**Planning the inquiry**

|  |  |
| --- | --- |
| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme:** Who We Are * **Central idea:** Being human makes us the same, but our experiences and perspective give us each a personal story.   **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?   * Choice boards * Timelines * PowerPoint Presentations * Student discussions * Quizzes * Test   **Art/Mahon:** Students will create a work of activist art about a topic they are passionate about (I.e. animal extinction, recycling, homelessness, safety, etc.)  **PE/O’Brien**: Students will choose an athlete that they feel has created an important change in our environment, community, education, or for them personally.  **Spanish/Garcia:**  Students will draw a picture dictionary with the key concepts: change, perspective, and connection | Class/grade: 4th Grade Age group: 9-10  School: Copeland School code: 060043  Title: Unit One  Teacher(s): Nelson, B.Brown, Hall, Mahon (Art), O’Brien (PE), Garcia (Spanish)  Date: 9/8 - 10/23  Proposed duration: 6 weeks  **2. What do we want to learn?**   * Change * Connection * Form * How is it changing? * How is it connected to other things? * What is it like? * Related Concepts: Identity, Cooperation   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Human actions can create change. * Our point of views can change as a result of our experiences. * Personal choices and decisions have consequence.   **What teacher questions/provocations will drive these inquiries?**   * Walking/Virtual museum * Role Playing * Artifacts * Letters * Flipped Classroom   **Art**: Teacher will provide examples of activist artwork intended to create a change.  **PE**: Teacher will give example of an athlete that has created important change.  **Spanish**: Teacher will show an example of a Spanish Picture Dictionary. |
| **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? * **Pre-Assessments**   **Art:** Prior to creating their artwork, students will have the opportunity to brainstorm a list of subjects they are passionate about changing.  **PE:** Students will share examples of athletes they know have influenced change that is important to them.  **Spanish**: Students will brainstorm some examples about changes, perspective and connection  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **Art**: Does the student’s artwork visually demonstrate a clear message about a topic they feel needs changed?  **PE**: Are students giving examples of how athletes actions created change?  **Spanish**: Are Students explaining correctly the words: change, perspective, and connection in the picture dictionary? | **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?**   * Tea Party * Paper Snowball fight * Flip Classroom * Creating a Classroom Declaration * Bowling Alley   **Art**: Students will have access to a variety of materials to choose from for their project. For example, a student creating a piece about recycling may choice to use recycled materials to create their artwork.  **Spanish**: Students will have different materials to create an eye-catching bilingual picture dictionary.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**   * Learner Profile of the month * Visiting the library to get books that represent the Learner Profile * Classroom Learner Profile “Star Seat”   **Art**: Open minded: Students will be open minded to the ideas presented by their peers. Caring: Students will be caring and present a topic they are passionate about changing. Communicators: Students will communicate their message through visuals. Inquirers: Students will inquire into topics they want to see changed in the world.  **PE**: Open-Minded: Students learning from others with different opinions.  **Spanish**: Knowledgeable: Students will demonstrate their understanding. about the concepts by explaining the definition through a picture dictionary. |
| **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 * GADOE * Envision * Social Studies Weekly * Media Center Books   **Art/Mahon**: Teacher will gather examples of activist artwork in a variety of different subjects. Teacher will create an example of activist artwork.  **Spanish/Garica:**  Visual material of a bilingual  **PE/O’Brien**: Example of athlete and change they have made.  **How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?**  **Student-led activities in classrooms, the use of the media center, and the use of local newspapers.** | |

|  |  |
| --- | --- |
| **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.**  **Brown ~ The class did an amazing job building a correlation in their own wording with the unit. the students were able to explain very clearly and they were very in tune to the unit “Who we are” and what was going on in the unit. They were intrigued to discuss and explain the central idea also.**  **Hall- Students did well with understanding the central idea and making a connection with the lines of inquiry. They were able to understand why some people have different perspectives and they made that connection the best when discussing the American Revolution.**  **Nelson- Virtual students were able to show understanding of the Central Idea. The students understood that being human makes us the same, but our experiences and perspective give us each a personal story. Students shared their experiences about being 1st time virtual learners and were able to see how their peers’ experiences gave them a personal story.**  Art/Mahon - Students had difficulty connecting to the main idea. To reflect, I think I left the prompt too open-ended allowing students to choose any social justice issue they cared about. Most students were either completely stuck on what to do or created a project about plastic in the ocean and the importance of recycling (which was what my example project was based on).  Spanish/Garcia - The central idea and key concept were well connected. The thinking routines allowed students to reflect and analyze about how our experiences and perspectives give us each a personal story.  PE/O’brien - - Students researched and designed a poster about an athlete of their choice. The assignment was to pick an athlete that has or is using their fame/influence to create new and positive changes in a community. More than half of the posters turned in focused on the athletes sporting success.    **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- I think all the assessment tasks went well. I noticed that my students were able to communicate what they learned verbally more than they could answer questions on paper. I would like to have more open discussions to assess student knowledge and understanding.**  **Nelson: To improve on the assessment task showing understanding of the Central Idea, I would incorporate questions that are directly related to the Central Idea. The questions that were on the assessments were connected directly to the standards.**  Art/Mahon - I think this project could be successful later in the school year when students are more familiar with one another and me and are more open to collaboration. I would love to do this as a collaborative project where each group is assigned a topic to create their project about.  PE/O’brien - Next time I will ask each student to share a quick summary of their athlete with me to make sure they researched the right information and then have them design their posters.  **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** | **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.**  **Brown ~ The class was knowledgeable about the unit and they could identify were both IB boards were located. They are very much in tune to how the IB world exist and they understand the importance of each compartment of it. We had a great discussion on why IB is important to Copeland and why we are IB inspired! We completed a Slide show about the Human Body. We had a Benchmark read in which the title was The Human Body that covered ELA, but it also had fluency as well, and Science combined. This same Benchmark read was used to create our slideshows. I saw a perfect teachable moment to explain how the subjects are married together which is why we are considered IB!**  **Nelson-**   * **Concepts:**   **Change: How is it changing?**  **Connections: How is it connected to other things?**  **Form: What is it like?**   * **Transdisciplinary Skills:**   **Social: Students participated in think-pair-shares and constant collaboration with classmates.**  **Communication: Students participated in think-pair-shares and constant collaboration with classmates. ·**  **Self-Management: Students were required to use time management and organization to complete jigsaw activities and cells summative assessment.**   * **Learner Profiles:**   **Communicator: Students were required to be communicators when creating their Class Declaration. Students must share their knowledge with their classmates. Students were required to listen to other classmates to gain their knowledge on topics.**  **Risk-taker: Students were asked to share their opinions on sensitive topics like the Boston Massacre.**  **Reflective: Students were asked to be reflective on their prior knowledge and new discoveries during this unit. As well as how well they best learned on task; whole group, individually; or in a group.**  Hall- Students made a deep connection with the central idea. They were able to learn how different experiences can give people different perspectives in life. They were able to incorporate this this idea in multiple areas of learning. They were very open-minded when others may have different opinions or perspectives.  Spanish/Garcia - Key concepts: Change and connection. Students demonstrated an understanding of how human actions can create change. |
| **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.**  **Brown ~ Student inquiries was about no taxation without representation. Some students were saying that they believe it was not fair to tax a person without knowing and other half of the class said they have no issue with paying taxes, no matter the cost. So, we decided to have an in class vote on who was for or against taxes it was so much fun! After that we got dressed in our Sunday’s best, and orchestrated a mock tea party. We had deserts and beverages it was a day in the life of The Boston Tea Party.**  Hall- Some student led inquiries were mostly about why the Patriots and Loyalist were not agreeing on what should happen in the colonies. I was able to add in a debate where the student argued both sides.  **Nelson- Some student- initiated inquires and questions were: Why did the Indians Fight on both sides during the French and Indian War? Why did King George III require Stamps on all paper goods? Why were the soldiers protecting the tax building? Students created their own stamps and gave examples of different things that they would require the stamps to go on.**  **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.**  **Nelson- The virtual museum was most effective in driving the inquires of my students. They enjoyed going on a “field trip” and seeing different items and documents.**  **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- My students were really engaged in the American Revolution. They wanted to recreate a lot of the events that happened because they were able to make the connection of what happened then to what is happening now. They were able to reflect on certain things like the Black Lives Matters movement that is happening in our country and compare that to the Patriots. They chose to have a protest and act out what they thought it would look like during that time.  **Nelson- My students were able to initiate many actions. One action that stood out the most was a student created a Timeline on their own of the events that lead to the American Revolution. This prompted the teacher to ask all students to do the same, as it was a display of their understanding of the causes of the American Revolution.** | **9. Teacher notes** |

© International Baccalaureate Organization 2011