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# IB Unit Planning for 2019-20

## 1st GRADE

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### Units of Inquiry

#### Of the People

**Central Idea:** Governments define the roles of people in a community.

**Inquiry into:**
- Organization and functions of government
- Citizenship
- Democracy
- Historical and political figures

**Focus on:**
- Science
- Reading
- Writing
- Math

### Many Faces, Global Places

**Central Idea:** Different cultures are found around the world.

**Inquiry into:**
- Family cultures
- How people of different cultures are alike and different
- Identifying places on a map using symbols & cardinal directions

**Focus on:**
- Science
- Reading
- Writing
- Math

### Express Yourself

**Central Idea:** Reading and writing are forms of expression.

**Inquiry into:**
- Fiction and nonfiction text
- Features of text
- Genres
- IB attitudes expressed through literature

**Focus on:**
- Science
- Reading
- Writing
- The Arts

### As Time Goes On

**Central Idea:** We organize time by the cycles of the sun, moon, and earth.

**Inquiry into:**
- Movement of the Sun, Moon, and Earth
- Properties of light and shadows
- Effects of sunlight on Earth
- How technology advances the study of Sun, Moon, Planets and Stars

**Focus on:**
- Science
- Reading
- Writing
- Other

### It's All Material

**Central Idea:** The Earth provides materials to meet human needs.

**Inquiry Into:**
- Composition of the Earth (land and water)
- Properties of soil and water
- Properties and uses of earth materials
- Producers & Consumers
- Needs and wants

**Focus on:**
- Science
- Reading
- Writing
- Other

### Here We Grow

**Central Idea:** Plants provide vital resources to sustain life.

**An Inquiry into:**
- Plant structures, life cycles and habitats
- Plant products
- Environmental effects on plants

**Focus on:**
- Science
- Reading
- Writing
- Other

### Key Concepts

- Form
- Responsibility
- Reflection

**Connection Perspective**
- Form
- Connection
- Perspective

### Change

**Causation Connection**
- Responsibility
- Connection
- Causation

### Transdisciplinary Skills

- Accepting Responsibility
- Respecting Others
- Cooperating
- Group Decision-Making
- Application
- Evaluation
- Listening
- Speaking
- Safety
- Informed Choices
- Acquisition of Knowledge
- Analysis
- Synthesis
- Dialectical Thought
- Formulating Questions
- Listening
- Non-verbal Communication
- Planning
- Presenting Research
- Analysis
- Dialectical Thought
- Formulating Questions
- Speaking
- Reading
- Writing
- Non-verbal communication
- Organizing Data
- Comprehension
- Formulating Questions
- Observing
- Collecting Data
- Recording Data
- Organizing Data
- Interpreting Data
- Gross Motor
- Spatial Awareness
- Time Management
- Formulation Questions
- Reading
- Formulating Questions
- Observing
- Collecting Data
- Recording Data
- Organizing Data
- Interpreting Data

**Sara Collins Elementary School**
## IB Unit Planning for 2019-20

**2nd GRADE**

### Sara Collins Elementary School

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### Units of Inquiry

#### Government

- **Central Idea:** Human beliefs and values shape government.
- **Inquiry into:**
  - Rules and laws
  - Local, state, and federal government
  - Making and enforcing laws
  - Taxes
  - Roles of leaders

#### Geography of Communities

- **Central Idea:** Geography influences the development of communities.
- **Inquiry into:**
  - Map skills/Landforms
  - Urban, rural, suburban
  - How communities change over time
  - Changes in our local community

#### Culture and Literature

- **Central Idea:** Diverse cultures contribute to a nation’s heritage.
- **Inquiry into:**
  - Beliefs, customs, and language in literature
  - Cultural contributions by regions
  - Recalling stories and music from various cultures related to our nation

#### Scientific Changes

- **Central Idea:** The natural world and its laws produce change.
- **Inquiry into:**
  - Physical and environmental changes
  - Properties of matter
  - Weather and seasonal patterns
  - Magnets and motion

#### Economy

- **Central Idea:** Human choices direct our economy.
- **Inquiry into:**
  - Goods and services
  - Producers and consumers
  - Supply and demand
  - How human choices influence the economy

#### Interdependence

- **Central Idea:** Humans influence the environment of all living things.
- **Inquiry into:**
  - Classification of animals
  - Life cycles
  - Animal adaptations
  - Habitats
  - Interdependence of humans and animals

### Key Concepts

- **Function**
  - Connection
  - Responsibility

- **Causation**
  - Connection
  - Perspective

- **Form**
  - Change
  - Causation

- **Causation Reflection Responsibility**

### Transdisciplinary Skills

- **Respecting Others**
- **Cooperating**
- **Resolving Conflict**
- **Group Decision-Making**
- **Variety of Group Roles**
- **Dialectical Thought**
- **Safety**
- **Codes of Behavior**

- **Respecting Others**
  - Acquisition of Knowledge
  - Comprehension
  - Speaking/Rdg/Writing
  - Formulating Questions
  - Gross motor/fine motor
  - Spatial Awareness

- **Respecting Others**
  - Resolving Conflict
  - Dialectical Thought
  - Formulating Questions
  - Listening/Rdg/Writing
  - Presenting Research

- **Comp./Application**
  - Listening/Speaking
  - Formulating Questions
  - Observing, Collecting, Recording, Organizing Data
  - Presenting Research
  - Fine Motor
  - Safety/Informed Choices

- **Accepting Responsibility**
  - Analysis, Synthesis, and Evaluation
  - Metacognition
  - Formulating Questions
  - Planning

- **Acquisition of Knowledge**
- **Comprehension**
- **Analysis, Evaluation**
- **Non-verbal Communication**
- **Formulating Questions**
- **Collecting Data, Recording, Organizing, Interpreting**
- **Presenting Research**
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**Transdisciplinary Skills**
- Respecting Others
- Group Decision-Making
- Adopting a Variety of Group Roles
- Analysis
- Speaking
- Writing
- Resolving Conflict
- Acquisition of Knowledge
- Comprehension
- Dialectical Thought (multiple viewpoints)
- Speaking/Reading/Writing
- Non-verbal Communication
- Gross Motor
- Comprehension
- Application
- Analysis
- Synthesis
- Listening/Speaking
- Reading/Writing
- Cooperating
- Group Decision-Making
- Application
- Analysis
- Writing
- Observing
- Interpreting Data
- Presenting Research
- Accepting Responsibility
- Acquisition of Knowledge
- Comprehension
- Application
- Reading/Writing
- Formulating Questions
- Collecting Data
- Organization/Time Mgmt.
- Safety
- Synthesis
- Formulating Questions
- Observing
- Planning
- Collecting, Recording, Organizing, and Interpreting Data
- Presenting Research
- Findings

**Key Concepts**
- Causation
- Connection
- Perspective
### Transdisciplinary Theme

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

### Units of Inquiry

#### What's Your Story?

**Central Idea:** Every generation has a story to tell.

**Inquiry into:**
- Telling stories from history (primary and secondary sources)
- Telling stories of our people (interviews and first-person accounts)
- Telling our own stories (current events)

#### Are We There Yet?

**Central Idea:** Exploration changes history.

**Inquiry into:**
- Character traits of explorers
- Reasons people explore
- Consequences of exploration

#### Kwe’Kwe’, Bonjour, Hola, Hallo, Hello!

**Central Idea:** Evidence of cultural expressions can be traced through time.

**Inquiry into:**
- Elements of culture
- How people groups express culture differently
- Effects of geography (place, climate, etc.) on culture
- Effects of culture on history (traditions, conflicts, etc.)

#### Energy Matters

**Central Idea:** Wave energy helps people communicate.

**Inquiry into:**
- Properties of light and sound
- How light and sound interact with the physical world
- Using energy to communicate

#### Power for the People!

**Central Idea:** People hold power to change society.

**Inquiry into:**
- The power of government
- The power of persuasion
- Shifts in power structures

#### On the Move!

**Central Idea:** Humans and animals migrate to meet their needs.

**Inquiry into:**
- Reasons people and animals migrate
- Migration cycles and events
- Impact of migration

### Key Concepts

- Change, Connection
- Responsibility
- Reflection

### Change, Connection

- Form
- Causation
- Function
- Change
- Responsibility

### Key Transdisciplinary Skills

- Acquisition of Knowledge
- Dialectical Thought
- Metacognition
- Writing
- Formulating Questions

- Accepting Responsibility
- Respecting Others
- Accepting Responsibility
- Group Decision-Making
- Adopting a Variety of Roles
- Dialectical Thought
- Communication
- Organizing
- Time Management
- Presenting Research

- Synthesis
- Evaluation
- Non-Verbal Communication
- Formulating Questions
- Collecting/Organizing Data
- Presenting Research

- Accepting Responsibility
- Analysis & Synthesis
- Evaluation
- Writing
- Fine Motor
- Informed Choices

- Cooperating
- Resolving Conflict
- Group Decision-Making
- Adopting a Variety of Roles
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5th Grade Exhibition:

- **Goodbye! I Must Be Leaving**
  - **Central Idea:** Movement of people creates problems and solutions.
  - **Inquiry into:**
    - How the movement of people affects culture and place in a nation.
    - How a nation's heritage reflects the influence of other cultures.
    - How political and governmental systems influence the movement of people.

- **More Than Meets the Eye**
  - **Central Idea:** Images express a variety of perspectives on history.
  - **Inquiry into:**
    - How the same situation or event can viewed differently.
    - How images reveal various perspectives of history.
    - How images communicate differently than text.

- **What's the Driving Force?**
  - **Central Idea:** Action activates reaction.
  - **Inquiry into:**
    - Opposing forces, both social and political.
    - Laws of physics (force and motion).
    - How policies and technologies empower nations.
    - How images communicate differently than text.

- **Follow the Leader?**
  - **Central Idea:** Leaders influence and impact the lives of citizens and society.
  - **Inquiry into:**
    - Political, cultural, and personal leaders.
    - Qualities of leaders.
    - Positive and negative influences/impacts.
    - Responsibilities of citizens.

- **Ecosystems**
  - **Central Idea:** Interdependence within an ecosystem is essential for organisms' survival.
  - **Inquiry into:**
    - Dependence/Co-dependence of organisms.
    - Influence of nature vs. nurture.
    - Man's influence on relationships in an ecosystem.

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