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|  | **How We Express Ourselves** | **Who We Are** | **How the World Works** | **How We Organize Ourselves** | **Sharing the Planet** | **Where We Are in Place & Time** |
| **Theme** | *An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on extend and enjoy our creativity; our appreciation of the aesthetic* | *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*.    | *An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles: their impact of scientific and technological advances on society and on the environment.* | *An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment* | *An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things: communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.* | *An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of Causation individuals and civilizations, from local and global perspectives.* |
| **Units of Inquiry** |
| **DATES** | Unit 1August 8- September 28 | Unit 2October 1- November 16 | Unit 3November 26- January 25 | Unit 4January 28- March 7 | Unit 5March 12- March 29 | Unit 6April 8- May 23 |
| **Central****Idea** | Cultures rely on patterns within the natural world to express their beliefs and ideas. | People develop their culture through connections within their environment. | Discovery is connected to understanding the continual changes of Earth. | Communities create structures to organize rules, rights and responsibilities for all people. | The availability of resources and opportunities influences choices. | All living things go through a process of change that impacts the environment. |
| **Key Concepts** | Form, Causation, Connection | Connection, Form, Causation  | Change, Function, Form | Reflection, responsibility, perspective | Causation, Responsibility, Reflection | Change, Causation, Connection |
| **Related Concepts** | Folktales, forms of communication, skip counting  | Compare life today to long ago, character traits | Change, matter, push / pull, energy  | Rules, character traits | Money, Juliette Gordon Lowe  | Life-cycles |
| **Lines of Inquiry** | * An inquiry into the properties of stars. (form)
* An inquiry into where folktales originate from. (connection)
* An inquiry into how the earth, sun and moon cycles create patterns of time. (function)
 | * An inquiry into how the land affects where people choose to live and create their communities. (causation)
* An inquiry into the structure of early communities and how they compare to communities today. (form)
* An inquiry into how people of different backgrounds communicate to further the development of their community. (connection)
 | * An inquiry into the sources of different forms of energy. (form)
* An inquiry into the forces of motion and how they change. (function)
* An inquiry into how changes in matter impact our world. (change)
* An inquiry into how matter is categorized based on its properties. (form)
 | * An inquiry into how people can use rules and laws responsibly. (responsibility)
* An inquiry into the need for different levels of government. (reflection)
* An inquiry into how the rights and freedoms of citizens have changed. (perspective)
 | * An inquiry into making choices by understanding supply and demand. (responsibility)
* An inquiry into obtaining goods and services by spending and saving, or through bartering. (causation)
* An inquiry into how our choices affect scarcity. (reflection)
 | * An inquiry into how animals and plants change. (change)
* An inquiry into why animals and people cause change to the environment. (causation)
* An inquiry into how plants and animals affect one another. (connection)
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| **Learner Profile****Attributes**  | Knowledgeable, Open-minded | ThinkersOpen-mindedCommunicator | Inquirer Risk taker | BalancedPrincipled | ReflectiveOpen-mindedKnowledgeable | Caring Balanced |
| **Attitudes** | Curiosity Appreciation Creativity | Curiosity RespectCooperation | Enthusiasm Confidence | ToleranceIntegrity Commitment | Appreciation Cooperation Independent | Respect Empathy |
| **Approaches to Learning**  | Research ThinkingCommunication | Research Thinking Communication | Research Thinking | Social Communication  | Research Thinking Self-management | Social Research Thinking |
| **Content Subjects** |
| **Social Studies** | SS2H1 – GA historical peopleSS2H2 – Cherokee related to SequoyahSS2CG3 – character traits  | SS2G1 - Regions & Rivers with landformsSS2H1 – GA historical peopleSS2CG3 – character traits SS2H2 – Cherokee and Creek | None  | SS2CG2 – elected officials SS2CG4 – capital buildingsSS2CG1 – rules and laws SS2H1 – GA historical peopleSS2CG3 – character traits  | SS2E1 – scarcitySS2E2 – goods / services SS2E3 – money / barter SS2E4 – cost and benefit SS2H1 – GA historical peopleSS2CG3 – character traits  | None  |
| **Science** | S2E1 - properties of starsS2E2 - patterns of sun and moon | None  | S2P1 – matter; changes in matterS2P2 – force and motion with speed  | None | None  | S2L1a – life cycles: mammals, amphibian, insect, birdS2L1b – plant life cycleS2E3 – changes in surroundings  |
| **Reading** | *Concepts: character traits, IB learner profiles, IB attitudes, nonfiction, thin questions* | *Concepts: visualization, connections, predictions* *Compare/Contrast in groups* | *Concepts: predictions, inferences*  | *Concepts: thick questions, connections* | *Concepts: inference* | *Concepts: synthesize*  |
| **ELA / Writing**  | Lucy Calkins: Narrative Writing Unit  | Lucy Calkins: Non Fiction / Informational Writing Unit  | Lucy Calkins: Lab Reports Writing Unit  | Lucy Calkins: Opinion Writing Unit  | Lucy Calkins: Realistic Fiction Unit from first | Lucy Calkins: Poetry / or supplement with what is needed based on assessments  |
| **Math** | *Numeracy review* **Unit 1:** Extending Base Ten Understanding | **Unit 2:** Becoming Fluent with Addition and Subtraction | **Unit 2:** Becoming Fluent with Addition and Subtraction | **Unit 4:** Applying Base Ten Understanding | **Unit 3:** Understanding Measurement, Length, and Time **Unit 5:** Understanding Plane and Solid Figures | **Unit 6:** Developing Multiplication  |
| **Other** | SequoyahCherokee FolktalesMoon phases / day and night / seasons | TomochichiMary MusgroveJames OglethorpeCreek Landforms/Regions/Rivers | MatterForces in motion  | Jimmy CarterMartin Luther KingJackie RobinsonCivil and Human Rights  | Juliette Gordon Lowe Spending and SavingOpportunity Cost  | Earth DayLife Cycles  |