**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme:**   How We Organize Ourselves   * **Central idea : A community functions and changes to meet the needs of its members.**   **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?**  Students will brainstorm ideas for a rule that should be added or changed within the current school rules. The class will vote on a few of the best options. The class will then decide on a way to present their proposal to Dr. Taylor and Ms. Parks.  Our Classroom Economy- The students will create their own economy within the classroom. This economy can be implemented for this unit only or the entire year. Jobs can be appointed, elected (hold a classroom election for mayor), or students can apply for jobs within the classroom. Jobs can include mayor, tutors, police officers, bankers, sanitation supervisor, supply manager, etc. “Employees” will be paid but will have to give a portion back for classroom taxes. Students can make products to “sell” but must also pay classroom taxes. Use this opportunity to explain that the taxes pay for jobs (police officer, mayor, teacher, etc.). Students can use their earnings to purchase items from each other, school supplies, or even a class store (treasure box, homework passes, lunch with the teacher, etc.).  Performance Matters is another way to complete summative assessments.  Spanish/Garcia - 2-Related Concepts: Community, members, connection. Ss will integrate these concepts in Spanish class by doing a cultural activity about the Day of the Death (Mexican Celebration)  PE/O’Brien - Learning rules and proper techniques to be successful on the playing field.  Students will have extended time, small group, explain/paraphrase. | Class/grade: 2 Age group: 7-8  School: Copeland Elementary School code:  Title: How We Organize Ourselves  Teacher(s): Long, Rozier, Brace, Echols, Huggins, Brown, Garcia (Spanish), O’Brien (PE)  Date: October 26th- December 4th  Proposed duration: 6-8 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?   * Function * Change * Connection   Related Concepts:   * Leadership * Community * Structure   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Rules and laws connect the members of a community. * The executive branch affects change in a community * The function of money, goods, and services in a community   **What teacher questions/provocations will drive these inquiries?**   * How do laws and rules impact people? * How does government impact our lives? * How do the choices you make with money impact your life? * Who makes choices about us? * How are people elected into office? * How do the leaders of the executive branch of government enforce laws?   Elections and Voting- Begin by posing a question and allowing students the opportunity to vote. When laying out the question you can give students a pretend new school policy. To engage students, you can make both choices undesirable but tell students that they still have to vote. Allow students to vote and then announce a “winner.” Lead a class discussion. How did they vote and why? Who was the winner of the election? How was the winner decided? Does your choice always match the vote of others? What happens when you disagree with the results of the vote?  \*Although elections and voting are not in the standards, students may need to understand the concept of voting and elections to understand the content related to the elected officials they will be studying.  Students will review and discuss elections.  Spanish/Garcia - 2-What is a community? How does family make celebrations?  PE/O'Brien - 2Are there consequences of presence or absence of organization? |
| **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?**   * Can students explain and compare the function of the different parts of the executive branch. * Performance Matters * KWL * Student Reflections * Mock Election * Gallery Walks   PE/O’Brien - How do sports use organization as a system to create order?  I See, I Think, I Wonder Assignment  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**   * Students can explain how elected officials create change in America. * Students can give examples and explain goods and services used within the school, community, country, and globally.   Spanish/Garcia - 2-Think and Share: How do family members make celebrations?  Students will have extended time, small group, explain/paraphrase.  Ticket out the door assignment/activity | **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?**  Week 1: SS2CG1 Define the concept of government and the need for rules and laws.   * What is a leader? What makes a good leader? Why are leaders important? Have students create a list to share with the class. Allow students time to create their lists and call students together to share their thinking. Chart the group responses. What did the lists have in common? * Social Studies Weekly “Our Government”   Week 2: SS2CG2 Identify the following elected officials of the executive branch and where they work: a. President (leader of our nation) and Washington, D.C. – White House b. Governor (leader of our state) and Atlanta, GA – State Capitol Building c. Mayor (leader of a city) and city hall   * Social Studies Weekly “The President” * Elected Officials Sorting- Students will analyze images related to elected officials. \*Add images of the current President, current Governor, and your local Mayor and City Hall. Have students study each image. What do they see? What do they notice? Why do they think the image is important? Have students write in their interactive notebooks. Have students divide a separate sheet of paper in to three sections – Mayor, Governor, and President. Students will cut out each picture and paste it in the correct section. \*Add images of the current President, current Governor, and your local Mayor and City Hall. Provide a word bank and students can add captions to each picture. * White house Virtual Tour-   <https://www.360virtualtour.co/portfolio/the-white-house-google-virtual-tour/>   * GA State Capitol Virtual Tour-   <https://georgiavirtualtours.com/georgia-state-capitol/#tour>   * Elected Officials Flip Book- Students will create a flip book to organize information about the Mayor, Governor, and President.   Week 3:   * Social Studies Weekly “Presidents, Governors, Mayors” * Heads of State Project- Students will choose one elected official and create a poster. It should include a picture of the official, his/her name, job title, where he/she works (building and city) and at least two responsibilities of the official.   Week 4:   * SS2E2 Identify some ways in which goods and services are allocated (such as: price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics). * Goods vs. Services- Students will work in groups or pairs for this activity. Each group will divide a paper into two sections – goods and services. Students will provide at least five goods and services by cutting from magazines and newspapers or drawing pictures. Each group will choose one good and one service to write about. Students will answer the following questions on the attached worksheet: Which good did you choose from your chart? Which service did you choose? How are the good and service different? How are they alike? How is the good obtained? How is the service obtained? * Goods and Services: Let’s Make a Deal   <https://www.education.com/lesson-plan/lets-make-a-deal/>   * Social Studies Weekly “Goods and Services”   Week 5:   * Social Studies Weekly “Economic Choices” * Student Reflection Piece   Spanish/Garcia - Ss will make an Altar to show the Day of the Death celebration.  PE/O’Brien - Teach rules and roles for different games and facilitate student development of skills, strategies and techniques across a range of games. For example, basketball, football, soccer.  Students will have extended time, small group, explain/paraphrase.  Various interactive classroom demonstration of goods and services  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**   |  | | --- | | * Student of the month/ Citizenship award for each month-learner profile attributes * Class jobs and/or group roles-self-management * Group work-social skills * Presentation-social/communication skills   Spanish/Garcia- 2- Profile: Reflective and caring; Attitudes: Respect and Curiosity  PE/O’Brien - 2 Students will work on their communication skills.  Students will have extended time, small group, explain/paraphrase. | |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**   * <https://lor2.gadoe.org/gadoe/file/f9ddcd80-8956-474c-89d5-1974f25a11d5/1/Social-Studies-2nd-Grade-Unit-2-Sample-Unit.pdf> * Social Studies Weekly * YouTube   Spanish/Garcia - 2- Videos, songs, games, word search, web pages, and flashcards about vocabulary.  Guest Speakers (Huggins)  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  Virtual Tour of the White house and the GA State Capitol Building.  School functioning as a community  Spanish/Garcia - K to 5- Teacher will display some Spanish works in the Pre K hall.  Students will have extended time and technology..  Classroom could be set up as a polling station for mock elections complete with “I Voted” stickers (Huggins) | |

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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.   * **Central idea : A community functions and changes to meet the needs of its members.**   Long - I believe that students have a better understanding of what a community is but there is still a deficit regarding how communities meet the needs of its members.  Brown- I believe that my students understand exactly what a community is and they understand that there are many different examples of what a community can be. My students were also able to give examples of how a community functions to meet the needs of each member by giving examples of the members in the community and telling a need that member may need. I.e. (children in the community need schools and playgrounds; the taxpayers (their parents pay their taxes then he mayor and the city council delegates that money for schools, parks, playgrounds, etc)  Walker- My students needed more direct instruction but was unable to receive that because of going Virtual.  Rozier: This central idea allowed my students to understand how specifically a community functions. They were able to understand the definition of community and provide examples of how the community functions by organization.  Spanish/Garcia - K-2: Students understood the central idea by discovering how Colombians celebrate Christmas following their own traditions, culture and belief.  PE/Obrien - 1st and 2nd: Students understood the concept of organization and could explain how organization makes people more productive.  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.  We need to add an assessment task that measures students ability to connect the roles community leaders with how community members are impacted.  Brown: I agree with Mrs. Long, we need more assessment that are directly relatable to the central idea.  Walker- Yes, I agree too. The assessment was related to 1 question.  Rozier: I believe that students would benefit from the assessment task that connected community leaders to what students are interested in. For example, instead of multiple choice or fill in the blank assessments, students could have created a visual representation that ties into the central idea  **Echols- better team planning and including Studies Weekly Assessments that went with unit plans**  Spanish/Garcia  K-5: By showing different examples of beliefs are part of our Identity.  PE/O’Brien  1st and 2nd: Have students reflect on the ways in which they could improve their organized driving skills.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Students created charts that matched different elected officials with their roles and physical location. This created a visual representation of how our government is organized.  Brown: Students held a classroom election, students created charts and flipbooks matching the different elected officials with their roles. We also did some role playing of each student playing a different elected official role and some students acted as members in the community.  Rozier: Students completed virtual posters, videos, and writing prompts that provided evidence that the central idea and the transdisciplinary theme was connected.  **Echols: Students explored current events, created graphic organizers of IB traits good leaders need. Research- computers and leveled reading books to explore different levels and roles of government**  Spanish/Garcia  K-2: Beliefs as part of our identity.  PE/O’Brien  1st and 2nd: Students could explain the need for organizational systems in the gym but did not have much knowledge of organization in the community. | **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?” * demonstrate the learning and application of particular transdisciplinary skills? * develop particular attributes of the learner profile and/or attitudes?   In each case, explain your selection.   * Students participated in a mock presidential election. This helped students connect with the concept of how a leader is elected. This developed the foundation required to understand how the executive branch affects change in a community which was one of our lines of inquiry. * One of the transdisciplinary skills that students used during this unit is conducting research. Students watched videos and read articles that helped them develop their understanding of how the government is organized. * Students were given opportunities to discuss their beliefs about different elected officials. This encouraged students to develop the learner profile trait of being a communicator.   Brown: Students participated in role playing. This helped my students connect with being a leader and what challenges a leader may face. This also help them understand how city council meetings work and why they are important.   * One of the transdisciplinary skill that students used during this unit was communication. Students had to communicate with thier peers and even thier parents to get a better understanding of how leaders are elected and why it is important that leaders are good communicators to meet the needs of people in their community.   Echols- Same as above  Rozier: As stated above my students were also able to participate in role playing. This allowed them to communicate with one another and research information on the government.  Communication: Students communicated with one another by giving examples of leaders (National, state, and local). They were able to say who the leaders are national, state, and local government and their roles.  Research: Students had their own president that they had to research. They had to understand/ know the term, age, and laws passed during their president’s presidency.  Spanish/Garcia  K-2: Students made a personalized Christmas T-shirt to show how Christmas is celebrated in Colombia (South America) and they reflected about Colombia’s culture.  PE/O’Brien  1st and 2nd: Students made their own scooter board obstacle course and reviewed traffic laws previously discussed. |
| **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.   * **How are our leaders picked?** * **What makes a good leader?**   **Brown**   * **Has the vice president ever took over and became president?** * **Why do you have to have a vice president?** * **Does the mayor meet the president?**   **Rozier**   * **What is a leader?** * **What makes a great leader?** * **What makes leaders stand out?** * **Who are the leaders for national, state, and local government?**   Echols- guided questions- SAME LISTED ABOVE  Spanish/Garcia  K-2: Students were very curious about the Spanish Christmas Vocabulary. They searched how to say different words in Spanish. Since they had to create their own t-shirt they looked for the words and pictures they wanted to draw on it.  PE/O’Brien  1st and 2nd: On their own students assisted the new students with the organizational systems in the gym.  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.   * How are people elected into office?   Brown – why is the executive branch important?  Rozier: How do the leaders of the executive branch of government enforce laws?  Echols- How people are elected to office  Spanish/Garcia K-2: How do you celebrate Christmas? How do Colombians celebrate Christmas? What is different?, What is similar?  **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.  Spanish/Garcia K-5: I really loved how 2 students from 3rd grade made a hip/hop song to describe the Colombia Christmas Celebration and Culture. It was amazing about how they sang about food, traditions and the importance of this celebration in Colombian culture. | **9. Teacher notes**  **We did not have enough time to effectively cover any of the economic topics.**  **Walker- Needed more time and direct instruction, not learn-from-home.**  **Brown- We needed more time to fully and effectively incorporate all of the topics given.**  **Rozier: Definitely would like more time on this unit.**  **Echols- better team planning and pacing of lessons to complete unit on time**  **Spanish/Garcia** K-5: This unit was a great opportunity for me to share with students how we (Colombians) celebrate Christmas, share some traditions, culture, and language. I really enjoyed it and students too. |

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