Planning the inquiry

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| **1. What is our purpose?**  **1a) To inquire into the following:**   * **transdisciplinary theme**   How We Organize Ourselves  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.   * **Central Idea**   Balanced people respect others, the environment, and themselves. | Class/Grade: 1st Grade  School: Copeland Elementary School  School code: 2052  Teacher(s): Ginn, Long, Timmons, Weegar, Bustos, O’Brien (PE), Prescott (SPED)  Date: October 26, 2020 – December 18, 2020  Proposed duration: Six Weeks |
| **1b) Summative assessment task: Retelling**  For our **prompt**:   * Teachers will review the Action Cycle with the class: Choose, Act, Reflect. Students will think about decisions that they have made. Teachers will ask the students: “Have you ever had to make a decision at school or at home that affected other people? How did you show that you are a responsible community member? Tell us what you decided, how you made this decision, and how it affected others.” * Students may draw or write about their decisions, including the three parts of the Action Cycle. * Our **goal** is for students to understand that their decisions and actions affect the people around them. * The students are fulfilling the **roles** of problem-solvers, writers, illustrators, speakers, communicators, reflective thinkers. * Our **audience** will be our teachers and classmates. * Students will consider decisions they have made at school, at home, at their houses of worship, at friends’ and families’ homes, in public, and other relevant **situations**. * Students may create a piece of writing, and/or an illustration, or a spoken word piece as their **product**, depending on their comfort level with each medium. * This prompt can cover **standards of all subjects**, especially social studies (our homes and communities), and ELA.   **PE: Students will participate in a race – What goes together? The class will be split up into groups Each group has to work together to organize and plan own tasks-what should we use to organize? (Colors, shape, objects, size.) The equipment dodgeballs, piggy, hoops- will be spread out all over the gym.** | **2. What do we want to learn?**  **What are the key concepts (form, function, causation, change, connection, perspective, responsibility, and reflection) to be emphasized within this inquiry?**  \*Responsibility-What is our responsibility?  \*Function-How does it work?  \*Reflection-How do we know?  \*\*Related Concepts: Citizenship, Value, Impact  What lines of inquiry will define the scope of the inquiry into the central idea?   * Responsible community members positively impact the world. * The purpose of roles, responsibilities, and essential agreements affect our classroom and school environments. * We will reflect how our choices impact ourselves and others by using the action cycle.     What teacher questions/provocations will drive these inquiries?   * What kind of home, school, church, and world do we need in order to be safe so that we can grow? * How do laws, rules, and essential agreements help us have this kind of school and community? * Why do my actions matter to my family, school, church, and community? Why is what I do important to others and to myself?   For our **provocation**, teachers will gather photos and videos of traffic in different countries. In some of the photos, the drivers should be following well-defined traffic laws in a clear and orderly fashion. Teachers will contrast these photos with other photos of chaotic traffic. In these latter photos, the drivers will not be following traffic laws and there will be a lack of safety in the scene.  The **scenario** we want to present to the students is that, when people are together, we must have policies and procedures to keep us safe.  **PE: What is a community? How are the community services connected?** |
| **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?**  We can review our essential agreements. Teachers should point out how these essential agreements make it possible to learn in a safe environment. We will also discuss why we can’t learn in a safe and orderly environment.  Together, the class will create an anchor chart to answer the question: what or whom should we consider when we make our decisions? Some answers could include: ourselves, others, community, family, friends, pets, teachers, classmates, safety, goals, happiness, the effects of our decisions, other actions that we could take instead (good or bad).  If needed to create the anchor chart, teachers may prompt students with scenarios, such as: stealing, playing on the playground, cafeteria and hallway behavior, seeing someone else be bullied. (Bring in ToeB The Happy Frog ” No to Bullying, with these examples.)  **PE: Class brainstorm: How can we ensure that we are not bumping into each other? How can we make sure we are safe?**  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**   * Class discussions * Journaling * Morning Meeting and Essential Agreements provide good opportunities to bring up how our choices affect others.   Throughout the day, teachers may remind students of the Action Cycle.  ELA is a wonderful opportunity to discuss decision-making. How do this character’s actions tell us what kind of person he or she is? Why don’t we behave like this character behaves? Or why do we behave like this character behaves?  We can ask the same questions that we asked in ELA about historical figures in Social Studies, present day figure in current events, and celebrities.  Reading-How is this character showing he/she is a good citizen? Social Studies What is the characteristic of a good citizen?  **PE: Students got hands on experience on what it means to collaborate with each other and why it is important to follow the instructions/safety rules. The students explored their wants and needs as well as adapting to different roles within the society.**  SPED/Prescott- For students with an IEP, teachers will work with the gen-ed teacher to provide extra, tactile, and other resources to give students a better understanding and the Use of graphic organizers to help students gage for prior knowledge (Ex. KWL Chart). Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 1st grade students. | **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?**  Teachers will model good decision-making for students, and “think-aloud” their decision-making process for their classes. Teachers will relate how they come to their decisions by referencing the Action Cycle. It should become obvious to students that we all must make many decisions on a daily basis. Teachers will point out to students that each decision is an opportunity to help or hurt our community and ourselves. Very importantly, teachers must help students understand that we all make mistakes in our lives, and that our mistakes don’t define us. What matters is what we do with our mistakes.  **Week 1:**  **IB Elements**:  Teachers will discuss with their classes:  The **Essential Agreements** and their purpose;  The **Wonder Wall**;  The **Learner Profile**;  The **IB bulletin board**, focusing on “How We Organize Ourselves” and “Balance people respect others, the environment, and themselves.”  **ELA:**  Teachers will discuss with their classes:  What makes a good student;  What makes a good reader;  What makes a good writer.  How do we use our Word Wall?  **Math:**  Teachers will discuss with their classes:  What is a mathematician? What makes a good mathematician?  Counting up to 120 (with manipulatives);  Number Talks;  **Science:**  Teachers will discuss with students:  What is a scientist? What makes a good scientist?  What are the different kinds of scientists?  How do scientists stay safe? (Safety rules, procedures, and routines)  **Social Studies:**  Teachers will discuss with their students:  What makes us good citizens?  How can we be good citizens?  Why is important for us to be good citizens?  What is one thing each of us can do today to act as good citizens?  **Week 2:**  **IB Elements**:  Teachers will continue to discuss:  Classroom **Essential Agreements**  The **IB Learner Profile**  Teachers will introduce:  The **Action Cycle**  The **Lines of Inquiry**  The **Essential Questions**  **ELA:**  Teachers will introduce the **parts of a story** (characters, setting, plot, beginning, middle, end, main idea, key details).  Teachers will introduce **comprehension strategies**, including: asking questions before we read, while we are reading, and after we have read.  With the teacher, students will set up a **writing folder or journal**.  Students will **write to prompt(s),** using three of the parts of a story.  **Math**:  Teachers will introduce **number lines, manipulatives, number strips, and number words** for numbers up to **120**.  **Science:**  Teachers will discuss the **five senses** and how we use them. Teachers will introduce the concept of **data**, how we use it, why it matters, how we measure, record, and share it. Teachers will discuss with classes **the different places where scientists work** (everywhere), and **who is a scientist** (all of us).  **Social Studies:** Working with Ms. Shoemaker, teachers will introduce the students to **historical figures, their IB attributes and attitudes, and how they helped their communities**.  **Week 3:**  **IB Elements:**  Teacher will review the **Essential Agreements** and their **purpose** (to keep us safe so we can learn).  Teacher will review the **Action Cycle**.  Teacher will introduce the **IB Attitudes**, discussing 3 in depth.  Teacher will discuss the **parts of a Unit of Inquiry**.  Together, teacher and students will expand their **Wonder Wall**. They will also attempt to answer some questions on the wall.  **ELA:**  Teacher will use **folk stories** and fables to review the **parts of a story**.  Class will begin **phonics word work**, following the ***Fundations*** schedule.  Teacher will introduce the procedures for the **Writer’s Workshop**.  Teachers will introduce the **parts of a sentence** (capitalization and punctuation).  **Math:**  Students will use manipulatives to explore numbers and quantities up to and including **120**.  Teachers will contue use of number lines, word form, number form, and manipulatives.  **Science:**  Teachers will introduce the concept of **matter**.  Teachers will introduce the states of matter (**solids, liquids**).  Teachers will discuss the **physical changes** of matter and how we observe them.  **Social Studies:**  Teachers will introduce **globes and maps**.  Teachers will read ***Me on the Map***.  Teachers will introduce location, using our **homes, our city and state, and our country.**  Teachers will introduce the concept of **culture, customs, and cultural symbols** on each of these levels.  **Week 4:**  **IB Elements:**  Teachers will introduce **3 IB Attitudes**.  Teachers will review the **Unit of Inquiry and its parts**.  Teachers and students will add to the **Wonder Wall and answer questions** on the wall.  Teachers will review the **purpose** of the **Essential Agreements** and each agreement.  **ELA**:  Teachers will continue to use **traditional stories** to discuss the parts of a story.  Teachers will introduce the concept of a **story’s moral** or message as another part of a story.  Teachers will use the traditional stories to illustrate story message.  Students will begin to create a **personal narrative about decision-making**.  **Math:**  Students will continue to explore the relationship between numbers up to **120**.  **Science:**  Teachers will show students that we can change the **states of matter** using heat.  **Social Studies:**  Students will continue ***Me On the Map***, relating it to their home, our city, state, and country, and cultures.  **PE: Students will participate in a race and Pass a driving test: demonstrating safe driving/ no bumping or accidents.**   * **Self-management and social skills: students will work on developing their organizing skills and cooperating with others.**   SPED/Prescott- SPED will work with the general education teacher to provide extra resources and small group instruction within gen. ed. setting with their other programs to provide extra support for their IEP students. Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 1st grade students. |

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|  | **Week 5:**  **IB Elements:**  Teachers will review 3 more **IB Attitudes**.  Teachers will review the **Unit of Inquiry and its parts**.  Classes will review the **Wonder Wall** and answer questions from the wall.  Teachers will review the **Action Cycle**.  Classes will continue to review the **Essential Agreements** relating each one to its purpose.  **ELA:**  Teachers will introduce **sequencing** a story and **retelling** a narrative.  Teachers will use **leveled readers** with small groups.  Students will continue creating their **personal narratives.** Writing Strategy #1 **Composing with** **Pictures** from Jennifer Serravallo may be used.  **Math:**  Teacher will continue to explore relationships between numbers up to **120** with the students, using manipulatives, number lines, etc.  **Science:**  Teachers will continue exploring how matter changes **physical states**, using examples.  **Social Studies:**  Classes will continue with ***Me on the Map***.  **Week 6:**  **IB Elements:**  Teachers will review and make connections with the previous material.  Teachers will introduce the remaining **IB Attitudes**.  Students will do the **summative** assessment.  Teachers and students will review and reflect on the unit together.  **ELA:**  Teachers will review and make connections with the previous material.  Students will complete and publish their **personal narrative about decision making**.  **Math:**  Teachers will review and make connections with the previous material (relationships between numbers **0-120**).  **Science:**  Teachers will review and make connections with the previous material (**states of matter**).  **Social Studies**:  Teachers will discuss with classes, “**Who are we as Americans? What does American mean to the world?”**  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Approaches to Learning Skills**  Because this unit focuses on decision-making, students have the opportunity to learn and practice **self-management** and related skills. Most importantly, students should come to see themselves as individuals who are part of a community and whose actions affect the broader society.  Students should also come to realize that they are **responsible** for creating who they are, through their roles in their families, schools, churches, and communities.  **Learner Profile:**  The Learner Profile for this unit includes being **Reflective and Principled**. Students will reflect on their effect on their communities through the Action Cycle. (How do I make decisions? What can I do about my mistakes?) Students are principled with their choices. (We always try to find the right thing to do. We always correct our mistakes, no matter how embarrassing or difficult to do.) |

**5. What resources need to be gathered?**

**What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**

A teacher from the team will contact **Coach O’Brien** to let her know that we are discussing making decision and how our behavior affects the community. The teacher will ask Coach O’Brien to included lessons on **good sportsmanship** during PE classes.

A teacher from the team will contact our school counselor, **Ms. Maddox**, and let her know that we are studying how our lives affects other people. This teacher will ask Ms. Maddox to discuss with our students: what does responsibility mean, and how we take care of ourselves by taking care of our communities.

A teacher from the team will contact our media specialist, Ms. Shoemaker, and let her know that we are learning how to make good decisions. This teacher will ask Ms. Shoemaker for books on good citizens, good decision-makers, and people who have helped their communities who can be our role models.

A teacher from the team will contact our art teacher, Ms. Mahon, and let her know that we are learning how to use the Action Cycle to be good decision makers. This teacher will ask Ms. Mahon to incorporate good decision-making and the Action Cycle into our art lessons.

A teacher will reach out to local community leaders who are also good role models.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Teachers will reference:

Copeland Elementary expectations

Classroom Essential Agreements

PBIS

Our students’ behavior and the many decisions they must make every day

Teachers will “catch the students being good” and reward good decisions and good behavior.

**PE 1 - dodgeballs, hula- hoops, cone, skipping ropes, scooter board**

**References**

Unit Planner adapted from Kramer Elementary IB World School, 2018-2019 2nd Grade, How We Organize Ourselves unit planner, available at <https://www.dallasisd.org/cms/lib/TX01001475/Centricity/Domain/17418/2018-19%20Kramer%202nd%20Grade%20How%20We%20Organize%20Ourselves.pdf>

*The Writing Strategies Book* by Jennifer Serravallo (2015).

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Reflecting on 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.  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?  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Ginn – Online I was not able to fully able to get what students needed for IB.  **(Ginn): How our engagement in our school community develop positive character traits.**  Ginn- I hope being face to face I will be able to focus on this more.  Weegar: Students role played how following our essential agreements helps our classroom function successfully.  Timmons: Students were able to see how following essential agreements around the school displayed them being balanced people who respect others and their environment.  (Long) My students began to understand how helping their community takes on many forms. It can mean buying good from small business to donating dog food to families in need of supplies  Spanish/Garcia: K-2: Students understood the central idea by discovering how Colombians celebrate Christmas following their own traditions, culture and belief.  K-2: Beliefs as part of our identity.  PE/O’Brien: Students understood the concept of organization and could explain how organization makes people more productive.  Have students reflect on the ways in which they could improve their organized driving skills  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.   Lines of Inquiry/Essential Questions-  **(Ginn): Online and in the classroom we can have students share what ToeB the Happy Frog would have us to do when working with our classmates to ensure our safety.**  **(Ginn) Student practiced daily making sure they had all of their materials**  Weegar: While we are at recess we take turns with the playground equipment and folow essential agreements to ensure safety.  Timmons: Students were able to role play different scenarios where their classmates identified if they were being caring or not.  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.  Long: Students learned that working together as a team that they could earn rewards and it was rewarding in many ways. |

Reflecting on the inquiry

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| **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.  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.  **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.  **(Ginn) Student practiced daily making sure they had all of their materials.**  **(Ginn): Online it was truly a challenge to access them in these areas. We did share the importance daily of positive behavior.**  Ginn – Online I was not able to fully able to get what students needed for IB.  Weegar: Students have individual character pocket charts that they receive stickers by following the IB Attribute that we are focusing on at that time.  Timmons: Students were able to reflect on how different times when they were caring.  Spanish/Garcia - K-2: How do you celebrate Christmas? How do Colombians celebrate Christmas? What is different?, What is similar?  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**  **(Weegar) Due to COVID we were not able to invite outside speakers to visit our classrooms. Hopefully next year we can different community leaders come and share about how organizations work together to build a strong Augusta, GA.**  ( Long) We could possibly bring in speakers through different technology platforms such as microsoft teams since they can not physically be in the classroom.  Ginn- Online it is difficult to be able to fully work in IB, but it will be great to work to bring those in face to face to show our students. Have students practice daily in organization.  Timmons: I am looking forward to doing projects with the students during the science units.  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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