



Summary

Where We Are in Place and Time

Subject

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

Year

First Grade

Start date

Week 2, August

Duration

7 weeks

Inquiry

Transdisciplinary Theme



Where we are in place and time

The Central Idea

The earth's physical geography has an impact on human interactions.

Lines of Inquiry

- physical geography around the world
- the relationship between location and settlement
- impact of human interactions on the physical environment
- similarities and differences in landforms
- physical land forms around the world

Teacher questions

- How do you describe and identify land-forms?
- What types of landforms make up our world?
- How can I locate the 7 continents and major oceans?
- In what ways do landforms influence where people live?
- How do I describe where I live?



Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Geographic Understandings

Learning Outcomes

SS1G2 The student will identify and locate his/her city, county, state, nation, and continent on a simple map or a globe.

SS1G3 The student will locate major topographical features of the earth's surface.

- Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- Locate the major oceans: Arctic, Atlantic, Pacific, and Indian.
- Identify and describe landforms (mountains, deserts, valleys, plains, plateaus, and coasts).

[CCGPS] Historical Understandings

Learning Outcomes

SS1H1 The student will read about and describe the life of historical figures in American history.

- Describe how everyday life of these historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation).

English

[CCGPS] Reading Informational

Learning Outcomes

Key Ideas and Details

ELACC1RI1. Ask and answer questions about key details in a text.

Range of Reading and Level of Text Complexity

ELACC1RI10. With prompting and support, read informational texts appropriately complex for grade 1.

[CCGPS] Writing

Learning Outcomes

Text Types and Purposes

ELACC1W2. Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

ELACC1W3. 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.



Production and Distribution of Writing

ELACC1W5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Research to Build and Present Knowledge

ELACC1W7. Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).

[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

understand simple questions and respond with actions or words

follow classroom directions and routines, using context cues

realize that people speak different languages

interact effectively with peers and adults in familiar social settings

[IB] Visual language - viewing and presenting

Overall Expectations

show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Conceptual Understandings

The pictures, images, and symbols in our environment have meaning.

[IB] Written language - reading

Overall Expectations

show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.



Conceptual Understandings

Illustrations convey meaning.

Print conveys meaning.

Printed information can tell about the real world.

Learning Outcomes

distinguish between pictures and written text, for example, can point to a picture when asked

join in with chants, poems, songs, word games and clapping games, gaining familiarity with the sounds and patterns of the language of instruction.

show curiosity and ask questions about pictures or text

listen attentively and respond to stories read aloud

make connections to their own experience when listening to or "reading" texts

[IB] Written language - writing

Overall Expectations

show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Conceptual Understandings

Writing conveys meaning.

People write to tell about their experiences, ideas and feelings.

Everyone can express themselves in writing.

Learning Outcomes

use their own experience as a stimulus when drawing and "writing"

show curiosity and ask questions about written language

participate in shared writing, observing the teacher's writing and making suggestions

[CCGPS] Reading Literary

Learning Outcomes

Key Ideas and Details

ELACC1RL1. Ask and answer questions about key details in a text.

ELACC1RL2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ELACC1RL3. Describe characters, settings, and major events in a story, using key details.



[CCGPS] Reading Foundational

Learning Outcomes

Print Concepts

ELACC1RF1. Demonstrate understanding of the organization and basic features of print.

[CCGPS] Speaking and Listening

Learning Outcomes

Comprehension and Collaboration

ELACC1SL1.b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Presentation of Knowledge and Ideas

ELACC1SL4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ELACC1SL5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

[CCGPS] Language

Learning Outcomes

Vocabulary Acquisition and Use

ELACC1L4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

ELACC1L5.c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Standards and benchmarks

Georgia State Standards

GSE: Social Studies (2016)

Geographic Understandings Grade 1

SS1G2 Identify and locate the student's city, county, state, nation (country), and continent on a simple map or a globe.

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SS1G3 Locate major topographical features of the earth's surface.

- Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.
- Identify and describe landforms (mountains, deserts, valleys, and coasts).

Map and Globe Skills Grade 1

GOAL: The student will use maps to retrieve social studies information.

- use a compass rose to identify cardinal directions M



7. use a map to explain impact of geography on historical and current events I

GSE: Fine Arts: Music (2018)

General Music Grade 1

Creating

ESGM1.CR.1 Improvise melodies, variations, and accompaniments.

- b. Improvise using various sound sources (e.g. electronic sounds, found sounds, body percussion, classroom instruments).

Performing

ESGM1.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Sing accompanied and unaccompanied melodies in a limited range, using head voice.
- b. Echo simple singing and speech patterns and perform call and response songs.
- c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.

ESGM1.PR.2 Perform a varied repertoire of music on instruments, alone and with others.

- a. Echo simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.
- b. Perform steady beat and simple rhythmic patterns with appropriate technique using body percussion and classroom instruments.

ESGM1.PR.3 Read and Notate music.

- a. Read, notate, and identify quarter notes, quarter rests, and barred eighth notes using iconic or standard notation.
- b. Read contour representations and simple melodic patterns within a reduced staff.

Responding

ESGM1.RE.1 Listen to, analyze, and describe music.

- a. Distinguish between contrasts in music (e.g. pitch, duration, dynamics, tempo, timbre, form).
- c. Identify classroom and folk instruments by sight and sound.

ESGM1.RE.2 Evaluate music and music performances.

- a. Evaluate music (e.g. learned, student-composed, improvised) and musical performances, by self and others, when given specific criteria.
- b. Refine music and music performances by applying personal, peer, and teacher feedback.
- c. Explain personal preferences for specific musical works using appropriate vocabulary.

ESGM1.RE.3 Move to a varied repertoire of music, alone and with others.

- a. Respond to contrasts and events in music with locomotor movement (e.g. walk, run, hop, jump, gallop, skip) and non-locomotor movement (e.g. bend, twist, stretch, turn).

Connecting

ESGM1.CN.1 Connect music to the other fine arts and disciplines outside the arts.

- a. Describe connections between music and the other fine arts.



ESGM1.CN.2 Connect music to history and culture.

- a. Perform and respond to music from various historical periods and cultures.

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.

Non-Locomotor

- f. Transfers weight from one body part to another maintaining personal space.

Movement Concepts and Principles Grade 1

PE1.2 The physically educated student applies the knowledge of concepts, principles, strategies, and tactics related to movement and performance.

- a. Responds to different beats/rhythms in personal and general space.
- b. Travels demonstrating low, medium, and high levels.
- c. Travels over, under, around, and through a variety of objects.
- d. Differentiates between fast and slow speeds.
- e. Differentiates between strong and light force.



Key and Related Concepts



Key Concepts

Key

Concepts	Key questions and definition	Rationale	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.		
Perspective	What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or	Points of view of cultures and civilizations around the world.	Social Studies



Connection

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What are the points of view?

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Points of view of cultures and civilizations around the world. Social Studies



Key Concepts	Key questions and definition	Rationale	Subject Focus
	subject-specific.		



Developing IB Learners

☆ Learner Profile



Knowledgeable



Thinkers



Communicators

Description

Students will show that they are knowledgeable by demonstrating differences among locations (home, city, state, country, international).

Students will show that they are thinkers by collaborating with peers and discuss homes, communities, states lived in and visited, our country, and abroad. (neighborhood-continents)

Students will show that they are communicators by discussing how they are connected through locations.



ATL Skills



Approaches to Learning

Description

Research skills, Social Skills, Self- management skills



Research Skills

- Information literacy - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Formulating and planning

Ask or design relevant questions of interest that can be researched.

Outline a plan for finding necessary information.

Evaluate and select appropriate information sources and/or digital tools based on the task.

Data gathering and recording

Gather information from a variety of primary and secondary sources.



Use all senses to find and notice relevant details.

Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.

- Media literacy - Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks.

Compare, contrast and draw connections among (multi)media resources.

Seek a range of perspectives from multiple and varied media sources.

Demonstrate awareness of media interpretations of events and ideas.

Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.

- Ethical use of media/ information - Understanding and applying social and ethical technology.

Differentiate reliable from unreliable resources.



Assessment & Resources

Ongoing Assessment



[1st_Grade_Unit_1_Planner_Artifacts.pdf](#) Sep 22, 2021

[1st_Grade-Locomotor_Movements__Speeds__Levels__Forces_and_Pathways_-_Google_Forms.pdf](#) Sep 20, 2021

[IMG_4505.PNG](#) Sep 20, 2021

[1st_grade_Locomotor_Movements.jpg](#) Sep 20, 2021

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

GRASPS – Where We Are in Place and Time

Goal: Identify one of the 7 continents, land forms, cardinal directions

Role: Designer

Audience: First grade class

Scenario: You're going on a trip to one of the 7 continents. But you need to pack! First, you have to decide which land form



you are going to visit

Product: A backpack full of 5 items that you will need.

- Which continent will you visit?

-Which land form will you visit?

-Name one ocean that is near by?

-From North America which direction will you travel (North, South, East, or West) to get to you continent?

-What do you need to take with you? (5 items)

Standards:

Rubric:

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

word webs, discussion of travels, turn and talk

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Learning Experiences

Designing engaging Learning Experiences

1. Teacher will provide students with "passports" that they will use to show the continents and places traveled.
2. Teacher will use song lyrics to teach the names of the seven continents.
- **3. Students will locate various land forms such as mountains, deserts, valleys, plains, and plateaus, and oceans on different maps.
4. Students will create and use a compass rose to show cardinal directions.
5. Students will create entries in travel journals detailing their learning about each continent.
6. Students will create a "My Place in the World" wheel showing our county, city, state, country, and continent.
- **7. Students will do various SEE-THINK-WONDER protocols involving comparing and observing pictures of various land forms and locations.
8. Students will do a 'continent hop' to identify where a given continent is located.
- **9. See, think, wonder for locations.
10. Students will create a paper plate globe.
11. Students will create a fortune teller to include continents and oceans.
- **12. Students will create a graphic organizer to include pictures of 4 land forms studied (mountain, valley, desert, coast)
- **13. Students will work in small groups to design and create a poster of a given land form.
- **14. Put and ice cube out, time it to see how long it takes to melt. Discuss how humans actions are affecting the world.
15. Tug of war, which is more accurate a map or a globe?
16. Compare city, state, and country.

Music

Central Idea: Beat supports music.

Key Concept: Change, Perspective

Learner Profile: Students will develop open-minded, risk-taking, and inquiring elements of their learner profile as they explore music's connection to a non-musical subject through multiple modes- singing, moving, and exploring with instruments. Students will develop attitudes of curiosity, confidence, and enthusiasm as they learn different ways that music can express non-musical ideas in the world around them.

Both performance-based and creative assessments will use the music class rubric.



- Perform poem or song connected to given landforms
- Create a sound carpet about particular land forms being studied
- Perform a song from researched culture

Art:

Central Idea: artists can use space and shape to create a work of art

Key Concepts: Change and Perspective

Learner Profile: thinkers

- learning an artists' place in the world through the study of color theory and media exploration
- discovering how to connect color mixing to other disciplines
- reviewing "composition" and how it relates to english, art, and music
- creating works of art with multiple layers and how its affects the overall piece. Review positive and negative space
- using student to student communication to review and critique each others' work.
- Using line and shape to create an artwork using multiple materials and techniques.

Physical Education:

Central Idea: Spatial awareness in personal and general space

Key Concept: Change

Learner Profile: Principled and Thinker

Students will explore spacial awareness through movement while creating a safe learning environment.

Students will be knowledgeable about the categories of locomotor movements, speeds, levels, force, and pathways. They will be able to perform 9 locomotor movements and travel in personal space to 3 speeds, levels, forces, and pathways.

Students will be thinkers as they move being sure to safely travel in their personal space and stay within the boundaries of general space.

Science Lab:

Key Concepts: Change Perspective

Activiites:

- Students learn what landforms are and how they are formed then connect to how humans interact .
- Students create saltdough landforms, painting, labeling, then narrating where in the world their landform exists and how people use the land.
- Students will investigate how people would travel and navigate the oceans through the use of a compass that uses magnetic north for setting directions.
- Students will investigate natural and man-made magnets to study their effects (attract.repel) and everyday uses.
- Students will design and create a toy that uses magnetic forces.

Spanish:



- Students will learn vocabulary associated with the continents in Spanish. Students will locate continents on a map. Students will sing a song in Spanish about the continents in Spanish.

Provocations

1. 'Me On The Map' Book
2. Google earth
3. See, Think, Wonder About Atlanta and Antarctica



Reflections

General Reflections

Looking Forward



Elise Dickerson Nov 30, 2021 at 3:56 PM

We discovered that students had limited background knowledge of geographical locations and to provide them with more concrete situations about locations and geography in the future. Possibly providing real life situations such as field trips or treasure hunts.

To further strengthen transdisciplinary connections we will incorporate better suited math lessons, writing assignments related to the central idea, and reading/spelling connections. Spanish teachers, music, and art teachers will continue to integrate their subject area.

We can innovate by incorporating virtual field trips and providing students with more action items. We will reevaluate the summative to provide scaffolding opportunities for students. Future summative assessments could involve hands-on map skills.

Additional Subject Specific Reflections



Elise Dickerson Nov 30, 2021 at 3:57 PM

Writing and reading could revolve more around this unit and have direct implications to incorporate skills. Studying nonfiction books and learning/reading about geography will further understanding.



Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:49 AM

- Exploring Where and Why CD Rom
- Various maps and globes
- Internet sites such as mapzone.com, national geographic
- United Streaming videos