

Unit of Inquiry- First and Second Grade

Transdisciplinary Theme:

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:

Choices impact our well-being and the type of people we become.

Lines of Inquiry:

- Explore our roles as family members
- Explore our roles as citizens
- Responsible vs. irresponsible actions & the natural results of our choices and actions

Key concepts:

- Connection: How is it connected to other things?
- Responsibility: What is our responsibility?

Math

- demonstrate knowledge and understanding of place value using various Math manipulatives
- use addition and subtraction to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing
- identifying the unknown in a given problem
- using a symbol to represent the unknown in problem
- solving the unknown in a given problem, solving equations
- solving word problems that call for addition of three whole numbers
- use drawings and objects to solve problems

Reading/Language Arts

- identifying, describing, comparing/contrasting, and examining characters, settings, and major events in a story using key details
- retelling stories, including fables and folktales and determining their main idea/central message lesson, message, or moral
- determining patterns of cause/effect in stories
- comparing/contrasting different events, characters, messages from two stories
- exploring and using new vocabulary

- grammar and writing conventions

Science

- examining plants, animals, living things
- determining social responsibility towards all living things
- examining the varying needs of different living things

Social Studies

- citizenship, family, decision making
- social responsibilities
- examining decision-making towards family, as citizens, towards animals, and towards the environment

Art

- Identify formal elements of an artwork
- Use appropriate terminology to discuss artwork
- Describe similarities and differences between artworks
- Make predictions, experiment, and anticipate possible outcomes
- Express an appreciation for natural resources through the use of upcycled, recycled, refurbished and found objects in their art projects
- Create a color wheel demonstrating an understanding of primary, secondary, complementary, and analogous colors
- Explore the relationship between positive and negative spaces and how one cannot exist without the other
- Draw one-point linear perspective and experience another way of organizing their drawings

Quran & Islamic Studies

- Define Tawheed by explaining how Allah (swt) is only one and does not have any partners.
- Say *subhaanahu wa ta'ala* after saying Allah (swt) by practicing it multiple times with the teacher.
- Say *sallallahu alaihi wa sallam* after saying the Prophet Muhammad (s)'s name by practicing it multiple times with the teacher.
- Memorize Surah Ad-Duha by practicing with the teacher.
- Explain the story of Adam (A) by re-telling the key sequence of events.
- Recognize the creation of angels by describing the characteristics of the angels.
- Describe how humans were created by writing the story of Adam (a).
- Determine the main reason for the creation of human beings by analyzing the story of Adam (a).
- Memorize Surah Al-Layl by practicing with the teacher.

- Define Ibadah by explaining how we worship Allah (swt) because we need Him.
- Practice the positions of Salah with their names – Rakaah, Qiyam, Ruku, Sajda, Jalsa
- Analyze the eating habits of the Prophet Muhammad (s) by investigating various ahadeeth.
- Practice the dua for before eating by practicing with their teacher
- Explain how the Muslims should practice conservation even with their food by discussing how a Muslim should not waste food, even if he/she does not like it.
- Invent a plate that is portioned in a way the Prophet Muhammad (s) advised us to eat by creating clay plates.

Arabic

- recognize and use the different parts of a book, for example, title page, contents, index
- realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
- with teacher guidance, publish written work, in handwritten form (my book about natural resources الشجرة، الماء، الخ)
- use graphic organizers to plan writing, for example, story Maps, storyboards
- observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve.
- discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently سعيد، حزين، غضبان...
- listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- follow classroom instructions, showing understanding
- retell familiar stories in sequence (مثلا ذات الرداء الاحمر)
- review the Arabic alphabet letters (sound, shape, different positions,...etc)