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**Important**

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**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: Where We Are In Place and Time** * **Central idea : Evidence from past generations can be used to make connections to present day societies.**   **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?  Performance Matters Test  Benchmark Assessments  RCBOE Unit Pre-Test (Canvas Commons ELA)  RCBOE Unit Post Test (Canvas Commons ELA)  RCBOE Unit Pre-Test (Canvas Commons Math)  RCBOE Unit Post Test (Canvas Commons Math)  RCBOE Unit Pre-Test (Canvas Commons Science)  RCBOE Unit Post Test (Canvas Commons Science)  RCBOE Unit Pre-Test (Canvas Commons Social Studies)  RCBOE Unit Post Test (Canvas Commons Social Studies)  Choice boards  PowerPoint Presentations  Student discussions  Weekly Teacher created quizzes in each subject area  Spanish/Garcia - Planets-Solar System-Ss inquiry about the planets and their names in Spanish.  Culminating Task: Making the connection between Social Studies and Science standards: Have students follow the North Star to freedom. Students will use a teacher created map of the school, the map will include hide-outs and safe places to give students the feel of the Underground Railroad. The North Star will be located on the opposite side of the school, when students find the star they would reach freedom. | Class/grade: 4th Age group: 9-10  School: Copeland Elementary School School code:  Title: Unit 4  Teacher(s): Nelson, Brown, Hall, Garcia  Date: February 22, 2021- March 19, 2021  Proposed duration: 4 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?   * Connection * Causation * Reflection   **Related Concepts**   * Change * Perspective * Function   **What lines of inquiry will define the scope of the inquiry into the central idea?**  **•** Past generations reflect how societies work today.  • Movement shapes position and perspective.  • Observable features help identify similarities and differences.  **What teacher questions/provocations will drive these inquiries?**   * What is an abolitionist? * Introduction Videos * Gallery Walk * What is a planet? * Spanish - What are the names of the planets in Spanish? Say some characteristics of each one. |
| **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?   * **LINK Chart** * List everything you know. * Inquire about what you want to know. * Now we are going to take notes. * What do you know now? * **KWL Chart (**Focus on K and W) * What I know? * What I want to know? * What I learned? * **KWHLAQ Chart (**Focus on K, W, and H) * What I think I know? * What I want to know? * How do I find out? * What I learned? * What actions do I think? * What new questions do I have? * **Unit Pre-Assessment** * **Spanish -** Think-Pair-Share routine: What do they already know about the planets?   What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?   * Resources will be used to implement data and to assist the students with historic ideas. Students will watch YouTube videos that elaborate on the main idea of the suffrage movements. They will also explain the challenges faced by Susan B Anthony, Frederick Douglass ,Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. Class engagement will include talk and turn discussions so students will be able to comprehend the text and understand what it is about. Also to conclude the lesson and revaluate over the entire provocation we will include a KWL chart at the end of lesson. * Students will be able to develop an example of Historical Black History and they will be more knowledgeable of the different things in which is a part of the culture that is a major part of America today. The class will understand how to obtain evidence on a subject through research as well as using resources to explain the importance of History. * Students will investigate why some stars are bigger and brighter than others. Class will use different resources to support their evidence on comparing and contrasting the sizes, and the brightness of the stars. We will identify the different parts of the solar system and have talk and turn discussions on the composition of the planets. Class will get the opportunity to showcase their Art skills and participate in Outdoor drawing of what they see in the sky. * Spanish Ss will make a foldable about the Solar System 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?  Spanish Scavenger Hunt Activity-Have Ss answer interesting questions about the planets…and know the key words in Spanish.  Week1: Social Studies:  Standards: SS4H4. Examine the main ideas of the abolitionist and suffrage movements.  a. Discuss contributions of, and challenges faced by Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman.  Provocations:   * Question: What is an abolitionist? * Womens Suffrage Video: http://www.history.com/topics/black-history/abolitionist-movement / https://gpb.pbslearningmedia.org/resource/1c7516bf-9293-4867-870d-bcd054e7aa05/womens-suffrage-crash-course-us-history-31/ * Gallery Walk: Photos of Susan B. Anthony, Frederick Douglass, Elizabeth Cady Stanton, Sojourner Truth, and Harriet Tubman. Ask students to write about who they think they are and what they contributed to society. (Photos: https://gpb.pbslearningmedia.org/resource/suffragists-ken-burns-not-for-ourselves-alone/suffragists-ken-burns-not-for-ourselves-alone/)     Activities**:**   * KWL Chart: Students will share what they Know, Want to know and what they Learn about the abolitionist and suffrage movements. * Elizabeth Cady Stanton: Cloze Activity: Fill in the blanks of ECS autobiography. * Harriet Tubman Web Hunt: Use this web hunt to learn more about her remarkable life. Record your answers as you go. (<http://teacher.scholastic.com/activities/bhistory/underground_railroad/harriet_tubman.htm>)   Week 2: Social Studies:  Standards:SS4H5 Explain the causes, major events, and consequences of the Civil War.  a. Identify Uncle Tom’s Cabin and John Brown’s raid on Harper’s Ferry and explain how each of these events was related to the Civil War. b. Discuss how the issues of states’ rights and slavery increased tensions between the North and South. c. Identify major battles, campaigns, and events: Fort Sumter, Gettysburg, the Atlanta Campaign, Sherman’s March to the Sea, and Appomattox Court House. d. Describe the roles of Abraham Lincoln, Robert E. Lee, Ulysses S. Grant, Jefferson Davis, Thomas “Stonewall” Jackson, and William T. Sherman. e. Describe the effects of war on the North and South.    Provocations:   * Emancipation Proclamation video: <https://gpb.pbslearningmedia.org/resource/ket-lincoln-history-15/the-emancipation-proclamation/> * Uncle Toms Cabin video: <https://gpb.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/> * The Civil War video: <https://gpb.pbslearningmedia.org/resource/8f37f9fc-521f-4593-acab-a7b7dd1fdd6b/civil-war-overview/>   (Essential Questions: How does conflict lead to change within societies? How did conflict between the North and the South create changes?)  Activities:   * Role Play: Students will write a modern-day skit depicting a problem that they feel is relevant in today’s society. They must decide as a group what the problem is and how to solve it.   Week 3: Science  Standards: S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets. a. Ask questions to compare and contrast technological advances that have changed the amount and type of information on distant objects in the sky. b. Construct an argument on why some stars (including the Earth’s sun) appear to be larger or brighter than others. (Clarification statement: Differences are limited to distance and size, not age or stage of evolution.) c. Construct an explanation of the differences between stars and planets. d. Evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun. (Clarification statement: Composition of planets is limited to rocky vs. gaseous.)  Provocations:   * Planet Song– <https://www.youtube.com/watch?v=Py1Uh6MDv78> * Question: What is a planet?   Activities:   * Shadow Clock: Students use flashlights indoors to understand how the position of the light affects the time shown on the clock. Then, students take their shadow clocks outside to see how the position of the Sun can tell them the time of day. * Play Dough Planets: Students crafts planets out of play dough.   Week 4: Science:  Standards: S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.  a. Develop a model to support an explanation of why the length of day and night change  throughout the year.  b. Develop a model based on observations to describe the repeating pattern of the phases of the moon (new, crescent, quarter, gibbous, and full).  c. Construct an explanation of how the Earth’s orbit, with its consistent tilt, affects seasonal  changes.  Provocations:   * Earth’s Rotation Video: <https://www.youtube.com/watch?v=l64YwNl1wr0>   Activities:   * Universe-In-A-Box: Students make a paper model that helps them visualize the Earth’s yearly orbit around the Sun. They use this model to understand why some constellations are only visible during part of the year. |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**  MyOn  Brain Pop  iReady  Readworks  Flocabulary  Education Galaxy  GADOE  Envision  Social Studies Weekly  Media Center Books  Emancipation Proclamation video: <https://gpb.pbslearningmedia.org/resource/ket-lincoln-history-15/the-emancipation-proclamation/>  Uncle Toms Cabin video: <https://gpb.pbslearningmedia.org/resource/amex25.socst.ush.hbstowe/harriet-beecher-stowe-uncle-toms-cabin/>  The Civil War video: <https://gpb.pbslearningmedia.org/resource/8f37f9fc-521f-4593-acab-a7b7dd1fdd6b/civil-war-overview/>  Earth’s Rotation Video: <https://www.youtube.com/watch?v=l64YwNl1wr0>  Planet Song– <https://www.youtube.com/watch?v=Py1Uh6MDv78>  Womens Suffrage Video: http://www.history.com/topics/black-history/abolitionist-movement / <https://gpb.pbslearningmedia.org/resource/1c7516bf-9293-4867-870d-bcd054e7aa05/womens-suffrage-crash-course-us-history-31/>  Spanish Spanish Reading material, Spanish Youtube Channel, websites, Duolingo, Spanish videos and songs.  How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  Gallery Walk  Role Play: Make connection between Social Studies and Science standards: Have students follow the North Star to freedom.  Media Center: Research Projects  Virtual guest  Spanish – Scavenger hunt  EIP – Benchmark Universe Leveled Readers  NewsELA differentiated passages  ReadWorks differentiated passages  Common Core Progress Reading Passages | |

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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.  Hall- Students have a good understanding of the central idea. They were able to see how it went each area we discussed in this unit.  Spanish/Garcia - Ss made connections between the days of the week and the names of the planets in Spanish.  Nelson- Virtual students were able to show understanding of the Central Idea. I broke the Central Idea down, allowed students to do a gallery walk, write down what they thought each word meant, and as a whole group we discussed the meaning of each word/ group of words. After students completed this activity they had better understanding.  Brown- Made connections through a creative mirage art creation drawing that incorporated the solar system and all of its cohesive counter parts.  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.  Hall- Students had a great understanding of the central idea. They were able to make connections between things that happened in past societies and what is happening in the world now. They were not aware of what happened at the Capitol building so it was good to bring that to light for them and compare that to what happened in the past.  Nelson: To improve on the assessment task of understanding the Central Idea, I tried to incorporate more time to refer to the Central Idea. The questions that were on the assessments were connected directly to the standards as best as they could be.  Brown ~ My tactic of improvement would be to create an out of the door ticket quiz with matching vocab to each planet just to test the students' knowledge.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Hall- Students were able to connect with the Native Americans during our simulation activity. They were not very happy with being kicked out of the classroom and I was able to show them the same emotions that they experienced during that time were even worse for the Native Americans. Many of them were glad when they were able to come back to the classroom. We discussed how that was not possible for the Native Americans.  Spanish/Garcia - Ss made connections between the Solar System vocabulary in English and Spanish.  Nelson- Virtual students were able to make the connection to the Central Idea and the theme by researching and understanding that evidence from past generations can be used to make connections to present day societies. One way that students did this by researching famous abolitionists from the past with Civil Rights leaders from today.  Brown ~ Students could make compare and contrast charts on Native American living Vs. Present life. It was a very exciting activity to see students be able to notice how life was not that great compared to the different opportunities that they have currently. | **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.  Hall- The learning experiences that enabled students to develop understanding, demonstrate learning, and develop attributes of the learner profile are creating planets, the simulation, and the capitol building discussion. This got students attention and they were able to show how open minded and knowledgeable they are on the different topics.  Spanish/Garcia Thinker/knowledgeable/communicators: Ss leant some facts about the Solar System and the names of the planets in Spanish.  Nelson-   * Concepts:   Connection: How is it connected to other things?  Causation: Why is it the way it is?  Reflection: How do we know?     * Transdisciplinary Skills:   Research: Students did independent research on famous abolitionist, and also on stars and planets. ·  Self-Management: Students were required to use time management and organization to complete independent assignments on their Asynchronous learning days.   * Learner Profiles:   Open- minded: Students had to be open-minded when talking about slavery and abolitionist.  Brown ~ Students had to be very optimistic and think out of the box to come up with a visual idea of how they were going to be able to create a great visual that correlates with the standard. They did a great job and they understood exactly what they were doing even in the midst of research they were very hands own. I made it a point to step back and allow them to get their hands dirty and develop their very own personal ideas and concepts to enforce the IB language . I am very proud of the outcome each student showcased their individualism as well as made a point to understand the standard. Overall they were able to learn and have fun while doing so mission was accomplished. |
| **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.  Ferguson (EIP) - When working in small groups, my eip students would read passages related to the unit. During the unit, students got a chance to inquire to get their questions answers.  Hall- Students had many questions when discussing the planets and the sun. They wanted to know how the sun is considered a star and not a planet. They wanted to learn more about Pluto and discovered that it was a dwarf planet. This was a very interesting discovery for them.  Spanish/Garcia - Ss asked how many planets are in the solar system? And how the Spanish words are related to the days of the week?  Nelson- Some student- initiated inquires and questions were: “Why were black people treated that way” “Why were some white people so mean” “Why didn’t more white people help” “Who invented the telescope” “Do people live on other planets” “Why are some planets larger than others”  Brown ~ Students really enjoyed creating a real life solar system they immediately begin to research each planet so that they could attempt to bring to life the exact same planet that they studied on the diagram. They used teamwork skills and exercised their interactive learning by allowing each person to adapt to a specific purpose in the assignment .  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.  Hall- The women's suffrage provocation was very effective.  Spanish/Garcia - Do you think there is a difference between the pronunciation of the American tribes in English and Spanish?  Nelson- What is an abolitionist? What is a planet?  Brown~ They were fascinated about the asteroid belt and was very aware of the eight planets. Vocab – Abolitionist  **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.  Hall- Students were able to create thier own planets out of playdoh. They did research on each planet to learn the attributes and then they created them to look as closely as possible. They were able to mix colors and get the exact look they wanted for each planet. They were then able to put arrange them in the correct order.  Spanish/Garcia - Ss wanted to participate in different contests about the Solar System to test how much they have learnt!  Nelson- My students were able to initiate many actions. One student initiated action that was taken was that the students lead an open discussion comparing Slavery and the current police brutality involving African Americans. A student asked the question, “What the difference between how blacks were treated unfair then and how we are still treated unfair now?” I put the question back on the student and from their other students begin to share their opinions. I was very impressed, my students were able to agree and disagree respectfully and stay on topic.  Brown ~ Students were able to be very creative with their solar system art piece they chose to draw it out on a big portion of paper. Many of the students used color pencils, markers, glitter, glue as well as other tools to bring about their mini solar art creation. After they finished they all took a photo with their solar Art banner. The entire 4th grade was able to be included in the photo and they were able to talk and turn about the Solar system and what it means to them. | **9. Teacher notes** |

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