



IB NEWSLETTER

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Hello Sabin families! Fall is finally in the air and our IB Units of Inquiry are in full swing. Pasted below are the units of inquiry for each grade level this year.

¡Hola familias Sabin! El otoño finalmente está en el aire y nuestras Unidades de Investigación del IB están en pleno apogeo. A continuación se encuentran las unidades de investigación para cada nivel de grado este año.

— ELEMENTARY —

Timeline for Sabin World Kindergarten Units of Inquiry 2023-2024

September-May	August-September	October	November-January	February-March	April-May
How We Express Ourselves Self-Expression and Creativity	How We Organize Ourselves Choices and Community	Who We Are Our Differences Make Us Stronger	How the World Works Structures and Patterns	Where We Are In Place and Time The Role of Time	Sharing the Planet Impact on Living Things
Central Idea: Creativity is a means of self-expression	Central Idea: The choices we make affect the community around us.	Central Idea: Our strengths contribute to our community.	Central Idea: Different locations on Earth experience different weather	Central Idea: Time is a part of every story.	Central Idea: Humans make choices that impact other living things
Lines of Inquiry: " How we use music to express ourselves (form) "How we express ourselves in a second language (connection) " How we express emotion through movement (perspective)	Lines of Inquiry: "Characteristics of a school (form) " Different roles in a community (function) " How we solve problems (responsibility)	Lines of Inquiry: " How we are all different (perspective) " How we can work together (function) " How our differences make our community stronger (causation)	Lines of Inquiry: " How the sun's light warms the earth's surface (causation) " How energy from the sun can be measured (function) " How we can predict and prepare for severe weather (connection)	Lines of Inquiry: " Keeping track of time (function) " How we share what happens over time with others (form) " Knowing about the past helps us prepare for the future (connection)	Lines of Inquiry: " Different kinds of plants and animals that live in one place (form) " What causes things to live and grow (causation) " How we can make choices that help other living things (responsibility)
Key Concepts: form, connection, perspective	Key Concepts: form, function, responsibility	Key Concepts: perspective, function, causation	Key Concepts: causation, function, connection	Key Concepts: form, function, connection	Key Concepts: form, causation, responsibility
Related Concepts: flexibility, self-regulation, flow	Related Concepts: community, conflict, relationship	Related Concepts: cooperation, growth, culture, identity	Related Concepts: patterns, energy, seasons	Related Concepts: time, patterns, memory	Related Concepts: conversation, solutions, resources
Learner Profile: Communicator, Caring, Reflective	Learner Profile: Principled, Communicator, Caring	Learner Profile: Open-Minded, Risk-Taker/Courageous, Reflective	Learner Profile: Knowledgeable, Thinker, Inquirer	Learner Profile: Reflective, Communicator, Thinker	Learner Profile: Thinker, Principled, Balanced
Approaches to Learning: Thinking Skills, Social Skills, Self-Management Skills	Approaches to Learning: Social Skills, Communication Skills, Self-Management Skills	Approaches to Learning: Social Skills, Communication Skills	Approaches to Learning: Thinking Skills, Research Skills	Approaches to Learning: Research Skills, Thinking Skills	Approaches to Learning: Self-Management Skills, Thinking Skills

Timeline for Sabin World First Grade Units of Inquiry 2023-2024

August-September	October	November-December	January	February-March	April-May
Who We Are Choices and Identity	How the World Works Structures and Patterns	How We Organize Ourselves Location and Community	How We Express Ourselves Symbols and Stories	Where We Are In Place and Time Nature and Beliefs	Sharing the Planet Action and Change
Central Idea: We are unique individuals who learn and grow through our actions.	Central Idea: The natural world influences life on Earth.	Central Idea: Communities are influenced by their environment.	Central Idea: Humans express their cultural beliefs through symbols and storytelling	Central Idea: Humans are impacted by the natural world and their beliefs and understanding about it.	Central Idea: Taking action is a way to pursue our rights and responsibilities
Lines of Inquiry: "Setting and reflecting on goals (form) "How structures have unique forms (form) "How choices define who we are (connection)	Lines of Inquiry: " Structures and patterns in the natural world (form) "How things change (change) "How communities form based on their natural environment (function)	Lines of Inquiry: "How we represent locations on Earth (form) "How communities live differently based on their natural environment (perspective) "How people serve different roles in their community (change)	Lines of Inquiry: " How humans use communication to express themselves (form) "How humans build structures that express their beliefs (function) "How humans use storytelling to convey cultural beliefs (causation)	Lines of Inquiry: " How day and night patterns on Earth are impacted by the sun (causation) " How cultural beliefs impact views of natural phenomenon (perspective)	Lines of Inquiry: "Rights and responsibilities (responsibility) "How we make informed choices (causation) "Change-makers (change)
Key Concepts: form, connection	Key Concepts: form, function, change	Key Concepts: form, perspective, change	Key Concepts: form, function, causation	Key Concepts: causation, perspective, connection	Key Concepts: form, causation, responsibility
Related Concepts: relationships, systems, culture, patterns	Related Concepts: structures, growth, cycles, compare, contrast, patterns, systems	Related Concepts: climate, transformation, impact, location	Related Concepts: communication, culture, storytelling	Related Concepts: patterns, impact	Related Concepts: conflict, citizenship, resolution
Learner Profile: Thinker, Caring	Learner Profile: Reflective, Balanced	Learner Profile: Open-Minded, Principled	Learner Profile: Risk-Taker, Communicator	Learner Profile: Knowledgeable, Inquirer	Learner Profile: Principled, Risk-Taker
Approaches to Learning: Social Skills, Self-Management Skills, Communication Skills	Approaches to Learning: Thinking Skills, Research Skills	Approaches to Learning: Communication Skills, Thinking Skills	Approaches to Learning: Social Skills, Communication Skills, Research Skills	Approaches to Learning: Communication Skills, Thinking Skills, Research Skills	Approaches to Learning: Self-Management Skills, Thinking Skills

— ELEMENTARY —

Timeline for Sabin World Second Grade Units of Inquiry 2023-2024

August-September	October-November	Mid November-January	Late January-March	April	May
Who We Are Needs and Wants	How We Organize Ourselves Structure of Communities	Sharing the Planet Innovation	How the World Works Cycles on Earth	Where We Are In Place and Time Migration and Mobility	How We Express Ourselves Expression as Action
Central Idea: Communities work together to meet common needs and wants	Central Idea: Communities organize themselves differently based on cultural beliefs and geographic landscapes	Central Idea: Innovations create solutions	Central Idea: Natural cycles make life on Earth possible	Central Idea: Humans migrate in response to challenges and opportunities	Central Idea: People can take action by expressing themselves in different ways
Lines of Inquiry: " The needs and wants within a community (function) "How people are connected by their roles and needs (connection) "The choices we make due to needs and wants (responsibility)	Lines of Inquiry: " How geographic features impact daily life and cultural beliefs (causation) "How the actions and beliefs of people in the past impact people in the present (connection) "How the availability of natural resources has impacted humans throughout time (causation)	Lines of Inquiry: " How innovation changes daily life and society (change) "How recurring challenges can create opportunities (causation) " The characteristics of inventors (responsibility)	Lines of Inquiry: " Day and night cycles (form) " Life cycles of plants and insects (form) " The water cycle (form) " The interdependence of plants and animals (connection)	Lines of Inquiry: "Why people immigrate (causation) "How certain regions are more popular for immigrants (perspective) "How people become citizens (form)	Lines of Inquiry: " How influential people can change people's minds (change) " Changemakers for civil rights (responsibility) " Changemakers express themselves in different ways (perspective)
Key Concepts: function, connection, responsibility	Key Concepts: connection, causation	Key Concepts: causation, responsibility, change	Key Concepts: form, connection	Key Concepts: causation, perspective, form	Key Concepts: responsibility, change, perspective
Related Concepts: community, citizenship	Related Concepts: structure, organization, impact	Related Concepts: opportunities, challenges	Related Concepts: cycles, system, balance, causation	Related Concepts: citizenship, immigration, ancestors	Related Concepts: communication, influence, expression
Learner Profile: Balanced, Principled, Caring	Learner Profile: Knowledgeable, Inquirer	Learner Profile: Inquirer, Risk-Taker	Learner Profile: Thinker, Knowledgeable	Learner Profile: Reflective, Communicator	Learner Profile: Open-Minded, Thinker
Approaches to Learning: Communication Skills, Self-Management Skills	Approaches to Learning: Thinking Skills, Communication Skills	Approaches to Learning: Self Management Skills, Research Skills, Communication Skills, Thinking Skills	Approaches to Learning: Research Skills, Thinking Skills, Social Skills	Approaches to Learning: Communication Skills, Research Skills	Approaches to Learning: Social Skills, Communication Skills

Timeline for Sabin World Third Grade Units of Inquiry 2023-2024

August-September	October	November-December	January	February-March	April-May
Where We Are In Place and Time <i>Stories Through Time</i>	How We Organize Ourselves <i>Global Citizenship</i>	Who We Are <i>Cultural Identity</i>	How the World Works <i>Scientific Evidence</i>	How We Express Ourselves <i>Expression of Beliefs</i>	Sharing the Planet <i>Environmental Impact</i>
Central Idea: Literature teaches us about ourselves and others throughout time	Central Idea: Humans are part of a global community	Central Idea: Cultural identities are shaped by challenges and opportunities	Central Idea: Scientific evidence teaches us about the world around us	Central Idea: Expressing our beliefs is a way to create change	Central Idea: Living things are influenced by and can impact their environment
Lines of Inquiry: * How societal beliefs are demonstrated through character behaviors. (form) * How characters portray various identities (form) * How we can demonstrate our point of view through writing. (perspective)	Lines of Inquiry: * How to act as global citizens (responsibility) * How cultural traditions can be passed on through time and movement (form) * The connections between geography and culture (connection)	Lines of Inquiry: * Why people immigrate and its impact on others (causation) * Elements of cultural identity (form) * The effects of multiculturalism (perspective)	Lines of Inquiry: * How scientific data can teach us about our world (function) * Cause and effect (causation) * How to gather evidence in a scientific way (function)	Lines of Inquiry: * Rights and responsibilities of citizens (responsibility) * Ways people exercise their rights and responsibilities (perspective) * How working for equality and justice helps everyone (causation)	Lines of Inquiry: * How humans change their ways of life as their environment changes (change) * How changes to the environment can be natural or human caused (causation) * How we can take action to protect our environment (responsibility)
Key Concepts: form, perspective	Key Concepts: form, connection, responsibility	Key Concepts: form, perspective, causation	Key Concepts: function, causation	Key Concepts: perspective, responsibility, causation	Key Concepts: responsibility, change, causation
Related Concepts: origins, society, literacy	Related Concepts: impact, systems, structure	Related Concepts: identity, relationships, culture, beliefs, interaction	Related Concepts: cycles, adaptation, scientific principles	Related Concepts: Transformation, influence, expression	Related Concepts: values, initiative, systems, relationships, consequences, impact
Learner Profile: Reflective, Thinker	Learner Profile: Open-Minded, Inquirer	Learner Profile: Knowledgeable, Communicator	Learner Profile: Inquirer, Thinker	Learner Profile: Open-Minded, Risk-Taker, Principled	Learner Profile: Balanced, Thinker, Caring
Approaches to Learning: Research Skills, Social Skills	Approaches to Learning: Thinking Skills, Communication Skills	Approaches to Learning: Research Skills, Thinking Skills	Approaches to Learning: Research Skills, Thinking Skills	Approaches to Learning: Social Skills, Communication Skills, Self-Management Skills	Approaches to Learning: Thinking Skills

Timeline for Sabin World Fourth Grade Units of Inquiry 2023-2024

August-May	August-October	November-December	January-February	February-March	April-May
Who We Are <i>Influences on Identity</i>	How We Express Ourselves <i>Cultures and Values</i>	How the World Works <i>Measuring Our World</i>	Sharing the Planet <i>Conserving Resources</i>	Where We Are In Place and Time <i>How the Past Influences the Present</i>	How We Organize Ourselves <i>Community Choices</i>
Central Idea: A person's identity has many influences	Central Idea: Language is a way to express ideas, perspectives, and values.	Central Idea: Scientists understand the world through observations and measurements	Central Idea: Limited resources require creativity and collaboration	Central Idea: Past events influence the earth and its people	Central Idea: The choices we make affect us and others in our community
Lines of Inquiry: * The reciprocal relationship between experience and change (change) * How people find and use inspiration (causation) * How reflecting builds understanding of self and others (reflection)	Lines of Inquiry: * The characteristics of people's cultures and values (form) * How culture and values inform perspective (Perspective) * How inspiration informs choices (Causation)	Lines of Inquiry: * How observing animal behavior helps scientists understand their survival mechanisms (function) * How observing and measuring rock formations teaches scientists about the past (connection) * How scientists use evidence to support their claims (connection)	Lines of Inquiry: * How living beings play a role in their living community and ecosystem (responsibility) * How our actions can change our environment and community (change) * How we use differing perspectives to create compromise and generate solutions (perspective)	Lines of Inquiry: * How resources and environmental factors impact human decision-making (perspective) * How historical events inform current circumstances (causation) * How our current opportunities and freedoms are influenced by past conflicts (change)	Lines of Inquiry: * How choices are impacted by cultural norms (perspective) * How we make economic choices (responsibility) * How obstacles impact the choices we make (causation)
Key Concepts: change, causation, reflection	Key Concepts: form, perspective, causation	Key Concepts: function, connection	Key Concepts: change, perspective, responsibility	Key Concepts: change, causation, perspective	Key Concepts: perspective, responsibility, causation
Related Concepts: character, diversity, race/ethnicity, gender, beliefs, values	Related Concepts: creation, audience, perspective, opinion, language, interpretation	Related Concepts: systems, adaptation, environment	Related Concepts: natural resources, sustainability, energy and systems, economic + social impact	Related Concepts: conflict, social justice, systems of power, natural resources, migration	Related Concepts: goods, services, influence
Learner Profile: Caring, Inquirer	Learner Profile: Thinker, Risk-Taker, Communicator	Learner Profile: Knowledgeable, Inquirer	Learner Profile: Balanced, Reflective	Learner Profile: Knowledgeable, Inquirer	Learner Profile: Reflective, Open-Minded, Communicators
Approaches to Learning: Social Skills Self-Management Skills	Approaches to Learning: Social Skills, Communication Skills	Approaches to Learning: Research Skills Communication Skills	Approaches to Learning: Research Skills, Self-Management Skills	Approaches to Learning: Research Skills, Thinking Skills	Approaches to Learning: Social Skills, Communication Skills

Timeline for Sabin World Fifth Grade Units of Inquiry 2023-2024

August-September	October-December	January	February-April	April-May	April-May
Who We Are <i>Global Citizenship</i>	Where We Are In Place and Time <i>Culture and Storytelling</i>	How the World Works <i>Energy and Matter</i>	How We Organize Ourselves <i>Structures and Movement</i>	How We Express Ourselves <i>Freedom of Expression</i>	Sharing the Planet <i>Sustainable Development</i>
Central Idea: We are important citizens in the global community	Central Idea: Indigenous communities influence land in the past and present	Central Idea: Matter exists in different states and can be changed	Central Idea: Cross-cultural interactions shape both past and present	Central Idea: Humans express their individuality and uniqueness in different ways	Central Idea: Communities are impacted by the use of resources (students create their own central ideas based on their topic)
Lines of Inquiry: "Rights and responsibilities (responsibility) "How government documents preserve or deter freedom for different groups of people (function) "Protections and limitations on freedom (form)"	Lines of Inquiry: " The history of Native American cultures (form) " Storytelling and artifacts as historical sources (function) " Different perspectives of historical and personal events (perspective)	Lines of Inquiry: "The properties of matter (form) "The relationship of energy and matter (causation) "Mixtures of matter (change)"	Lines of Inquiry: "Why people migrate (causation) "How cooperation and conflict affect the survival of a community (connection) "How social structures impact people in different ways (function)"	Lines of Inquiry: "How restricting people's freedoms impacts their ability to express themselves (causation) "How people change based on experiences and events (change) "How people's ability to express themselves demonstrates their uniqueness (function)"	Lines of Inquiry: " student created (exhibition)
Key Concepts: form, function, responsibility	Key Concepts: form, function, perspective	Key Concepts: form, causation, change	Key Concepts: responsibility, function, form	Key Concepts: causation, change, function	Key Concepts: "student created
Related Concepts: Freedom, relationships, beliefs/values, interaction	Related Concepts: perception, culture, Indigenous	Related Concepts: energy, matter	Related Concepts: social structures, migration	Related Concepts: individuality, community, expression	Related Concepts: "student created
Learner Profile: Communicator, Principled	Learner Profile: Communicator, Principled	Learner Profile: Knowledgeable, Thinker	Learner Profile: Inquirer, Thinker Communicator, Principled	Learner Profile: Open-Minded, Reflective	Learner Profile: "student created
Approaches to Learning: Social Skills Self-Management Skills	Approaches to Learning: Social Skills, Self-Management Skills	Approaches to Learning: Research Skills Thinking Skills	Approaches to Learning: Thinking Skills, Research Skills	Approaches to Learning: Thinking Skills, Communication Skills	Approaches to Learning: "student created

Do you have more questions about the IB program? Please contact Carrie Hartman (carrie_hartman@dpsk12.net).

¿Tiene más preguntas sobre el programa IB? Comuníquese con Carrie Hartman (carrie_hartman@dpsk12.net).