

Programme of Inquiry - 1st Grade - 2019/2020

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
SHARING THE PLANET	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	WHO WE ARE	HOW WE ORGANIZE OURSELVES	WHERE WE ARE IN PLACE AND TIME
8/12- 8/30 (3 weeks)	9/3 - 10/11 (6 weeks)	10/16 - 12/20 (8.5 weeks)	1/6 - 3/13 (10 weeks)	3/17 - 4/17 (4 weeks)	4/20 - 5/22 (5 weeks)
Descriptor: Communities and the relationships within an between.	Descriptor: The ways in which we reflect on, extend, and enjoy our creativity.	Descriptor: Interaction between the natural world (physical and biological) and human societies	Descriptor: The nature of the self	Descriptor: Societal decision-making	Descriptor: Economic activities and their impact on humankind and the environment
<p>Content: <u>W+W</u>: MODULE 1 - Books around the world build knowledge; stores have messages that can transform us; people all over the world enjoy books; librarians ensure access to books; imagination; common and proper nouns; story elements; problem/solution; narrative writing; verbs; support answers with evidence; root words; declarative sentence; adjectives to describe visual images; temporal prepositions (before, during, after,...);</p> <p>Math: Module 1 (embedded numbers; decompositions; counting from embedded numbers; addition word problems, strategies for counting; commutative property of addition; addition fluency within 10)</p> <p>SEL Behavior Routines</p>	<p>Content: <u>W+W</u>: MODULE 1 - Books around the world build knowledge; stores have messages that can transform us; people all over the world enjoy books; librarians ensure access to books; imagination; common and proper nouns; story elements; problem/solution; narrative writing; verbs; support answers with evidence; root words; declarative sentence; adjectives to describe visual images; temporal prepositions (before, during, after,...);</p> <p>Math: Module 1 (subtraction as an unknown addend problem; subtraction word problems; decomposition strategies for subtraction; subtraction fluency within 10)</p> <p>Social Studies: Geography / Landforms</p>	<p>Content: <u>W+W</u>: MODULE 2 - animal's features (similar/different); identifying animal features in books, pictures, and videos; "Young Hare" by Abrecht Durer; "The Snail" by Henri Matisse; animal fables; generate questions; retell with details; informational writing; respond with evidence; text features; use digital tools to type name on a page that will be added to a class-produced book;</p> <p>Math: Modules 2 and 3 (place value through addition / subtraction within 20; ordering and comparing length measurements)</p> <p>Science: Plants Animals</p>	<p>Content: <u>W+W</u>: MODULE 3 - Force like wind are strong/gentle; people respond differently to wind; people experience different emotions in reaction to the same event; people us wind to help them; descriptive words to communicate feelings and sensory perceptions; various windmill paintings by Piet Mondrian;</p> <p>Math: Module 4 (place value, comparison, addition / subtraction to 40)</p> <p>Science: Weather Light Sound Magnets</p>	<p>Content: <u>W+W</u>: MODULE 4 - Cultures pass down stories to teach lessons and morals; thousands of Cinderella variations around the world; people admire others for different reasons; "First Steps" by Jean-Francois Millet / Pablo Picasso / Vincent van Gogh; use of the word <i>admire</i>; conjunctions; compound sentences; dialogue in stories; character traits; context clues; categorize words on a word line to determine shades of meaning; act out text; declarative, compound, interrogative, imperative, and exclamatory sentences; possessive pronouns; graphic organizers</p> <p>Math: Modules 5 and 6 (identifying, composing, and partitioning shapes; place value)</p> <p>Social Studies: Economics</p>	<p>Content: <u>W+W</u>: MODULE 4 - Cultures pass down stories to teach lessons and morals; thousands of Cinderella variations around the world; people admire others for different reasons; "First Steps" by Jean-Francois Millet / Pablo Picasso / Vincent van Gogh; use of the word <i>admire</i>; conjunctions; compound sentences; dialogue in stories; character traits; context clues; categorize words on a word line to determine shades of meaning; act out text; declarative, compound, interrogative, imperative, and exclamatory sentences; possessive pronouns; graphic organizers</p> <p>Math: Module 6 (place value, comparison, addition / subtraction to 100)</p> <p>Social Studies: Historical Figures</p>
Concepts (Related Concepts) Responsibility (choices, procedures) Connection (perspective)	Concepts (Related Concepts) Change (patterns, ie: cause/effect) Perspective (resources) Form (stories)	Concepts (Related Concepts) Form (feature) Function (survival)	Concepts (Related Concepts) Causation (force, emotion) Connection (force, emotion, self, interaction) Perspective (emotion, interaction)	Concepts (Related Concepts) Economics Choice	Concepts (Related Concepts) Connection Perspective
Learner Profile Principled / Caring / Reflective	Learner Profile Risk-Taker / Open-minded / Communicator	Learner Profile Balanced / Knowledgeable	Learner Profile Reflective / Communicator	Learner Profile Thinkers / Balanced	Learner Profile Principled
Central Idea Members of a community have responsibilities.	Central Idea Literature changes our perspective of how we view the world.	Central Idea Organisms' basic needs are met through their environment.	Central Idea People respond to powerful forces in different ways.	Central Idea Circumstances impact our choices.	Central Idea Economic understanding enables informed decisions.
Summative Assessment Class brainstorms a list of the classroom routines that exist in the classroom and acts out the routines; class critiques.	Summative Assessment Complete the sentence stem: _____ used to think _____; but now, _____ thinks _____.	Summative Assessment Draw the organism, list and label 3 needs (students choose either plant or animal).	Summative Assessment Students create an original story about a character who must respond to the powerful force of the wind to solve a problem. Use words that appeal to the senses and emotion.	Summative Assessment Matching activity of producers, consumers, goods, services, and scarcity. Describe an economic choice you made and how you made an informed economic decision.	Summative Assessment Match activity: goods, services, scarcity, producers, and consumers. Owner: Tracey Hudson