****

**Important**

There is no need to ask the IB to share a copy: **you must download and share it through your own google drive.**

Please download a copy by clicking on the “File” menu (top left corner). Scroll down and click on “Make a copy”. Once you have downloaded your own copy, you will be able to name, save and share the planner appropriately.

**Planning the inquiry**

|  |  |
| --- | --- |
| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: Where We Are in Place and Time** * **Central idea :**   Changes in our environments have changed how our home and communities function.  **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?  ELA/Math - Canvas Commons  Social Studies Weekly – Pre/Post Test  Culminating Task: Project/Writing assignment/ performance | Class/grade: 1 Age group: 6-7 years  School: Copeland Elementary School code:  Title: Where We Are In Place And Time  Teacher(s): Ginn, Long, Timmons, Weegar, Bustos  Date: 2/22/2021 - 3/19/2021  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?   * Responsibility * Connection * Change   Related: Adaptation, Impact, Journey   * Adaptations * Homes and journeys * Relationships * Improvements promote change. * Journeys and homes...growth...lead to change.   **What lines of inquiry will define the scope of the inquiry into the central idea?**  Communities have a responsibility to provide goods and services to meet people’s needs. (responsibility)  Different communities are connected through sharing resources to benefit the needs of others. (connection)  Producers and consumers provide opportunities for change. (change)  **What teacher questions/provocations will drive these inquiries?**  **Videos -** Social Studies Weekly, BRAINPOP, Jr., SeeSaw consumer & producer video  **Questions –** Why do we need both producers and consumers?  What is the difference between a good and a service?  How do countries benefit from trading with each other?  Besides water and plants, what are some resources that people need?  What happens to a family if their income stops? (relate to Covid-19)  Do we ever run out of materials here at school? (paper towels)  How are you a consumer? How are you a producer?  **“Hooks” -** Each student will be assigned a country to represent, and will be given two pieces of candy/fun school supplies/chips/wrapped snacks/etc. The students will represent their countries at a “trade conference.” Students will have to figure out how to trade with the other countries to get the “resources” that they need or want.  **Books/Texts -** Myon, SeeSaw |
| **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  I Wonder Wall  Graphic Organizer “See Think Wonder” from Social Studies Weekly  Graphic Organizer “Bubble Map”  Social Studies Weekly (for pre- and post-test for evidence)  SeeSaw lessons on producers and consumers  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 of vocabulary  Journal writing to express Lines of Inquiry understanding  Readers’ Theater: Old Mother Hubbard | **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 One  Read-aloud with Ms. Shoemaker: *The Doorbell Rang*. She will discuss economics with the class. Schedule this event in advance via Ms. Shoemaker’s Media Center page.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**   |  | | --- | | Week 2  Experiences will include representing countries that are trading resources (hook), running and shopping at the class store,  Week 3  Producers can be consumers too activity.( Students will create and design their own business). They will show how it will be available for producers and consumers.  Mother Hubbard(Read-aloud). Scarcity  Students will experience real-life opportunities that attribute to economics.(Book fair, Ice Cream etc.)  Week 4  Create a class store. Give each student a credit of an amount up to 120. Students will use credits to pay bill and daily needs/wants. | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  Students will visit the Media Center for a read-aloud that connects to economics.  Social Studies weekly  SeeSaw  BRAINPOP, Jr.  How will the classroom environment, local environment, and/or the community to be used to facilitate the inquiry?  Each class will run a class store. | |

|  |  |
| --- | --- |
| **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.  Weegar: Have students create a brochure explaining the central idea.  Ginn: Have students weekly write and discuss unit themes.  Long: The students could have written about their experiences using key words in their writing.  Timmons: Have students be able to give different scenarios explaining the central idea.  O’Brien/PE - Students did not have a level of background knowledge that would have allowed them to really be impacted by the comparison of American soccer and football from other countries. I like the idea of the comparison but next time I would need help from core teachers to introduce students to soccer vs football before we discuss it in the gym. Core teachers would be able to show videos and assign reading that would act as a provocation as well as an intro to the P.E. lesson    What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Weegar: Students role-played the explanation of the central idea.  Ginn: Students were able to share when questions were asked .  Students were able to make connections with the business that they created and assimulate how they were consumers, producers, and goods and services that were provided in the assimulation.  Students were able to identify changes in our environment and how those changes affect the way communities function. | **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.  Weegar: Students related the Theme/Central Idea to COVID. They gave real-life examples how we are “adjusting” to life during this time.  Ginn: We also discussed COVID, and also they were able to give examples of how things have changed.  The learning experiences that enabled them to understand about covid, producers, consumers ,Goods/services was when they created their own business assimulations based on those terms and concepts.  Students were able to identify that COVID was a change in our environment and that wearing masks and limiting the places you is the change in community functions. |
| **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.  **Ginn- Students learned the importance of being producers and consumers, because they were out for an amount of time we were not able to do the store for our class.**  **Weegar: Students decided on a personal business they would like to own one day. They shared what part of their business would be a producer and what would be a consumer.**  **Students were able to create a business that they would like to own. They were then instructed to identify things they would produce and if they were to be a consumer who they would receive their goods from.**  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.  Ginn- Students discussed the importance of saving and spending money for needs and wants. They learned what consumers and producers were. We discussed COVID and the differences that have taken place.  Weegar: Students brainstormed about Needs and Wants. They listed how money should be used first to pay Needs (ex: Power Bill, Rent, etc.) and Wants last (ex: movie, snacks, etc.)  Students were able to recreate a scenario where they were to decide whether or not they would spend money on a game right now instead of food, or save until they are able to buy it. Students were able to recognized the importance of saving and spending money as well as being able to identify needs and wants.  PE ’Obrien - I saw examples of students communicating effectively with classmates.  I also noticed many of the younger students were eager to be caring towards injured classmates. | **9. Teacher notes**  **Standards addressed include:**  **SS1E1 Identify goods that people make and services that people provide for each other.**  **SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources.**  **SS1E3 Describe how people are both producers and consumers.**  **SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend.**  Global changes can cause adaptations that benefit some and cause challenges for others.  Global changes affect how we adapt in our homes and communities.  Adaptations to our environments lead to changes in our home and communities.  Provide opportunities for change.  Weegar: Students were able to connect that COVID was a global outcome that affected not only Augusta, GA; however, our entire world.  **Ginn: Students discussed how things have changed from before COVID. They also discussed ways things are impacted when challenges come.**  **Students understood that goods and services are received and sent out throughout the entire world as an agreement of trade.**  **Students were able to understand the difference between needs and wants. They were also able to understand that COVID was a global pandemic that affected everyone.** |

© International Baccalaureate Organization 2011