**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**  Transdisciplinary theme**:** Who We Are   * **Cultures and where we are from.** * **Experiences around the world.**   **Central idea: Our behaviors help us develop relationships throughout the world.**  **Summative assessment task(s):**  What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?  Unpacking the central idea, wonderings about the central idea, graphic organizers, brainstorm/generate vocabulary about the standard  Students will draw on one side of paper to express what character word (they chose) and on the other side write vocabulary and/or sentences to describe character. (Higher level students may choose more than one character word.)  Students will be able to identify traditions that their families celebrate. (If possible, students may interview their parents/family about traditions and present to class.)  Assessment Tool: Rubric  Evidence will include:  Props, visual display, student writings/illustrations  Were students able to share/cite what they learned?  Did students share how it changed people’s lives? (Better?)  **Art/Mahon**: Students will draw a family portrait  **Spanish/Garcia**: Students will draw and say verbally the family members in Spanish | Class/grade: Unit of Inquiry 1 Age group: 1st  School: Copeland Elementary School code:  Teacher(s): Weegar, Long, Timmons, Ginn, Bustos  Obrien (PE), Mahon (Art), Garcia (Spanish)  Date: Sept 8 – Oct 23  Proposed duration: 6 Weeks  **2. What do we want to learn?**  **What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?**  \*Responsibility-What is our responsibility?  \*Change-How is it changing?  \*Form-What is it like?  \*\*Related Concepts: Citizenship, Values, Growth  **What lines of inquiry will define the scope of the inquiry into the central idea?**  \*Our family history.  \*How family histories are different or alike over time.  \*How can we know about our family past history?  **What teacher questions/provocations will drive these inquiries?**  What is character?  How does behavior impact your relationships?  How does obeying or disobeying rules influence your character?  How do consequences impact relationships?  What are good manners?  **Art/Mahon**: Teacher will provide an example of their own family portrait.  **Spanish/Garcia**: Teacher will provide an example of a family tree in Spanish |
| **3. How might we know what we have learned?**  *This column should be used in conjunction with “How best might we learn?”*  **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  KWL chart will be used.  Introduce character words/traits. (Read story to students to emphasize character traits.) Students will identify positive character traits from story.  Students will listen to a visitor from another culture. After listening to the visitor, students will write on a chart about a memory they know about their families. (e.g. a memory that has shared by a parent, grandparent, or other family member that has influenced the student in a positive way.)  Art/Mahon– Prior to beginning the family portrait, students will create a family tree.  Spanish/Garcia – Students will describe their family members.  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  Students will listen closely to stories that are presented (parents’ presentations, teacher read aloud stories, videos, etc.). Students should ask appropriate questions relating to stories shared.  Students will interview their grandparents and/or other family members and share their information with class.  Students will present and share family timelines. (Illustrations may be used also.)  Students will explain about family traditions and possibly share a family artifact.  Gallery Walk- Students will view pictures of different cultures and write in their PYP Journal their thoughts/reflections.  **Research Project:**  Students will interview their parents about their culture and where they are from.  **Art/Mahon**: The instructor will gauge evidence of planning through the student’s draft of the family tree.  **Spanish/Garcia**: Students are able to verbally say their family member’s name in Spanish | |  | | --- | | **4. How best might we learn?**  **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **Tuning In:**  Students will listen to parent volunteers who will present and share about their family histories.  Teachers will read and share fiction and non-fiction books about family histories. Students will write and illustrate about stories and share their work.  Students will bring photos of their ancestors and share how their families have changed over time and how they look now. (Students will illustrate how their families look now.)  **Finding Out/Sorting Out:**  Students will interview their family members to gain information about their ancestors. They will present the information from the interview in small groups.  Together students will build a timeline with their parents of their family history at home. Students will present timeline to the class.  Students will bring their artifacts to class. They will place a display of artifacts in their classroom. Students will create a brochure with the details of their artifact and present to class.  Pair interview: Students will interview each other in pairs to learn the most important/special moments in their family timeline of events.  **Going Further:** Students may choose to find out about their family traditions and rituals they carry out which involve music. They may talk or sing with music and share how these things have been handed down from one generation to another.  **Drawing Conclusions/Reflecting and Acting:**  Circle time: Students will reflect on what they have learned, how they did it, and which things they continue to wonder about, including the most challenging part, etc.  Students and teachers will agree on how they will organize their understandings about their family histories.  **Art/Mahon** Students will have the experience of working with crayons to complete their family tree and portrait.  Inquirers – Students will be working with materials that are new to them.  Spanish/Garcia: Students will sing and practice the vocabulary with a Spanish family song. :  Communicators: Students will say their family members in Spanish. | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry? | |

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| **6. To what extent did we achieve our purpose?**  **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.**  Students recognize that families are all different and how important it is to be respectful to their personal family history along with other students’ family histories.  Spanish/Garcia - The central idea and key concept were well connected. The thinking routines allowed students to reflect and analyze about family and relationships.  Ginn- They connected as well as they could online. They learned the importance of others and diversity.  Timmons- Students were able to recognize that families make look different but that they all play important role in shaping who we are.  Weegar - Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.  Students recognize that families are all different and how important it is to be respectful to their personal family history along with other students’ family histories.  **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.**  The artifacts could possibly be placed on display in the Media Center so students from other grade levels could have an opportunity to gain knowledge about other cultures.  Also, students could be selected to do their presentations on the morning broadcast.  Ginn-Find ways to have them want to send more of their work in online, so they can share what they have learned.  Timmons- Having an project that the students do with their families and have them share them with another student in the class to compare and contrast.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Students had an opportunity to understand “who they are” and gain knowledge about the history of their own family.  Ginn- The students related their needs and importance of learning. Since this was my first time using IB I would like more guidance in helping to reach the online students.  Timmons- Students were able to understand how their families made them who they are.  Weegar - The artifacts could possibly be placed on display in the Media Center so students from other grade levels could have an opportunity to gain knowledge about other cultures.  Also, students could be selected to do their presentations on the morning broadcast.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Students had an opportunity to understand “who they are” and gain knowledge about the history of their own family.  Long-Students understood that everyone’s needs are met in different ways concerning family and personal needs. The important thing is that their needs are met. Students were very excepting if their classmates needs were met differently than their own needs. | **7. To what extent did we include the elements of the PYP?**  **What were the learning experiences that enabled students to:**  **Develop an understanding of the concepts identified in “What do we want to learn?”**  **Key Concepts:**  Responsibility-Students gained an understanding that families have a responsibility to one another.  Form-Students realize that over time, families grow and develop many different traditions that they share with one another.  Change-Students identify that families constantly change over time.  Spanish/Garcia- Key concepts: form and responsibility. Students demonstrated an understanding of how our behaviors help us develop relationships throughout the world.  Ginn- Key Concepts they learned the importance of helping one another.  Timmons- Students were able to identify responsibilities that they had in their families.  **Related Concepts**:  Citizenship- Students understand that character traits are a part of how individual develop their citizenship.  Values-Students share and explore how values are established through a family's values that are passed down from one generation to another.  Growth- Students identify the growth of their personal family over time with stories shared by other family members.  Ginn- Citizenship- They learned about character traits and the importance of always being positive.  Values- They learned the importance of always having positive moral behavior.  Growth- They know that they must work everyday to grow .  Timmons- Citizenship-Students learned character traits and how they improve citizenship.  Values-Students were able to identify values they were important to their families and how they can display those values in a positive way.  Growth- Students were able to identify how their families grew over time.  **Demonstrate the learning and application of particular transdisciplinary skills?**  Social Skills: Students worked together in small groups and with partners while sharing stories about their family.  Communication Skills: Students used communication skills while doing their presentations about artifacts and family traditions.  Thinking Skills: As students presented information about their families, the other students were thinking and comparing and contrasting with their personal family values and traditions.  Ginn- Social Skills- I was not able to do this because of online learning. They did share their experiences in whole group.  Communication- Students learned about the importance of effective communication and listening.  Thinking skills- The students learned the important of thinking at higher level.  Timmons- Social Skills- Students worked on social skills in small groups to complete place value scavenger hunt.  Communication Skills: Students demonstrated being respectful communicators by not speaking while others were speaking.  Thinking Skills- Students worked independently on morning review work to improve thinking skills.  **Develop particular attributes of the learner profile and/or attitudes?**  **In each case, explain your selection**.  Learner Profile:  Open-minded: Students showed respect for and accepted differences from other cultures and traditions while listening to presentations.  Ginn- Principled – Students were very considerate and respectful in listening to others and in their responses.  Long- Students tried to figure out alternate ways to meet the needs of people that needed help outside of his/her family.  Principled- They understood that following character traits will give them more opportunities in the their daily lives when they respect themselves and others. |
| **8. What student-initiated inquiries arose from the learning?**  **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  Where does my family come from? Why are old things important in my family?  How were things a long time ago? Why are families different? What did my grandparents do for fun when they were children?  Ginn- We were not able to get these questions answered online.  Timmons- Students want to know why people thought it was wrong for Ruby Bridges to go to school. “ Why did the students moms and dads take them out of Ruby Bridges’ class?”  Weegar - Where does my family come from? Why are old things important in my family?  How were things a long time ago? Why are families different? What did my grandparents do for fun when they were children?  **At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.**  **What student-initiated actions arose from the learning?**  **Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.**  Students shared that they will show respect for their older family members.  Students said they need to be open-minded when they meet other children from different cultures.  Ginn-Students were always positive and listening other students.  Timmons- Students said that the people who wanted to stop Ruby Bridges from going to school were not being principled or caring.  Long- Students really took to heart about one of the lines of inquiry concerning communication. The line of Inquiry was “ Communicate in a safe way”. The students took that to heart and when one of the students in the class was obviously having a rough morning they came to him and wanted him to express what was wrong in a safe way. They were willing to meet his needs so that he would not react to his bad day in the wrong way. He expressed his feeling to them and ended up having a great day.  **Weegar -** Students shared that they will show respect for their older family members.  Students said they need to be open-minded when they meet other children from different cultures. | **9. Teacher notes**   * Plan a field trip for next year. * Adjust the time frame for this unit.   Weegar - Adjust the time frame for this unit (possibly).  Reflections Due to COVID, we were not able to have guests visit the classroom and share about their family history. Should COVID continue to be an issue, perhaps next year we could do some virtual family history sharing.  I would personally like to place more emphasis on student’s individual family time lines. |

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