

ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES

2008-2009

Program of Inquiry Overview - Grade: 1 03/27/09

GRADE 1	<p>An inquiry into Who we are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into Where we are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into How we express ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into How the world works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into How we organise ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into How we share the planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p>Central idea: Symbols and traditions provide a sense of community across time.</p>	<p>Central idea: Structures of schools and communities in the past have helped shaped our lives today.</p>	<p>Central idea: People use varied art forms to express the same theme.</p>	<p>Central idea: Weather patterns inform, prepare, and affect the daily lives of people around the world.</p>	<p>Central idea: In a society members attempt to develop rules, elements of fair play and good citizenship, opinions, rights of others, as a method of organization.</p>	<p>Central idea: Living things have similar needs but inhabit different environments and have external features that help them thrive in these different places.</p>
	<p>Transdisciplinary Skills: Social Studies, ELA, Math, Music</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>	<p>Transdisciplinary Skills: Social Studies, Art, ELA</p>	<p>Transdisciplinary Skills: Science, ELA, Math</p>	<p>Transdisciplinary Skills: Social Studies, ELA, Math</p>	<p>Transdisciplinary Skills: Science, ELA, Art</p>
	<p>Lines of inquiry: We learn about the U.S.A. through its symbols, heroes, landmarks, and holidays. Even though each person in America is different from one another, we have these things in common and that builds community between people.</p> <ul style="list-style-type: none"> Expressing American ideals through patriotic songs and the pledge Understand American holidays and the heroism and achievements of the people associated with them. Identify American symbols, landmarks, and documents (the flag, bald eagle, Statue of Liberty, U.S. Constitution and Declaration of Independence). 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Comparing our lives to the lives of other generations Comparing our lives to others in different countries Using maps and globes to gain global and local perspective 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Using scientific tools to collect data about weather How weather changes Why there are weather patterns and how they are different around the world 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> What does being fair mean? How do we make sure we are playing fair and showing good Sportsmanship? How do we make sure things are fair? What does being a good citizen mean? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> Plant and animal needs Animal dependency on plants for food and shelter Relationship of plants with other living things
	<p>Teacher questions: What are America's most popular patriotic songs and why do we sing them? What is the Pledge of Allegiance? Why do we recite the Pledge of Allegiance? Why does America have a flag? Who are American heroes and how do we honor them? What are some of the national holidays we celebrate? Why are our country's symbols important?</p>	<p>Teacher questions: How has school changed over time? How has school stayed the same? Is school the same around the world? What has caused the changes? Are the changes good?</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: How does weather affect life and other things? How does weather work? How can we measure weather? How do we know weather is important? What are different kinds of weather? Why does weather change or not change? How can we prepare for weather? How does weather cause a natural disaster?</p>	<p>Teacher questions: What are rules and laws? Why should we follow rules and/or laws? Why do people vote?</p>	<p>Teacher questions: What are the basic needs of plants? What are the basic needs of animals? Why do plants and animals choose to live in a particular habitat? What external features do they have to help them survive in their habitat? How do plants and animals help other living things exist? How can we protect plants and animals? Do plants and animals need protection?</p>
	<p>Key concepts: Causation, Connection, Reflection</p>	<p>Key concepts: Change, Form, Connections</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: Form, Function, Causation, Change</p>	<p>Key concepts: Function, Connection, Responsibility, Perspective</p>	<p>Key concepts: Connection, Causation, Responsibility</p>
	<p>Developing transdisciplinary and learner profile skills: The question-answer books provide opportunities for the students to be inquirers. The students use the sort to reflect on their own learning during the unit.</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> Thinking skills – comparing, contrasting, cause and effect, categorizing Communication skills – presentation of information to students and parents 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills: Communication Skills- During experimentation, students will discuss what is happening as well as write, and illustrate in their science journals *Thinking Skills- Putting air in context,</p>	<p>Developing transdisciplinary and learner profile skills: Students are able to present their understanding of fair play communicating through discussion, problem-solving, role-play and writing.</p>	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> Literacy-Science – read books Art-science – draw pictures Students suggestions and ideas

<p>Students show enthusiasm in learning the patriotic songs</p> <p>Students discuss the importance of respecting the flag, the president, and our country.</p> <p>We practice communication by sharing our writing with peers and across grade levels.</p> <p>Math- reading and using a calendar to locate holidays. Timelines to sequence events. Identification of coins and the concept of money as an American symbol.</p> <p>Writing- nonfiction writing applications.</p> <p>Communication skills-during lessons and readings students will partner talk and share their thinking and wonderings with the whole group. Students will communicate their written work to peers.</p> <p>Poetry and Songs about America.</p> <p>Literacy – nonfiction, biographies, poetry</p> <p>Music – patriotic songs</p> <p>Social Studies – timelines, symbols, traditions</p>	<ul style="list-style-type: none"> • Research skills – using social studies book and others to make thinking maps 		<p>comparing weather’s affects in various regions</p> <p>Inquirers: Students developed their curiosity by exploring scientific concepts using hands-on experimentation and concrete materials and through questioning the reasons for different types of weather and storms.</p> <p>Communicators: Students communicated their findings through journal entries and partner talk. It also took communication while completing small group and partner investigations.</p> <p>Listening and speaking skills:</p> <p>Students demonstrated listening and speaking when presenting portions of the tree map and different types of weather to the class. Students worked collaboratively to find facts about one type of weather.</p> <p>Self-Management Skills:</p> <p>Students were required to file and keep their own material and portfolio work. They were also required to help with the set-up and clean-up of work stations.</p>	<p>Students are cooperative when taking turns and sharing responsibilities. They try to find solutions to disagreements themselves before tattling or resorting to any other negative behavior.</p> <p>They show respect on campus for teachers, building maintenance support staff, office staff, parents, and the principal, and increasingly for each other and their peers.</p> <p>Listening and speaking skills: Students demonstrate these skills while listening and presenting solutions to the problems posed to them on the index cards. Students work collaboratively to set rules and consequences throughout the activities in the unit.</p> <p>Thinking skills: Analysis and synthesis of the differences between rules and laws, concepts of fair play, being a good citizen, leadership and responsibility.</p> <p>Principled-students are able to discern the values of right and wrong from the peer interactions through the problem-solving index card activity and the do and don’t rule and law sort, establishing conditions of fairness and equal opportunity for leaders and their responsibilities.</p> <p>Cooperation-students learn that through respect and teamwork, interactions among one another can be much more enjoyable and group work can be made more efficient through the added ideas from other’s experience. Individual disagreements can be solved quickly by using the “golden rule” as a motto.</p>	
<p>Summative assessment:</p> <ul style="list-style-type: none"> • Student portfolio documenting learning from each lesson. • Student sort of U.S. heroes, landmarks, symbols, and holidays. Student’s written knowledge of each category. • Student presentations given in groups of 3-4. Each presentation will include one patriotic song, and a poster display of one American landmark , symbol, and biography describing an American leader. 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Tree map for categorizing life then and now, school tools • Double bubble map comparing life in the past with life now • Double bubble map comparing school life in different countries • Class book about learning • Writing about the information from the Trunk Show 	<p>Summative assessment:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Summative assessment:</p> <p>Students will name for different kinds of weather, cut and paste outfits that are appropriate for four specific types of weather scenes, and color in an approximate temperature for that type of weather.</p>	<p>Summative assessment:</p> <p>The summative assessment will guide what they have learned by using a pre-made tree map ” to explain what it means to be a good citizen and linking the response to the “Golden Rule”.</p> <p>In small groups, student are asked to complete a pre-made “tree map” to explain what it means to be a good citizen. Students sort sentence strips of statements made that describe other people’s opinions or other people’s rights.</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> • Basic needs of plants and animals • Recreating habitat – art • Science journals – basic needs • Thinking maps • Students write letters to save habitats • Presentations to other students • Students may take action by thinking of ways to protect plants and animals in their natural habitats