

IB PYP Homeroom (First Grade)

Kelley Jordan-Monne, Jenny Arango, Lisa Alexander, Katy Lucas, Kathryn Bean, Nicole Cheroff, Julie Chartier, Jessica Weingart, Courtney Benner, Dale Ioannides, Karin Greeson, Kellye Worlds, Morgan Woods, Paula



Summary

Who We Are

Subject Year English, Science Lab, Social First Grade

Studies, Music, Visual Arts

Start date

Week 3, January

Duration

6 weeks





Transdisciplinary Theme



Who we are

The Central Idea

Historical figures impact communities.

- E Lines of Inquiry
 - types of communities
 - past historical figures and their contributions to society
 - characteristics of leaders
- Teacher questions
 - How can inventions help our community?
 - How are character traits displayed in inventors?

Learning Goals

Scope & Sequence



[CCGPS] Speaking and Listening

Learning Outcomes

Comprehension and Collaboration



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ELACC1SL1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

ELACC1SL1.a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

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.

ELACC1SL6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

[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

join in with poems, rhymes, songs and repeated phrases in shared books

follow classroom directions and routines, using context cues

realize that people speak different languages

realize that word order can change from one language to another

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

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m Social Studies

[CCGPS] Historical Understandings

Learning Outcomes

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

- a. Identify the contributions made by these figures: Benjamin Franklin (inventor/author/ statesman), Thomas Jefferson (Declaration of Independence), Meriwether Lewis and William Clark with Sacagawea (exploration), Harriet Tubman (Underground Railroad), Theodore Roosevelt (National Parks and the environment), George Washington Carver (science).
- b. 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).

Standards and benchmarks

Georgia State Standards

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
 - b. Performs mature pattern of jumping in a horizontal and vertical plane.

Manipulative Skills

- p. Jumps forward or backward consecutively using a self-turned rope.
- q. Jumps a long rope consecutively with teacher assisted turning.

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.

Fitness Grade 1

- PE1.3 The physically educated student demonstrates knowledge and skills to help achieve and maintain a healthenhancing level of physical activity and fitness.
 - a. Discusses the benefits of exercising/playing and being active.
 - b. Actively engages in physical education class.
 - c. Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.

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.

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- b. Follows the rules and procedures of the learning environment.
- PE1.5 The physically educated student recognizes the value of physical activity for health, enjoyment, challenge, selfexpression, and/or social interaction.
 - a. Recognizes physical activity as a component of good health.
 - b. Recognizes that challenges in physical activity can lead to success.

GSE: Fine Arts: Visual Arts (2017)

Creating Grade 1

- VA1.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.
 - c. Produce multiple prototypes in the planning stages for works of art (e.g. sketches, models).
- VA1.CR.2 Create works of art based on selected themes.
 - a. Create works of art emphasizing one or more elements of art and/or principles of design.
 - b. Create works of art that attempt to fill the space in an art composition.
- VA1.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.
 - a. Create drawings and paintings with a variety of media.
 - d. Identify primary colors and mix them to make new colors.
 - e. Explore spatial relationships.
- VA1.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes.
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Key and Related Concepts



Key Concepts

Key	
Con	

cepts Key questions and definition Related concepts

Subject Focus

What is it like?

The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.

This unit will focus primary on socials studies but will incorporate ELA and reading.

Social Studies

Form



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Concepts	Key questions and definition	Related concepts	Subject Focus
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.		Science Lab, Social Studies, Music, Visual Arts
Causation	Why is it as it is? The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.		English, Social Studies



Developing IB Learners



∴ Learner Profile **Thinkers**



Communicators



Open-minded



Balanced

Description

1. Students will communicate the historical figure and their contributions.



ATL Skills

P Approaches to Learning



1. Students will communicate the historical figure and their contributions.



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

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

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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

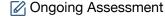
1. Students wanted to further explore some historical figures and their contributions.

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Assessment & Resources





Unit_4_Rubric_.docx Feb 24, 2022

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

Who we are

Culminating Activity: GRASPS activity - .create a historical figure bio with chatterpix (app that makes any image talk).

Goal:

Role:

Scenario:

Product:

Standard: Rubric

Materials needed:

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

Who we are

Culminating Activity: GRASPS activity - .create a historical figure bio with chatterpix (app that makes any image talk).

Goal: Be one of the historical figures that we have discussed.

Role: Historical Figure

Scenario: The student will choose a historical figure that we have discussed. The student will research the historical figure.

Finally, the student will pretend to be this historical figure while completing a chatterpix project.

Product: Chatterpix

Standard: Rubric

Materials needed: iPads for chatter pix and research

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

We can assess students prior knowledge through our provocations.

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Learning Experiences

The Designing engaging Learning Experiences

Gifted/Enrichment



G1_Who_We_Are.docx Feb 23, 2022

Music: Key Concepts: Form, Function, Causation

Central Idea: Voice/instruments/dance/drama expresses ideas.

Learner Profile: Students will develop their communicator, reflective, and knowledgeable learner profile attributes.

Activities

- Perform a poem using instrument of choice or found sounds
- Perform a poem about leaders in curriculum
- -Perform and explore animal communities

Physical Education:

Central Idea: Students will have an understanding about the importance of physical exercise to make the body stronger and healthier. Students will also perform activities in personal space using equipment properly to create a safe learning environment for themselves and others.

Key Concept: Form and responsibility

Learner Profile: principled, caring, and risk taker

Students will perform jumping patterns using a jump rope to increase their heart rate and strengthen their bodies. Students will treat equipment with respect and pay attention to the equipment and their relationships in space with others to be safe.

Science Lab:

Key Concept Change, reflection

Activities:

- · Students explain how light is required to make objects visible with all lights out in lab, windows blocked as well. Students must try to figure out what color clothes their partner is wearing. Little, by little more light is added until students can tell what colors. Students connect this to the need to have light, and how that need led inventions/contributions like the light bulb, by historical figures.
- · Students complete a light sources sort and justify their answers with partners.
- Students investigate with light stations (making shadows, color flags, mirror reflect, just passing through
- Students learn how inventions of historical figures led to many changes in our lives.
- · Students then brainstorm what are things that need to be changed now (what are problems in our lives that we can try to solve through inventions?)
- In small groups, students begin planning to create an invention that solves a problem.

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Art:

Central Idea: As an artist, I can apply how artists from past and present represented animals in different ways.

Learner Profile: Students will develop their "communication" LP through expressing themselves through their artwork in various ways.

Key Concepts: form, function

Students will create animals of their choice through multiple mediums. Students will study multiple artists (both contemporary and historical) to create a work of art that shows different techniques. Through collage, paint and a mixture of both, students will use their sense of choice and artistic decision making to communicate their visual ideas.

Provocations

- 1. Show students different inventions that the historical figures created and let them share what they wonder.
- 2. Show students a picture of Theodore Roosevelt not shooting a bear and complete see, think, wonder.



Reflections

General Reflections

Looking Back



Katherine Bruce May 11, 2022 at 10:49 AM

Documentation of the students progress was effective in that students were allowed to display their knowledge of content in various ways.. They were given a choice of how they would like to demonstrate what they've learned. Evidence was gathered through a creative display as well as answered questions which pertained to the central idea.



Katherine Bruce May 11, 2022 at 10:50 AM

We discovered that students need more time exploring the lives of each historical figure so that they could build more context and create more connections to their personal lives and the world today.

➡ Additional Subject Specific Reflections



Katherine Bruce May 11, 2022 at 10:52 AM





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We could do mini projects for each historical that build up to the main project. This way students could build the context and connections needed to retain and deepen their knowledge about each figure's contributions.



Stream & Resources



Resources



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

http://unitedstreaming.com