

Planning_Themes_Morgan_Reid

Year A

	Cycle O	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Theme	Orientation	Connections	Explorations	Identity	Systems	Interdependa nce	Synthesis
Connection of Theme to the Needs of the Adolescent. / 7 Gateways.	Gateway: The need for initiation	Gateway: The yearning for deep connection	Progressively separate themselves from their childhood dependency on their parents.	Develop their distinct identity and a sense of their uniqueness.	Gain the confidence and skills to prepare for a career, economic independency, and other adult responsibilities	Develop meaningful relationships with peers and others outside the family.	Gateway: The search for meaning and purpose

Connections of Theme to Curriculum and Academic Skills	<ul style="list-style-type: none"> -Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences - Interpret and communicate ideas using symbols and elements to express meaning through the arts - Take creative risks to express feelings, ideas, and experiences 	<ul style="list-style-type: none"> - Identify what the creators of accounts, narratives, maps, or texts have determined is significant (significance) - Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence) - Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences 	<ul style="list-style-type: none"> - Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places(perspective) - Assess the significance of people, places, events, or developments at particular times and places (significance) - Identify what the creators of accounts, narratives, 	<ul style="list-style-type: none"> - Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences - Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places(perspective) 	<ul style="list-style-type: none"> - Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) - Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) 	<p>7. Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places(perspective)</p> <p>8. Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical</p>	<p>7. Apply multiple strategies to solve problems in both abstract and contextualized situations</p>
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		(cause and consequence)	maps, or texts have determined is significant (significance)			judgment)	
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Year B

	Cycle O	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Theme	Orientation	Forces	Structure	Power	Changes	Balance	Synthesis
Connection of Theme to the Needs of the Adolescent. / 7 Gateways.	Gateway: The need for initiation	Develop meaningful relationships with peers and others outside the family.	Gateway: The longing for silence and solitude,	Gateway: The urge for transcendence	Gateway: The search for meaning and purpose	Fashion their faith and value commitments and basic attitude toward life.	Gateway: The need for initiation
Connections of Theme to Curriculum and Academic Skills	<ul style="list-style-type: none"> - Communicate and document - Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences - Interpret and communicate ideas using symbols and elements to 	<ul style="list-style-type: none"> - Interpret and communicate ideas using symbols and elements to express meaning through the arts - Take creative risks to express feelings, ideas, and experiences - Describe, interpret and respond to 	<ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Assess the credibility of multiple sources and the 	<ul style="list-style-type: none"> - Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions - Assess the credibility of multiple 	<ul style="list-style-type: none"> - Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places(perspect 	<ul style="list-style-type: none"> - Experience, document, choreograph, perform, and share creative works in a variety of ways - Communicate, respond to and understand environmental and global issues - Demonstrate increasingly 	<p>10. Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences</p> <p>11. Interpret and communicate ideas using symbols and elements to</p>

	<p>express meaning through the arts</p> <ul style="list-style-type: none"> - Take creative risks to express feelings, ideas, and experiences 	<p>works of art</p> <ul style="list-style-type: none"> - Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence) 	<p>adequacy of evidence used to justify conclusions (evidence)</p>	<p>sources and the adequacy of evidence used to justify conclusions (evidence)</p> <ul style="list-style-type: none"> - Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change) 	<p>ive)</p> <ul style="list-style-type: none"> - Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment) 	<p>sophisticated application and/or engagement of curricular content</p>	<p>express meaning through the arts</p> <p>12. Take creative risks to express feelings, ideas, and experiences</p> <p>13. Describe, interpret and respond to works of art</p>
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