grade) - interpret data - plants and animals role on environment - use a model to represent the relationship between the needs of different, plants, animals, including humans and the places they lived	- locate major features (ring dike) - engineering design	- engineering design (homesteades)	- technology (homesteaders) - telegraphs - waves (was there something on the property for this? no evidence) - ecosystems (math and biodiversity, how natural resources influenced people)
Social Studies	- observe the ways that different people perceive places (maps, drawings) - identify groups of people who have affected the U.S. (indegenous, homesteaders) - explore arts and cultures of various times - economic systems & technologies (farming, etc) - identify how lives of women and children have changed over time - identify the concept of diversity	- needs & wants unlimited/resources are limited - agricultural cycles (also manufacturing) - cycles of growth and decline	- impact of homesteaders on environment vs. today - how societal changes have influenced the family (i.e. child labor) - recognize how physical processes influenced the formation and distribution of resources - why people settled here, what resources used, entertainment - economy (What were the industries here? Selling resources could involve indigenous)	- industrialism (man v. nature) - why people settled here, resources (clothes, energy, survival), entertainment - cooperation & conflict with land and people - social classes and tourism - exploring attitudes, diversity held by groups & individuals - bartering (?)
Art			- art - natural resource (does this actually go here?)	
P.E.				- hiking to certain locations (aerobic and inaerobic - science standard)

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Theme 4 Ideas - In the years since Tom Plant's death, the Lucknow Estate has served as a gathering place for families and community members.

Subjects	K-2	3-5	6-8	9-12
ELA	- opinion and informative writing	- opinion and narrative writing	- write and argument piece - informative writing - narrative writing	- writing: arguments, informative, narrative
Math	- shapes - measurement - data - classify and count objects and sort - timeline	- shapes - perimeter and area - angles and classification of angles		- finance/budgeting - statistics (visitation data, etc), make inferences and justify conclusions based on data
Science	- engineering design (solution for reducing the impact of humans on property) - land formations - erosion for water, wind - water cycle - different seasons - use a model to represent the relationship between the needs of different plants, animals, including humans and the places they lived - recognize the role of natural resources and how they're used in daily life - argue that plants and animals can change the environment to meet needs (with evidence)	- engineering design - reducing the impact of weather related hazards - human impacts on earth systems - understand the consequences of human modifications of physical environment	- engineering design (developing and using models) - reading maps by using geographical features/data to help with navigation and being able to choose one map over another based on usefulness	- use data to look at erosion, ecosystem - evaluate or refine a technological solution that reduces impacts of human activity on natural systems (engineering design)
Social Studies	- community members & responsibilities - define goods, services, consumers - create a community map (observe the ways in which different people perceive places and recognizing geographic features (woods, towns, etc.))	- discuss conflict between people - evaluate characteristics that promote good citizenship - opportunity costs & time - describe how people and places preserve culture (songs, traditions)	- how business events impact individuals' lives - explain elements of entrepreneurship - different phases of business cycle - describe how culture, technology, and experience affect perception of places & regions - explain how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods - how societal changes influence the family - examine forms of entertainment and leisure time activities - classify a series of historical events as examples of change and/or continuity	- how business events impact individuals' lives - marketing - identification and creation of a plan - forms of ownership (personal, private, nonprofit) - relationships between human and the physical environment led to the formation of "place" - ethics & social responsibility - critique secondary interpretation - explain how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods

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Theme 5 Ideas - Preservation has been an important value at Lucknow – from the Plants’ appreciation for the natural landscape, to current restoration efforts.				
Subject	K-2	3-5	6-8	9-12
ELA	- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	- Writing informal, opinion, and narratives - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. - Cite specific textual evidence to support analysis of primary and secondary sources. - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - Draw evidence from informational texts to support analysis reflection, and research.	- Writing informal, opinion, argumentative, and narratives (citing evidence as needed) - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. - Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. - Draw evidence from informational texts to support analysis, reflection, and research.

Math	- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.		- Draw polygons in the coordinate plane - Find the area of triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. - Solve problems involving scale drawings of geometric figures. - Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. - Solve real-world and mathematical problems involving area and surface area of two- objects composed of triangles, quadrilaterals, polygons. - Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	- Apply trigonometry to triangles - to find missing lengths - Use geometric shapes, their measures, and their properties to describe objects
Science	- Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. - Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. - Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	- Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. - Show how seasons affect a system in a natural setting -garden? - Life cycles of plants- Make predictions, analyze, measure data ("students will investigate natural or designed systems in order to make predictions/ explain how rapid or slow changes may affect the stability of a system over time") - Geography, we have a unique opportunity to map out our beautiful surroundings and how the area has affected the people who have populated it, how the geography affects choices and of the people around it.	- Hydroelectricity - Appreciate physical environment and opportunities for human activity - architecture (how it shows society values) - innovation, design process	- Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. - Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. - Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Social Studies	- explore arts and cultures of various times - Identify the concepts of values and beliefs.	- impact of technology/inventions/inventors - discuss conflict between people - evaluate characteristics that promote good citizenship - describe how people and places preserve culture (songs, traditions) - Describe why most jobs today require greater specialization and result in greater productivity - Compare and contrast the ways in which different people perceive places - Investigate the evolution of the United States economy	- describe how culture, technology, and experience affect perception of places & regions - explain how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods - how societal changes influence the family - Understand the consequences of human modification of the physical environment, - Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities - Assess why people have different viewpoints regarding resource use	- relationships between humans and place - division of labor - how art, literature, music influence major ideas, values, conflicts - innovations (merchants' influence, comparing to local community) - cooperation & conflict with land and people - social classes and tourism - relationships between human and the physical environment led to the formation of "place" - ethics & social responsibility - critique secondary interpretation - Identify economic activities in more developed or less developed countries and their evolution
P.E.	- Apply fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, tumbling/gymnastics.	- Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics.		- Demonstrate ethical behavior in physical activity settings.

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	All Themes			
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use appropriate eye contact, adequate volume, and clear pronunciation. - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. - Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. - Draw evidence from informational texts to support analysis reflection, and research.	- poetry - multiple interpretations of stories - claims, counter-claims, arguments - generational oral histories - Writing informal, opinion, argumentative, and narratives (citing evidence as needed) - Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; 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integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. - Draw evidence from informational texts to support analysis, reflection, and research.

Math	- Basic geometry and shapes - Whole, halves, thirds, quarter fractions - Time to nearest 5 minute - Number sense - Picture graphs, symbols, patterns - shapes, patterns (constructing/deconstructing, too) - counting - understanding units of measurement - currency (spending, budgeting, making change for \$100) - units of length (using anything as a unit of measurement) - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	- Place Value - Fractions - Multiplication & Division - Interpreting Data (line graphs, create and read graphs, how many more or less) - looking at biodiversity - symmatry - place value (household, etc) - data and graphing - 2 dimensional figures/identifying shapes - household economics and decisions - area and perimeter - units of measure - interpret data - shapes and their attributes - converting units of measurement - angles and classification of angles	- Equations (linear) - Proportions, ratios, percents, rates - Volume - Angle Relations - Graphing Data - Tesselations - Pythagorean theorem (angles) - geometry - surface area - Draw polygons in the coordinate plane - Find the area of triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. - Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. - Solve problems involving scale drawings of geometric figures. - Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. - Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. - Solve real-world and mathematical problems involving area and surface area of two- objects composed of triangles, quadrilaterals, polygons.	- looking at data - architecture and the choices made (tesselations/transformations/etc, purpose, craftsmanship and arts (funciton vs art)) - ratios of land use, crops, use - finance/budgeting - statistics (visitation data, etc), make inferences and justify conclusions based on data - Apply trigonometry to triangles - to find missing lengths - Use geometric shapes, their measures, and their properties to describe objects
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Science	- Land formation and works of water (how water changes/creates landscape) - Planting seeds and watching things grow (do a study) - understanding design process solution - interpret data - describe materials & steps to design a product (natural materials can be used) - pollination - nature - birds - describe steps & process for making a product - What are natural resources? - identify resources and how we use them today/recognize the role of natural resources and how they're used in daily life - plants and animals role on environment - use a model to represent the relationship between the needs of different, plants, animals, including humans and the places they lived - land formations - erosion for water, wind - water cycle - different seasons - argue that plants and animals can change the environment to meet needs (with evidence) - Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. - Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance. - Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. - Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.	- Symmetry - Ecosystems - Weather and Climate - Plant/Animal life cycles and fossil evidence - Erosion - Human Migration - Natural Resources - efficiency rate data (from factory) - different forms of energy - understanding material use based on properties - different systems of transportation - locate major features (ring dike) - engineering design - reducing the impact of weather related hazards - human impacts on earth systems - understand the consequences of human modifications of physical environment - Obtain and combine information to describe that energy and fuels are derived from natural resources and that their uses affect the environment. - Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. - Show how seasons affect a system in a natural setting -garden? - Life cycles of plants- Make predictions, analyze, measure data (“students will investigate natural or designed systems in order to make predictions/ explain how rapid or slow changes may affect the stability of a system over time”) - Geography, we have a unique opportunity to map out our beautiful surroundings and how the area has affected the people who have populated it, how the geography affects choices and of the people around it.	- Land formation and ecosystems - Hydroelectricity - Appreciate physical environment and opportunities for human activity - architecture (how it shows society values) - innovation, design process - reading maps by using geographical features/data to help with navigation and being able to choose one map over another based on usefulness	- columns (geology) - biology/ecosystems - maps/orienteering (using rocks as locations) - different types of energy - state of matter - how landscape formed (temperature, pressure, etc) - technology (homesteaders) - telegraphs - waves (was there something on the property for this? no evidence) - ecosystems (math and biodiversity, how natural resources influenced people) - use data to look at erosion, ecosystem - evaluate or refine a technological solution that reduces impacts of human activity on natural systems (engineering design) - Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. - Evaluate evidence for the role of group behavior on individual and species’ chances to survive and reproduce. - Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
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Social Studies	- Community, Belonging, where you fit in (M'boro community and who you can meet, what makes a community/how to grow/connect community) - 5 senses - observe the ways that different people perceive places (maps, drawings) - identify groups of people who have affected the U. S. (indigenous, homesteaders) - explore arts and cultures of various times - economic systems & technologies (farming, etc) - identify how lives of women and children have changed over time - identify the concept of diversity - community members & responsibilities - define goods, services, consumers - create a community map (observe the ways in which different people perceive places and recognizing geographic features (woods, towns, etc.)) - Identify the concepts of values and beliefs.	- Study your town (4th) - looking at the ring dike nad volcano - NH History (Industrial Revolution) - individualism - impact of technology/inventions/inventors - imports/exports - needs & wants unlimited/resources are limited - agricultural cycles (also manufacturing) - cycles of growth and decline - discuss conflict between people - evaluate characteristics that promote good citizenship - opportunity costs & time - describe how people and places preserve culture (songs, traditions) - Describe why most jobs today require greater specialization and result in greater productivity - Compare and contrast the ways in which different people perceive places - Investigate the evolution of the United States economy	- Inter-personal conflict & cooperation (fame and infamy) - How does art influence? - How societal values impact the family - entrepreneurship - business cycle impact (ex: recession) - impact of homesteaders on environment vs. today - how societal changes have influenced the family (i.e. child labor) - recognize how physical processes influenced the formation and distribution of resources - why people settled here, what resources used, entertainment - economy (What were the industries here? Selling resources could involve indigenous) - how business events impact individuals' lives - explain elements of entrepreneurship - different phases of business cycle - describe how culture, technology, and experience affect perception of places & regions - explain how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods - examine forms of entertainment and leisure time activities - classify a series of historical events as examples of change and/or continuity - Understand the consequences of human modification of the physical environment, - Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities - Assess why people have different viewpoints regarding resource use	- Abenaki (land use) - economy (fame/infamy) - relationships between humans and place - conflict and cooperation - changing roles of gender and society - claims, counter-claims, arguments (using evidence, differences through (?) conflict) - ranking of social classes in a culture - impact of Industrial Revolution and factories (development and impact of labor systems) - division of labor - how art, literature, music influence major ideas, values, conflicts - innovations (merchants' influence, comparing to local community) - industrialism (man v. nature) - why people settled here, resources (clothes, energy, survival), entertainment - cooperation & conflict with land and people - social classes and tourism - exploring attitudes, diversity held by groups & individuals - bartering (?) - how business events impact individuals' lives - marketing - identification and creation of a plan - forms of ownership (personal, private, nonprofit) - relationships between human and the physical environment led to the formation of ""place"" - ethics & social responsibility - critique secondary interpretation - explain how art, music, and literature often reflect and/or influence major ideas, values, and conflicts of particular time periods - Identify economic activities in more developed or less developed countries and their evolution
Art			- art - natural resource (does this actually go here?)	- creative process - art interpretation - applied media in visual arts (intentional use of materials)
P.E.	- Apply fundamental motor skills in a variety of physical activities, such as low-organized games, rhythmic activities, fitness activities, tumbling/gymnastics.	- Apply fundamental motor skills in a variety of physical activities, such as low organized games, rhythmic activities, fitness activities, tumbling and gymnastics.		- physical activity impacts success hiking to certain locations (aerobic and anaerobic - science standard) - Demonstrate ethical behavior in physical activity settings.
SEL	- successes, failures, employee well-being (choose love program) - community building			
French				- Napoleon