



**GRADE 1 PROJECT TIME LEARNING OUTCOMES AND UNIT GUIDE**

**Who We Are**

*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.*

Central idea: People work together to establish rules and meet their needs.

Lines of inquiry:  Decision making     Managing and distributing work     Creating peace and harmony

**Physical Science : Energy in our Lives (EL)**

**Social Studies: Resources and Wealth (RW)**

**Social Studies: Power and Authority (PA)**

Demonstrate an understanding that the sun is the principal source of energy for the earth.

Discuss ways in which work may be managed and distributed in families, schools, and groups.

Analyze actions and practices in the family, classroom, and on the playground that support peace and harmony, including rules and decision-making processes.

**Where We Are in Place and Time**

*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 individuals and civilizations, from local and global perspectives.*

Central idea: Kinship patterns

Lines of inquiry:  Where we live     Family relationships     Traditions that link us to the past

**Earth & Space Science: Daily & Seasonal Changes (DS)**

**Social Studies: Dynamic Relationships (DR)**

Compare and represent daily and seasonal changes of natural phenomena through observing, measuring, sequencing, and recording.

Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

Describe kinship patterns of the past and present and describe according to traditional teachings.

**Earth & Space Science: Water in the Environment (AW)**

Investigate properties water (in all three states of matter) within their environment.

Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

Relate family events and stories of the recent or distant past to the student's place in present day family life.

Recognize globes and maps as representations of the surface of the Earth, and distinguish land and water masses on globes and maps.

**How We Express Ourselves**

*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 for the aesthetic.*

Central idea: Traditions and celebrations build relationships and make us unique.

Lines of inquiry:  family traditions     celebrations     human needs

**Physical Science: Light and Sound**

**Social Studies: Interactions and Interdependence of Nations (IN)**

Sound can make matter vibrate, and vibrating matter can make sound.

Objects can be seen if light is available to illuminate them or if they give off their own light.

Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school.

Assess ways in which relationships help to meet human needs.

Discuss cultural diversity in the family and classroom, including exploration of similarities and differences.



# SAN JUAN DEL SUR DAY SCHOOL



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### How the World Works

*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; the impact of scientific and technological advances on society and on the environment.*

Central idea: Environment changes including properties.

Lines of inquiry:  Properties of water  Seasonal changes  Natural phenomenon

#### Physical Science: Material, Objects and Everyday Structures (OM)

#### Social Studies: Power and Authority (PA)

Investigate observable characteristics and uses of natural and constructed objects and materials in their environment.

Examine methods of altering and combining materials to create objects that meet student- and/or teacher-specified criteria.

Analyze the causes of disharmony and ways of returning to harmony.

### How We Organize Ourselves

*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.*

Central idea: The needs and wants of people are satisfied by resources.

Lines of inquiry:  Personal well-being  Natural and constructed objects  Altering and combining materials

#### Life Science: Needs & Characteristics of Living Things (LT)

#### Social Studies: Resources and Wealth (RW)

Differentiate between living things according to observable characteristics, including appearance and behavior.

Analyze different ways in which plants, animals, and humans interact with various natural and constructed environments to meet their basic needs.

Describe the influence of physical, spiritual, emotional, and intellectual needs and wants on personal well-being.

### Sharing the Planet

*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.*

Central idea: Survival depends on meeting the needs of living things.

Lines of inquiry:  Basic needs of living things for survival  Use of natural resources  How our actions affect earth's resources

#### Physical Science : Energy in our Lives (EL)

#### Social Studies: Dynamic Relationships (DR)

Assess uses of energy at home, at school, and in the community, and suggest ways to use less energy.

Demonstrate awareness of humans' reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants.