

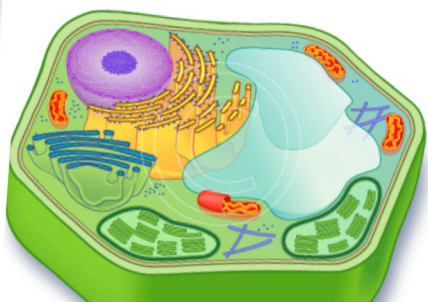
Grade 5 Unit of Inquiry

GEOGRAPHY, BIOLOGY & NATURE

How the World Works: An inquiry into nature and the relationships between humans and the environment. This inquiry will focus on cell and plant biology, and the interactions between humans and the environment; learning how these interactions affect the environmental balance and how in turn, changes to the environment affect human populations.

About the Inquiry

This unit will see the students investigate cell biology, photosynthesis, symbiotic relationships in nature and the interdependence of organisms on the world around them as a means to looking at concepts relating to sustainability. There will be a strong focus on geography, with students looking at the connections between geographical features and human populations. We will be asking ourselves "Why do people choose certain places to settle and not others?". In the theme of investigating self-sustainability, students will research, design, model, budget for and then create an "aquaponics" system for the lower school, combining concepts of hydroponics, aquaculture and engineering.



Essential Questions:

- Why do some organisms live in symbiotic relationships?
- How can 'aquaponics' technology assist our community?
- How do human societies and the natural world interact with and affect each other?

Major Interdisciplinary Connections:

Language Arts: Students will read a variety of informational texts that explore human interaction with the environment. We will also be going back to basics on sentence structure and forming complex and compound sentences.

Social Studies: Looking at human interactions with the environment in early modern history (1500-1800 C.E), from colonialism to the industrial revolution, and investigating the long-term effects of human settlement on nature. Can we learn from ancient sustainable land-use practices that pre-date the modern era?

Science: Investigating how we can use science and technology to help our community and the environment.

Art: Students will be able to demonstrate their understanding of the content by creating maps and models with a variety of materials.

We are passionate about protecting the environment: **Vitality**

We examine our relationship with nature honestly: **Courage**

We investigate options for sustainable living: **Intelligence**

We see that all cultures use the earth differently: **Compassion**

We are aware of the environmental impact of our decisions: **Sensitivity**

How can you help? This unit will require students to do research at home using the Internet. Please ensure that your child has access to a working computer with an Internet connection. You may also want to configure safe-search settings for several search engines to ensure your child can research class topics in a child-safe environment.



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