**VISION**

Falls Elementary's Learning Landscape will create a multi-cultural, inclusive campus that empowers all students to succeed in our changing world and will be a unifying element for the community.

**GOALS**

The Learning Landscape will create a place for play and belonging, strong relationships within the school and the community, giving both the students and community a sense of pride and ownership in their school.

**COMMUNITY GATHERING**

Two gateways will welcome the parents and residents into Falls Park. Trees and shrubs will provide visual privacy, and the pathway will provide gathering spaces.

**SOLAR VAULT**

The shade structure will provide shade and will indicate how much energy has been collected from the sun. Dynamic LEDs will be used as the measuring device. Trees will provide gathering spaces.

**CENTRAL PLA:"A" **

A shared connection space will separate the primary and intermediate play areas. The "A" will be an outdoor classroom, gathering space, and family meeting area.

**NEIGHBORS**

The "sun" path will support community gathering areas, outdoor classrooms, and meeting areas. The "foot" path will lead participants into the interior of the Learning Landscape.
SCIENCE
Selecting and using simple devices to gather data related to an investigation (length, volume, and mass) and measuring instruments using both metric and standard units. Calculating and interpreting primary and secondary data (temperature, weights, magnification, microscopic, and calculated).

HISTORY
Recognizing the cultural heritage present in the classroom and the larger school community through art projects. Recognizing that there are families and cultures around the world. Identify examples of how various cultures have used calendar to organize and measure time.

MATHEMATICS
(Continuing investigations for whole numbers and commonly used fractions and decimals and representing them in various forms. Use of physical models, manipulatives, drawings, calculators, and computer applications.)

Using number to count, measure label and indicate location.

Science
Identifying and explaining how a change in one quantity can produce a change in another. For example, the relationship between the number of bicycles and the number of handles.

Interpreting data using the concepts of largest, smallest, most often and middle.

Recognizing shapes and their relationships (symmetry, congruency) using a variety of materials.

Using appropriate technologies to verify predictions, display number patterns, process data and solve problems (graphs and check).

Using a variety of measurement tools (ruler, thermometer, protractor, compass).

Elements
- Squares, circles, rectangles, triangles, and circles change abruptly to square, grid on a vertical, and as vertical elements
- rain gauges and poles that mark heights

Unusual ecosystems that explain patterns of change, how the sun and moon affect the ground plane, and how the physical landscape of different areas and demonstrate the limitations placed on innovation patterns.

Using颂 several concrete, asphalt, etc. to demonstrate reuse.