Unit of Inquiry 4: Where we are in place and time

Our Central Idea is: *Systems and Ideas of Ancient Communities are Evident in Today’s Society.*

Our Key Concepts are **Change, Connection and Reflection**

The **Lines of Inquiry** are:

- Past communities (Change)
- Systems and organizations developed by these communities. (Connection)
- Evidence of them in our everyday lives. (Reflection)

Our teacher driven **questions** will be:

- What is a community?
- How did people live in the past?
- How do we live now?

During this UOI we will be particularly focused on the **PYP Learner Profile** attributes:

- Inquirer
- Knowledgeable

We will focus on the **attitudes**:

- Curiosity and Confidence

Our **trans-disciplinary skills will be**

**Communication skills**

**Reading**
Reading a variety of sources for information and pleasure; comprehending what has been read; making inferences and drawing conclusions.

**Writing**
Recording information and observations; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record.

**Key Vocab:**

- Old
- New
- Ancient
- Modern
- Egypt
- Vikings
- Incas
- Greeks
- Mayan
- Native Americans
- Community
- Systems
- Ideas
- Today
- Farming
- School
- Writing
- Ships
- Theatre
- Olympics
- Games
- Past, Present
Social Skills

Cooperating

Working cooperatively in a group; being courteous to others; sharing materials; taking turns.

- Group work during various activities.

Adopting a variety of group roles

Understanding what behavior is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others.

- Group work during various activities.

Self Management Skills

Codes of Behavior

Knowing and applying appropriate rules or operating procedures of groups of people.

- Appropriate group work interactions during various activities.

Fine motor skills

Exhibiting skills in which precision in delicate muscle systems is required.

- Ancient handwriting to the printing press
- Importance of good cutting and writing skills in daily work.

Thinking Skills

Aquisition of Knowledge

Gaining specific facts, ideas and vocabulary

- Ancient community facts, ideas and vocabulary

Application

Making use of previously acquired knowledge in practical and new ways.

- identify ancient systems and ideas used today.
Research Skills

Formulating Questions
Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched.

- Developing deeper questions for the Wonder Wall.

Observing
Using all senses to notice relevant details.

- Tuning in experiences using various senses.

Summative Assessment:
In pairs, students will create a diorama comparing an ancient system or idea and a modern system or idea.

Math Standards
- Given a two—digit number, mentally find 10 more and 10 less, without having to count; explain the reasoning used.
- Order three objects by length; compare the lengths of two objects indirectly by using the third object.
- Estimate, measure, label and compare using non-standard units of measurement, capacity, mass and volume.
- Estimate, measure, and compare using non-standard and standard units of measurement, length, time, capacity, mass and volume and temperature.
- Use a calendar to determine the date and to identify and sequence days on the week, seasons and months of the year.
- Estimate, identify and compare lengths of time: second, minute, hour, day, week, month.
- Read and write time to the hour, half hour, quarter hour using both digital and analog clocks.
- Identify and order coins and notes.
- Use simple, single step money word problems.
- Use every day comparative language and number to describe data (teacher generated or student generated)
- Create pictographs and simple bar graphs from a graph of real objects and interpret data by comparing quantities more, fewer, less than, greater than.
- Discuss, identify, predict and place outcomes in order of likelihood using mathematical language (impossible, unlikely, likely, certain, probably, greater than, less than)
- Begin to use IT to organize data.
- Apply properties of operations as strategies to add and subtract (Commutative property of addition, Associative property of addition)
- Understand subtraction as an unknown addend problem.
- Explore and model that addition is the inverse of subtraction (4+3=7, 3+4=7, 7-3=4, 7-4=3)
- Relate counting to addition and subtraction.
- Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on, making ten, decomposing a number leading to a 10, using the relationship between addition and subtraction, creating equivalent but easier or known sums.
- Recall number bonds (number stories) to at least 10.
- Recall all doubling facts to 20.
- Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.

**Reading**

- Recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Associate the long and the short sounds with common spellings (graphemes) for the 5 major vowels.
- Read common high-frequency words by sight (the, of, to, you, she, my, is, are, do, does).
- Read grade-level text with purpose and understanding.
- Use context to confirm or self-correct, word recognition and understanding, rereading as necessary.
- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (storybooks, poems).
- With prompting and support, name the author and the illustrator of a story and define the role of each in telling a story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment is a story the picture depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- With prompting and support, identify the main topic and retell key details of a text.

**Writing**

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (eg. Because).
- With guidance and support, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support recall information from experiences or gather information from provided sources to answer a question.

**Listening and Speaking**
- Participate in collaborative conversations with diverse partners about appropriate topics and texts with peers and adults in small and larger groups.
- Following agreed-upon rules for discussions (listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts and feelings.
- Produce complete sentences when appropriate to task and situation.

**Language**
- Use singular and plural nouns with matching verbs in basic sentences (He hops; we hop).
- Use verbs to convey a sense of past, present and future (eg. Yesterday I walked home, Today I walk home, Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Identify real-life connections between words and their use (note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (large, gigantic) by defining of choosing them or by acting out the meanings.
Social Studies

- Differentiate between ways in which people from different cultures think about and adapt to the physical environment.
- Differentiate between people, places, and events in the past, present and future.
- Identify why particular locations are used for certain activities.
- Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation.
- Identify reasons and requirements for making tools and developing techniques.
- Explain why people live in social groups (e.g. families, communities, and nation).
- Describe examples in which tools and techniques have changed the lives of people.

Kind Regards

Grade 1 Team 😊
Art

Learning Objectives: In Unit 3- The students will be able to:

- Make connections between the ideas they are exploring in their artwork and those explored by other artists through time, place and culture.
- Select, research and develop an idea or theme for an artwork.

Activities/Projects/Connections:

- Three Dimensional Sculpture making
- Connection to ‘Where we are in place and time’ UOI: Form- Properties and behavior of basic materials.

Music

Learning Objectives: In Unit 3- The students will be able to:

- Develop solo singing abilities
- Create ostinato patterns with instruments and movement
- Play cooperative games
- Use music vocabulary when sharing thoughts and feelings about music

Activities/Projects/Connections:

- Identify musical instruments by sight and sound
- ‘Peter and the Wolf’ Story with Music and Words
- Rhythm reading with accompaniment
- Connection to ‘Where We Are in Place and Time’ UOI: Reflection- listening to Peter and the Wolf and reflecting on the music in different ways

P.E.

Learning Objectives: In Unit 3- The students will be able to:

- Understand the concept of working together in a variety of activities including cups and saucers, teambuilding exercises and basic striking and fielding activities.
- Demonstrate more refined technique in the locomotor and manipulative skills learned in Units 1 and 2 and apply these in game situations.
- Understand how to give positive and constructive feedback to peers as they work in partner and group activities

Activities/Projects/Connections:

- Partner activities to further develop skills such as throwing, catching and striking.
- Team games such as scavenger races, cooperative tag, teambuilding activities
- Self and peer assessment to evaluate performance and effort in PE.