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**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme: How We express Ourselves**   Theme Descriptor: Inquiry into the ways in which we discover: Culture, Beliefs and values   * **Central idea : The uniqueness of a culture depends on geography, history, and interaction with others**   **summative assessment task(s): Students will paint a portrait of themselves**  **Add in District/State/Local - Assessments (Canvas Commons)**  **Milestones State Testing** | Class/grade: 3rd grade Age group: 8-9  School: Copeland Elementary School code:  Teacher(s): Brace. David, Denson, Murdaugh-Gist  Date: Proposed duration: 3 weeks - April 14 – May 5  Milestones begin April 27th  **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?  What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?  **Key Concepts**: Perspective – What are the points of view?  Form – What is it like?  Reflection – How do we know?  **Related Concepts:** Subjectivity, Similarities/Differences, Interpretation  What lines of inquiry will define the scope of the inquiry into the central idea?   * Cultural expression in literature - Students write a reflection * Using materials to express ideas - Self Portrait * Poetry as a form of expression - Students write a poem     What teacher questions/provocations will drive these inquiries?   * What is expression? * What does it mean to express yourself? * In what ways can we express ourselves? * What is perspective? |
| **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   · Note take notes  · What do you already know   * + Pre-Assessments   + ELA Test ID   + Math   + Science   What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?   * Class/small group discussions about unit vocabulary that connect with the central idea * Written work that clearly explains the content that is being assessed * Centers---complete center work that shows an understanding of unit vocabulary and concepts | **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  Buffer Week   |  | | --- | | **Reading**: 3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  Social Studies: **SS3CG1 Describe the elements of representative democracy/republic in the United States.** |   Week Two:  **Tuning In**   * Students will create a Circle Map using the theme How We Express Ourselves and list what it means to them.      |  | | --- | | **Reading: 3RI5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently  Social Studies: **SS3CG1 Describe the elements of representative democracy/republic in the United States.** |   Week 3:  **Finding Out/Sorting Out**   * <https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-Grade-3.aspx> (S3H3a.)   **What are goods and services and how do they help my community? Students will watch a goods and services video, then create a class goods and services chart.**  <https://jr.brainpop.com/socialstudies/economics/goodsandservices/>   |  |  |  |  |  | | --- | --- | --- | --- | --- | | “Unpack” Central Idea.  Students will identify the key words in the central idea and share their understanding. | “Unpack” the Theme.  Students will identify the key words in the theme and share their understanding. | Is it a right/wrong way to Express Yourself?  Students will choose and act out a scenario, the class will decide if it’s the right/wrong way to express yourself | Is it a right/wrong way to Express Yourself?  Students will choose and act out a scenario, the class will decide if it’s the right/wrong way to express yourself | How do you express Yourself?  Students will list five ways they express themselves: visually, orally and written form |  |  | | --- | | Reading: 3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.  Social Studies: **G2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic.**  a. Explain the necessity of respecting the rights of others and promoting the common good. |   Week 4  **FINDING OUT/SORTING OUT**  **Students will sort pictures from magazines that are either a good or a service.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KWL Chart**  Students will complete the K and W of a KWL chart on different types of governments around the world. What do you *know* about different forms of government? What do you *want to know* about the different forms of government around the world? | **Gallery Walk**  Students will jot down three things they notice about the photos on a post-it note | **Video/Reflection**  <https://www.flocabulary.com/unit/forms-of-government/>  On different forms of government around the world. Students will compare/contrast another's country government to their own(democracy) | **“L” KWL Chart**  Students will complete the L of the KWL Chart- What have you learned about the different types of government | **Reflection Paper:** What are some advantages and disadvantages of the different forms of government? |    |  | | --- | | Reading: 3RI6: Distinguish their own point of view from that of the author of a text.  Social Studies: G2 Explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic. |   Week 5  Testing: No Inquiry  Week 6   * **GOING FURTHER** * How We Organize Ourselves graphic organizer with inquiry theme definition divided into quarters. Students will have an open discussion and write what they know about each part.  |  |  |  |  | | --- | --- | --- | --- | | Brainpop jr  Rights/Responsibilities (Candy Activity)  What is the difference between rights and responsibilities? | Responsibility quilt | Rules/Laws  What is the difference between rules and laws?  Are rules and laws the same in your home, school, and community?  Why do countries, states, cities, have rules/laws? | Rules/Laws sorting activity |     What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   |  | | --- | | **Transdisciplinary Skills:**   * Communication skills – Students will present on the GA habitats * Social Skills – Students will participate in collaborative group and partner discussions. * Self-Management Skills – Students will * Research Skills – Students will research the habitats of GA * Thinking Skills – Comprehension | |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?   * <https://www.earlychildhoodeducationzone.com> * pictures and photographs from a variety of different cultures     Social Studies Textbooks  KWL Chart  Responsibility quilt  How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  See box 6 | |

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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.  **Denson, Gist, Brace, David**   * **Students appreciated the difference and similarities in the different cultures.** * **Students wrote poems that related to the different cultures.** * **Students read a variety of poetry books**   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.  **Denson, Gist, Brace, David**  **Implement the use of different assessment methods such as a communication assessment to allow students to share their thoughts and ideas on how they interpreted the central idea of the unit and apply it to a situation in their lives.**  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  **Central Idea: The uniqueness of a culture depends on geography, history, and interaction with others**    **Is it a right/wrong way to Express Yourself?**  **Students realized how the government works compared to their classroom and then later to each other's home. All students had a job to do but it varied between household.** | **7. To what extent did we include the elements of the PYP?**  What were the learning experiences that enabled students to:  **Denson, Gist, Brace, David**  **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 wanted to know more about each role of the government. What are their rights and responsibilities at home/school/community? What do we all share in common despite different roles.** |
| **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.   * **What resource they would use to gather their findings** * **What ways the government helps us** * **How is the class setup similar to the government and their roles** * **How is each role unique?**   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?**  **Creating a mock election. Student wanted to have an important role in the classroom to help carryout rules/laws on a daily basis.**  **v Shared personal roles at home/community/church**  **v Open-minded to different roles in their communities**  **v Students shared their poetry with their families** | **9. Teacher notes**  **Gist, Denson, Brace, David**  **Students did well in expressing how balanced they are in the classroom and the roles they play part to keep it functioning.**    **Have materials already prepped and ready to use to eliminate time wasting**  **We had a few issues where copies weren’t made in time due to testing and other school wide requirements**  **Students enjoy more hands on activities and collaborating with their teammates with their point of view**  This is unit was very hard to complete due to the amount of prep time required for testing. Students were on FEV tutor an hour for 3 days a week. Next time maybe we can use less activities to ensure a good balance of time and reduce student burn out. |

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**Resources**

* Textbook----My World Interactive, SAVVAS Learning Company
* Georgia Department of Education----Georgiastandards.org
* Local Newspaper
* Local and National News
* Benchmark Literacy
* Library Books---poetry