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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 1  August 8- September 28 | Unit 2  October 1-  November 16 | Unit 3  November 26- January 25 | Unit 4  January 28- March 7 | Unit 5  March 12- March 29 | Unit 6  April 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) |
| **Learner Profile**  **Attributes** | Knowledgeable,  Open-minded | Thinkers  Open-minded  Communicator | Inquirer  Risk taker | Balanced  Principled | Reflective  Open-minded  Knowledgeable | Caring  Balanced |
| **Attitudes** | Curiosity  Appreciation  Creativity | Curiosity  Respect  Cooperation | Enthusiasm  Confidence | Tolerance  Integrity  Commitment | Appreciation  Cooperation  Independent | Respect  Empathy |
| **Approaches to Learning** | Research  Thinking  Communication | Research  Thinking  Communication | Research  Thinking | Social  Communication | Research  Thinking  Self-management | Social  Research  Thinking |
| **Content Subjects** | | | | | | |
| **Social Studies** | SS2H1 – GA historical people  SS2H2 – Cherokee related to Sequoyah  SS2CG3 – character traits | SS2G1 - Regions & Rivers with landforms  SS2H1 – GA historical people  SS2CG3 – character traits  SS2H2 – Cherokee and Creek | None | SS2CG2 – elected officials  SS2CG4 – capital buildings  SS2CG1 – rules and laws  SS2H1 – GA historical people  SS2CG3 – character traits | SS2E1 – scarcity  SS2E2 – goods / services  SS2E3 – money / barter  SS2E4 – cost and benefit  SS2H1 – GA historical people  SS2CG3 – character traits | None |
| **Science** | S2E1 - properties of stars  S2E2 - patterns of sun and moon | None | S2P1 – matter; changes in matter  S2P2 – force and motion with speed | None | None | S2L1a – life cycles: mammals, amphibian, insect, bird  S2L1b – plant life cycle  S2E3 – 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** | Sequoyah  Cherokee  Folktales  Moon phases / day and night / seasons | Tomochichi  Mary Musgrove  James Oglethorpe  Creek  Landforms/Regions/Rivers | Matter  Forces in motion | Jimmy Carter  Martin Luther King  Jackie Robinson  Civil and Human Rights | Juliette Gordon Lowe  Spending and Saving  Opportunity Cost | Earth Day  Life Cycles |