GRADE 1 | LEARNING LANDSCAPE 2020-21

BERLIN METROPOLITAN SCHOOL

G1	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE	HOW THE WORLD WORKS	SHARING THE PLANET
Description	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 human-kind and the environment.	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 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.	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; the impact of scientific and technological advances on society and on 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.
Timeline	**August -September**	**Mid October – Mid December**	**Year Long starting Mid October**	**January- February**	**March - April**	**May - June**
Central Idea	**A cooperative and organized school helps us to become independent learners.**	**Traditions help connect and unify people.**	**Reflecting on our personal histories develops a recognition of who we are, where we come from and where we may go.**	**Making responsible choices promotes a balanced, healthy lifestyle.**	**Cycles in nature are interconnected.**	**How people use materials to alter the natural environment.**
Conceptual lenses	Function Systems	Perspective Belonging	Change Perseverance	Causation Health	Connection Transformation	Responsibility Pollution
Approaches to Learning & Learner Profile	Social Principled	Research Open-minded	Self-management Reflective	Communication Balanced	Research Inquirers	Thinking Caring

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Personal Social Education	**Identity:** – have an awareness of themselves and how they are similar and different to others **Interactions:** – play and engage with others, sharing ideas, co-operating, and communicating feelings in developmentally appropriate ways	**Interactions:** – become aware that their behavior affects others and identify when their actions have had an impact	**Identity:** – talk about the new understandings and abilities that have accompanied these changes – identify and explore strategies that help them cope with change	**Active living:** – make informed choices, evaluate consequences, and take action for healthy living now and in the future – understand the importance of nutrition	**Interactions:** – responsible citizenship involves conservation and preservation of the environment	**Interactions:** – interact with the environment as custodians of the planet – interact with, and demonstrate care for, local environments
Science			**Living things:** – describe the ways they have grown and changed	**Living things:** – identify the major food groups and be aware of the role they play in human development – **Forces and energy:** understand the role food plays in providing energy for our bodies – describe the role of exercise in keeping healthy in relation to strength and forces and motion	**Living things:** – describe the characteristics of living and non-living things – Explain how water sustains life – identify the main stages of a lifecycle in different species – describe a simple water cycle – analyze ways in which humans use the natural environment (water sources)	**Earth and space:** – describe natural features of local and other environments (water sources, streams, lakes, erosion) **Materials and matter:** – explore sustainability & finite resources – identify renewable and non-renewable natural resources – observe, describe, and compare the changes that occur when materials are mixed, heated or cooled. – identify the properties of matter to group them for recycling

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Social Studies	**Human systems:** – organize and take responsibility for own belongings at school – understand what it means to cooperate in the classroom – organize and take responsibility for shared resources and materials at school **Social organization and culture**: – recognize the different roles in the school community **Human & natural environments:** – describe some different features of a school – give examples of how physical features of a school help meet the needs of students – explain how the features of a residential building (home) are similar and different from the school	**Social organization and culture**: – identify similarities and differences between selected traditions and celebrations – explain how celebrations and traditions can differ – describe some common features of celebrations – recognize that other people may have different beliefs – identify major changes that can occur within a family (births, deaths etc.) – understand that symbols have meaning	**Continuity and change through time:** – reflect upon important milestones in own life – set goals for the future – connect with inspirational characters from the past – classify personal experiences as taking place in the past, present or future	**Social organization and culture:** – understand the idea of personal space and boundaries	**Resources and the environment:** – suggest ways of using water responsibly – identify common human activities that can affect the environment	**Human & natural environments:** – recognize and explain symbols used in recycling **Human & natural environments:** – describe the ways in which humans can alter the natural environment

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Mathematics (within the Programme Of Inquiry)	An inquiry into the role that schedules and maps play in the decision making and organizations of classrooms and schools. **Measurement:** − name days of the week in relation to school schedules and personal organization **Shape and space:** − map the school 3D to 2D **Location and Movement:** − create simple maps such as maps of the classroom and school − use positional language in connection to the organization of classroom set up and school organization	Explore geometry patterns, lines and symmetry in connections to celebration symbols and objects. **Pattern & Function:** − identify a real-life pattern as repeating, growing, or shrinking in connection to celebrations − identify geometric repeating patterns involving two or more attributes **Shape and space:** − identify symmetry in cultural symbols and artifacts **Measurement:** − use ordinal numbers (e.g., identify the days of the month on a calendar to find celebrations such as birthdays etc.)	**Yearlong unit** **Data Handling:** Collect, organize and display primary data **Measurement:** − measure and record lengths, heights, and distances using non-standard without overlapping or gaps	An inquiry into how data collection, charts and graphing helps to inform choices connected health and wellness. **Measurement:** − figure out the mass (non-standard) of an object using a balance scale then connect it to finding balance with a healthy choice **Data Handling:** − conduct a survey in relation to healthy habits and display data in graph form	An exploration of weather and seasons and their effect on life cycles using measurement and patterns to document and discuss growth in plants. **Measurement:** − explain how life cycles are affected by seasons & temperature **Pattern & Function:** − explore seasons, number, time, etc. to find patterns in life cycles **Measurement:** − compare & make observations of plants growing − compare two life cycles using two or three measurable attributes	Discover that we can measure and compare capacity allowing us to keep track of natural resources as they change over time. **Measurement:** − measure and describe the capacity of an object using non-standard units
Mathematics (outside the Programme of Inquiry)	**Shape and Space:** − compose and decompose two dimensional shapes − identify the two-dimensional shapes found on real life three-dimensional shapes			**Measurement:** − read analogue clocks and use them to tell and write time to the hour	**Probability:** − describe the likelihood of everyday events occurring	**Measurement:** − demonstrate an understanding of the use of non-standard units of the same size to compare objects
Number	**Conservation of numbers:** Subitizing			**Pattern & Functions:** number patterns & skip counting	**Place Value:** beginning understanding of grouping by tens	**Place Value:** recognize, sequence and write numbers up to 120

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	Counting: – counting forward to 20 & backwards to 10 – recognizing, sequence and writing numbers to 20			– recognizing, sequence and writing numbers to 100 **Money:** identify coins	– compare two two-digit numbers **Money:** add money up to 20cents	
Number year long	– fluently decompose and compose quantities of up to 10 mentally – add single-digit numbers, using a variety of mental strategies – flexibly and fluently add single-digit and 2digit number up to 20 – interpret problems as addition or subtraction – flexibly solve a variety of number stories involving the addition and subtraction of whole numbers to 20 – determine the unknown whole number in an addition equation					

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Language Genre **English and German**	INFORMATION TEXTS **Conceptual Understandings** – People write to communicate. – Printed information can tell us about the real world. **Writing** INFORMATIONAL TEXTS Launching the Writers Workshop – explore the structures that support a productive Writers Workshop in their classroom – use writing and drawing to compose 'all about' books and stories about what they know – use graphic organizers to classify information about school roles **Speaking & Listening** – use navigation instructions – formulate interview questions	TRADITIONAL TALES and PERSONAL NARRATIVES **Conceptual Understandings** – People read for pleasure. – Stories can tell us about imagined worlds. – People write to tell about their experiences, ideas and feelings. **Reading** TRADITIONAL TALES – explore and compare traditional tales using graphic organizers – interpret morals and messages inspired by international celebrations and traditions using literature to celebrate and teach about traditions in and outside of Germany **Writing** PERSONAL NARRATIVES Writing for Readers – explore elements of storytelling and write true stories about their own traditions **Speaking & Listening** – listen to and enjoy traditional stories read aloud; show understanding by responding in oral, written or visual form	BIOGRAPHIES and PERSONAL NARRATIVES **Conceptual Understanding:** – Consistent ways of recording words or ideas enable members of a language community to communicate. **Reading** BIOGRAPHIES – investigate how authors use timelines, images and text to document personal histories in biographies – model texts to show how to document events over time **Writing** PERSONAL NARRATIVES & BIOGRAPHIES – improve stories by using more precise language. – document their own personal history and timeline using text and photos	NONFICTION and PROCEDURAL TEXTS **Conceptual Understandings** – People read to learn. – People write to communicate. **Reading** NONFICTION BOOKS – read and review a variety of texts and media to learn about living in a healthy way **Writing** PROCEDURAL WRITING How-To Books: Writing to Teach Others – write informational how-to texts about something familiar to them related to healthy living choices – students use lists, plans and notes to organize information	NONFICTION TEXTS and DIAGRAMS **Conceptual Understanding** – Print and illustrations convey meaning. **Reading** NONFICTION BOOKS – learn about common features of nonfiction texts, exploring how diagrams, labels and pictures deepen our understanding of cycles in nature **Writing** INFORMATIONAL DIAGRAMS – compose informational texts about life cycles using diagrams, images and accurate labelling of important content	PERSUASIVE TEXTS **Conceptual Understanding** – Written language works differently from spoken language. **Reading** PERSUASIVE TEXTS – look for common linguistic elements found in persuasive texts **Writing** PERSUASIVE WRITING Persuasive Writing of All Kinds: Using Words to Make a Change – craft persuasive texts that encourage action to take care of the environment and each other – write letters to future first graders with advice and suggestions for success

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		Viewing and Presenting present an artifact that is connected to a family tradition			
German and English Language outside the Programme of Inquiry	**Reading Strategies: Meta-cognition** – decoding words – check for understanding – monitor and fix up – back up and re-read – pointing at words (tracking) – combine decoding and comprehension as they read – retelling – literary elements (character & setting) – author`s purpose (fiction & nonfiction) – compare & contrast		**Reading Strategies: Connections/Prior Knowledge** – making connections to texts – text-to-self/ text-to text/ text to world – share and activate prior knowledge before reading – retelling/summarizing – literary elements – compare & contrast – main idea & supporting detail	**Reading Strategies: Visualizing/Sensory Images** – visualize texts without pictures – explore poetry – compare personal visualization with that of illustrated texts – summarizing – literary elements – compare & contrast – main idea & supporting detail	**Reading Strategies: Asking Questions** – predict & confirm – make inferences – summarizing – literary elements – main idea & supporting detail
	German Language Use and Conventions Yearlong progressions based on individual growth: – Explore sounds, syllables and pronunciation specific to German through a variety of games and revision techniques – Read and write and increasing list of 'Kopfwörter' in 5 phases – Understand and apply increasingly complex German language conventions and rules				
	English Language Use & Conventions Yearlong progressions based on individual growth: – Letters & Sounds Phonics Phases – Letter formation: practice and refine legible print formation for all capital and lowercase letters – Use personal sound mats, class 'word walls' and an increasing bank of sound and blends to help form and spell new words – Understand and apply increasingly complex English language conventions				

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Arts within the Programme of Inquiry	– Develop an appreciation of different art forms as an audience member. – Understand and show awareness of sharing art with others. – Know that creating in arts can be done on their own or with others. **Visual Arts:** – know the role of an architect in designing spaces – represent learning spaces in both 2D and 3D – design the classroom environment – create a class logo	– Know that music and visual arts use symbols and representations to convey meaning. – recognize that they use symbols and representations to convey meaning in their work **Visual Arts:** – explore traditional and folk art pieces; focus upon patterns, symbols, decorations, costumes and cards in local arts **Music:** – identify how we use music in different situations – describe how music is used in different situations; what does it look like and sound like	– Be able to interpret and respond to different art forms, including their own work and that of others. **Visual Arts:** – reflect upon feelings and thoughts in response to their own or others' art work – observe and reflect upon change and growth of skills over time through use of their art journals or learning stories **Music:** – explore how to change from sound to symbol in musical notation	– Show an understanding that the different forms of arts are forms of expression to be enjoyed. **Visual Arts:** – create observational drawings – fruit and vegetable; still life	– Be aware that inspiration to create in arts comes from their own experiences and imagination. **Visual Arts:** – explore animal and plant drawings; both fictional and non-fictional – create 3D models – represent the life cycle of a butterfly through observational drawings – explore patterns in nature and recognize that these can be linear, spiral or organic – identify examples of symmetry **Music:** – understand musical instruments each have a unique talent but ensembles working together in different combinations create new sounds	– Show an understanding that they can express themselves by creating artworks in music and visual arts. **Visual Arts:** – use collage as a storytelling device **Music:** – re-use materials to make instruments – explore how instruments can be made with organic materials – inquire into orchestra in south America where they have overcome problems of pollution and poverty and created their own instruments – understand how sound is produced in various instrument families
Arts outside the Programme of Inquiry	**Music:** – develop a musical vocabulary		**Music:** – explore Orff skills and mallet percussion	**Visual Arts:** – explore techniques with watercolour (aquarelle) **Music:** – learn musical building blocks: read, write, and perform simple patterns and phrases	**Music:** – classify families of instruments based on how the sound is formed – inquire into how technology has impacted the development of musical instruments	**Music:** – explore, individually or collectively, a musical response to a narrated story using their own instruments **Visual Arts:** – understand the features of effective poster design

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Physical Education within the Programme of Inquiry	**Games:** – recognize the – importance of rules and how they define the nature of a game – the importance of teamwork	**Movement composition:** – recognize that movements can be linked together and refined to create a sequence of aesthetic movements – movement can communicate feelings, emotions, and ideas	**Individual pursuits:** – explore the body's capacity for movement, – including creative movement, through participating in a range of physical activities – develop basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences	**Health-related fitness:** – recognize and appreciate the importance of maintaining a healthy lifestyle	– **Health related fitness:** recognize our bodies need water/purpose and perspiration – explore the body's response to exercise including the interaction of body systems	**Adventure challenges:** – complete tasks requiring the use of physical and critical-thinking skills by – individuals and/or groups – accept challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal
Physical Education outside the Programme of Inquiry	– modify existing games and create new games.	– recognize the need for safe participation when interacting in a range of physical contexts	– understand techniques, rules, and purpose of a – range of athletic activities			– recognize the role of the individual in group – problem solving