



Summary

How We Express Ourselves

Subject

English, Science Lab, Social Studies, Music, Visual Arts

Year

First Grade

Start date

Week 3, December

Duration

6 weeks

Inquiry

Transdisciplinary Theme



How we express ourselves

The Central Idea

Communication develops expression of ideas, feelings and creativity

Lines of Inquiry

- communication through light
- communication through sound
- How music expresses ideas and feelings
- light and sound are forms of energy

Teacher questions

- How does light travel?
- What is darkness?
- What materials can light travel through?
- How is sound produced?

Learning Goals

Scope & Sequence

English

[IB] Oral language - listening and speaking

Overall Expectations



show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Conceptual Understandings

Spoken words connect us with others.

People listen and speak to share thoughts and feelings.

People ask questions to learn from others.

Learning Outcomes

tell their own stories using words, gestures, and objects/artifacts

understand simple questions and respond with actions or words

follow classroom directions and routines, using context cues

use own grammar style as part of the process of developing grammatical awareness.

use gestures, actions, body language and/or words to communicate needs and to express ideas

listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words

name classmates, teachers and familiar classroom and playground objects

interact effectively with peers and adults in familiar social settings

Standards and benchmarks

Georgia State Standards

GSE: Science (2016)

Physical Science Grade 1

S1P1. Obtain, evaluate, and communicate information to investigate light and sound.

- a. Use observations to construct an explanation of how light is required to make objects visible.
- b. Ask questions to identify and compare sources of light.
- c. Plan and carry out an investigation of shadows by placing objects at various points from a source of light.
- d. Construct an explanation supported by evidence that vibrating materials can make sound and that sound can make materials vibrate.
- e. Design a signal that can serve as an emergency alert using light and/or sound to communicate over a distance.

GSE: Physical Education (2018)

Motor Skills and Movement Patterns Grade 1

PE1.1 The physically educated student demonstrates competency in a variety of motor skills and movement patterns.
Locomotor



- a. Performs hops, gallops, jogs, and slides using a mature form.
- b. Performs mature pattern of jumping in a horizontal and vertical plane.
- c. Performs non-locomotor and locomotor combinations.

Fitness Grade 1

PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a health-enhancing level of physical activity and fitness.

- a. Discusses the benefits of exercising/playing and being active.
- b. Actively engages in physical education class.

Personal and Social Behavior, Rules, Safety, and Etiquette Grade 1

PE1.4 The physically educated student exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Accepts personal responsibility by using equipment and space appropriately.
- b. Follows the rules and procedures of the learning environment.
- c. Responds appropriately to feedback from the teacher.
- d. Works independently with others in small and large groups.
- e. Follows teacher directions for safe participation and proper use of equipment with minimal teacher reminders.

PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.


- a. Recognizes physical activity as a component of good health.
- d. Identifies personal likes and dislikes regarding participation in physical activities with others.
- e. Accepts and respects differences and similarities in physical abilities in self and others.



Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Subject Focus
 Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.	English, Science Lab, Social Studies, Music, Visual Arts



Developing IB Learners

☆ Learner Profile



Inquirers



Communicators

Description

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ATL Skills



Approaches to Learning

Description

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Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Ask for clarifications.

Listen actively and respectfully while others speak.

Speaking

Speak and express ideas clearly and logically in small and large groups.

Give and receive meaningful feedback and feedforward.

State opinions clearly, logically and respectfully.

Discuss and negotiate ideas and knowledge with peers and teachers.

Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.



Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Paraphrase accurately and concisely.

Record information and observations by hand and through digital technologies.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Make summary notes.

Communicate using a range of technologies and media.

Understand and use mathematical notation and other symbols.

Responsibly participate in, and contribute to, digital social media networks.



Action

Student-initiated Action

Other than curiosity in discussions, the students did not take much action during this unit



Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

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Learning Experiences



Designing engaging Learning Experiences

Gifted/enrichment extension activities



G1_Express_ourselves.docx Dec 1, 2021

Music

Key Concept: Connection

Central Idea: Music expresses feelings and ideas.

Learner Profile: Students will develop knowledgeable and caring learner profile.

-Study principles of sound

-Create an instrument

-Study differences between pitched and unpitched instruments and choose one to play a given piece of music

Students will develop their reflective, knowledgeable and inquiring learner profile attitudes while exploring this unit.

Physical Education:

Central Idea: Connecting real life environments and situations to playful Winter Wonderland activities

Key Concept: Connection

Learner Profile: Caring

Students will participate in Winter Wonderland activities allowing them to cooperate with each other and work together to accomplish a common goal. While participating students will try to increase their heart rates to increase physical wellbeing.

Art:

Central Idea: Artists can express themselves in various ways

Key Concept: Connection

Learner profile: Communicator

Students will create an artwork that shows mood through various color schemes. Students will explore how color can transform the same image, based on the scheme they choose. Students will create multiple artworks to convey a feeling or mood through multiple materials and subject matter. Student will explore the outdoor landscape and northern lights, and how it can be matched with elements of art (texture, line, space, shape, value, form, color)

Science Lab

Key Concept: Connection

Read "Sound is All Around Us" aloud while modeling vibrations with a slinky, feeling voice boxes, and feeling vibrations through solid and liquids.



Students will use sound stations materials to explain with evidence that connection between vibrations and sound. Stations include: ruler flick, can drums with rice, cup telephone, tuning forks, tuning forks under water, box instruments with rubber bands, stethoscopes.

Reflections

General Reflections

Looking Back



Elise Dickerson May 19, 2022 at 12:41 PM

Students demonstrated understanding through light and sound provocation exercises and by demonstrating knowledge of shadow changes. Students were able to identify sources of light(artificial and natural). Students were able to be inquirers and knowledgeable about light and sound. Students will need to take more action in the future.

Looking Forward



Elise Dickerson May 19, 2022 at 12:43 PM

We discovered that students had difficulty in the beginning of the unit with natural and artificial light. Students progressed throughout the unit but may need more background knowledge. Students will apply the process of light and shadow in art class and continue to demonstrate knowledge of sound vibrations in music. We can innovate future learning and teaching by providing more hands-on learning experiences with light and sound.

Additional Subject Specific Reflections



Elise Dickerson May 19, 2022 at 12:44 PM

This unit relates to music and art. This unit can be more aligned with relating heat/light to animals and plants.