

1b) 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?

1) Students Create A Class Council:

Students will pick a conflict from their school or community (student choice)

They will create an action cycle and then write a campaign speech describing how they would solve the conflict and predict outcomes.

***See Attached Rubric for Campaign Speech for Class Council**

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?

Key concepts: Perspective, causation, responsibility

Related concepts: consequences, opinion, rights

What lines of inquiry will define the scope of the inquiry into the central idea?

- **causes and effects of conflict**
- **how challenges lead to decision making**
- **ways that revolutions redefine society**

What teacher questions/provocations will drive these inquiries?

What are ways to solve conflicts?

What are the responsibilities once resolution is achieved or identified?

What are different types of conflict?

How does conflict mediation help unify communities?

Provocation:

Face to Face Instruction (Students will write on sticky notes and stick on the following charts where we find conflict:

- Home
- School
- World
- Community

The teacher will have students walk around to view the different responses. Students and teacher will discuss how conflicts have shaped their view of different communities.

Virtual: Students will share the same, but teacher will screen share a word document or PowerPoint and write down what students share or use Jamboard.

Planning the inquiry

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?

Prior knowledge assessment- what is conflict/ problem solving strategies.

Questioning and open class discussion. Students will create a board of examples of conflict.

The teacher will lead students to see how their concepts are related to their available resources and how school problems are similar and different from world problems.

Make connections historically between native American groups- Comanche/ Apache also.

How conflicts exist in the world – students will sort and group conflicts into like categories.

Conflict with Covid pandemic

sports/governments/ relationships with friends and families/ School/ city/ state/ national/world

Connection: conflicts can lead to more conflict.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

#1 Students will be able to identify causes and effects on conflicts from past and present situations.

Evidence: students will use graphic organizers

#2 Students will be given solutions and they will pick which solution they think is best. They must support their choice with evidence.

Evidence: Answers supported with evidence

#3 Students will identify major problems due to world Covid pandemic. They will identify ways that society has been changed due to Covid. They will list positive and

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?

Election 2020 - (This is what students guided us to learn)

U.S. Election and Class Election

Students will read about different leaders in history of specifically Texas and U.S. Students learn about U.S. Government and Texas government. Students will look back in history at the French, Spanish, and Mexican government as well as current governments

On Election Day, students vote for President through Scholastic site.

Students will vote for their peers to represent them in student council. Students will write a campaign speech which lists one or two conflicts at Poe or community and how to resolve them. They will state their perception of the cause and effect of the issue, and also how these conflicts may or may not be also prevalent in our community and the world. Students will also share which learner profile attributes make them uniquely qualified to resolve conflict. The class will hold a closed election.

Prior teaching- discuss what makes a good leader and qualities we look for in representatives.

Students will also research peace makers versus violent leaders. Specifically, as a classroom community, students and teacher will research examples throughout time of peace makers versus violent leaders across the world. Students will report what conflict resolutions they found that were defined as peaceful versus violent and whether some were both depending upon perspective. They will determine which leader, or leaders, were more successful in getting their message across. Students will compare this to present day, including the topic of immigration.

Texas History Connection: The students will create an advertisement to come living in Stephen F. Austin's colony. Students will use the poster to persuade others to live in the colony. The poster must include what colonists will receive and what they must do in order to become a member of the colony. Students will discuss how to understand how collectively groups of people can grow their community or society.

Students will create their own essential agreements for anyone wanting to become a member of this budding community, stating the importance of having high expectations to ensure the success of the colony.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

negative effects on the society.

Attitudes developed: Students reflected on experiences such as the global immigration crisis, types of successful leaders, and the Texas revolutionary battles, including the final battle: Battle of San Jacinto.

Transdisciplinary Skills: communication, thinking, social discussions, presenting to the class, forming opinions.

Learner Profile: Communicator, Open-minded, Inquirer Students will discuss their points of view and listen to the points of view of others, Different points of view will lead to questions.

What resources need to be gathered?

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

Texas Studies Weekly issues on pre-Texas revolution to Texas Revolution; Videos from Discovery Education, YouTube videos that were vetted for appropriate content; Texas folk music from Texas historical sites; Videos recounting reflections of Texas soldiers; Videos recounting Texas revolutionary woman, Susanna Dickinson reflections; A variety of computer technology have been utilized including Flipgrid, HUB materials, including but not limited to surveys, open ended answer questions, tests, and discussion boards.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? The classroom environment, both virtual and in person, is a place where students share their research, thoughts, revelations of new learning, and curiosity. Students research included research on local, state, and federal websites to gain access to leaders of the community, state, and federal level.

Field Trip: All Field trips cancelled

Global research sources: Discovery Education; Encyclopaedia Britannica (library); ducksters.com; globetrottingkids.com; National Geographic

Texas Studies Weekly curriculum

Novels- MyOn, both realistic fiction and nonfiction, HMH textbook, collaborate with Librarian to select grade level appropriate book for book study.

Videos- How Texas got it shape- <https://www.youtube.com/watch?v=Xbe5yM-TFbE> start: 2 min 14 seconds

Reflecting on the inquiry

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.

(Students researched the British and India Conflict for ensuing Indian Independence.

- The students discussed peaceful solutions in the classroom which then spurred a discussion on peaceful solutions throughout history. Students were able to determine differences between peace making leaders and violent leaders and the outcome. Students discussed the 2018 immigration conflict between nations.

Students led the inquiry after being given some open-ended questions such as: What makes a good leader? Students independently researched candidates for the U.S. election. Students read additional material about Sam Houston and Santa Anna. Students also researched other leaders from around the world.

Students led the inquiry into leadership- who is a good leader, who is not. Students noted that perspectives might change an opinion. Students focused on the qualities of a leader, using some learner profile attributes as an anchor. Students also were fascinated by the 2020 Election for President. Students "voted" on the scholastic website and, interestingly, their results were not unlike the nation's results.

Students also held their class elections prior to Election 2020. They elected class council member to address issues of bullying, dress code, condition of bathrooms, and other issues of importance to them.

Students gravitated towards learning more about some of the notable Texas revolutionary leaders, especially Sam Houston and Santa Anna. They compared them to some of the current leaders of the U.S. and to several leaders around the world such as Vladimir Putin.

Students learned that casting a vote (as in the mock election) means being heard, that their voice and their opinions/belief system matter. Students expressed wanting to be part of a solution for how a country moves forward, and not be part of a problem.

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.

Hopefully, with the return of students to in person school, students will be able to easier collaborate,

Role playing

Addressing each learning style

Rewriting the central idea in students own words

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?

Perspective

Express point of view about resolutions to a conflict, and what a conflict is.

Causation

Explain and recognize the reasons for conflict, and because it happened what was the result.

Responsibility

Student can recognize their role in the conflict if any.

When writing about or discussing conflicting situations and their resolutions, students were developing their communication, thinking and transdisciplinary skills.

Research skills were used to find articles about conflict.

- develop particular attributes of the learner profile and/or attitudes?

Learner Profile:

Communicator: able to communicate student's point of view

Open minded: about the outcome of each resolution.

Inquire about possible solutions to resolve the conflict.

Attitudes

Empathy- Students had to think about both sides of the conflicts and think about possible positive and negative outcomes.

Appreciation: for another opposing opinion.

In each case, explain your selection

What was the evidence that connections were made between the central ideal and the transdisciplinary theme?

Students were able to identify conflicts within communities and around the world and identify if the problem solving method was successful or not.

Student led the direction and this is where they went:

Council met weekly and proposed solutions to ongoing problems within the school community written anonymously and placed in the Solution jar.

Students researched the two main political parties and provided information. Students researched voting and provided a brochure on "Who can vote and How to vote" for parents and friends.

Students focused on problem solving the issue of bullying at Poe. Met weekly, reported back to class.

Reflecting on the inquiry

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.-

Students led the inquiry into leadership- who is a good leader, who is not. A common question by students: "Who is the bad guy?" "Should we be worried about other country's problems? Don't we have enough of our own?" "Why did Santa Anna murder all those people?" "Why didn't Sam Houston kill Santa Anna once he was captured?" "How do leaders make these decisions?"

"Why do we have to have two political parties?" or "Why don't we have more than two?" "Why do some people not vote?" "Is there only one correct way to run a country?"

What makes up a political party, ideals, values?

What causes people to vote for one politician over another?

Why do politicians appear to be mad or hate each other?

Students focused on the qualities of a leader. Students also were fascinated by the 2020 Election for President. Students "voted" on the scholastic website and, interestingly, their results were not unlike the nation's results.

Students also held their class elections prior to Election 2020. They elected class council member to address issues of bullying, dress code, condition of bathrooms, and other issues of importance to them.

Students gravitated towards learning more about some of the notable Texas revolutionary leaders, especially Sam Houston and Santa Anna. They compared them to some of the current leaders of the U.S.

This led many students to go deeper than just the brochure on the two parties and who can vote. Many attempted to answer these questions with their own perspectives.

If I fix the problem at my house, do I go talk to my neighbors so they can do the same?

How did one race decide that they were superior to another race?

9. Teacher notes-

Students very interested in voting and political parties. They created pamphlets on how to vote and they wrote about the differences between the two major political parties.

It's not surprising that students were profoundly interested in who is right and who is wrong. At this age of 9 and 10, justice is a compellingly important ideal to children. It permeates the fabric of their classroom, playground, and beyond. Students looked to the Learner Profiles to determine many of their desired qualities in leadership. They seem unsettled at the notion that there could be so many perspectives on leadership qualities.

Students have a good sense of what is fair and what is unjust.

Students were able to find commonalities in the form of character traits, (both good and bad) between historical figures in Texas history and current political leaders.

What is the difference between peaceful resolution and aggressive resolution?

Why do some leaders choose aggression over peace?

How does the class council help our class, school, community?

What student-initiated actions arose from the learning?

The students felt a need to address and act upon some issues that could improve our school community such as:

- Bullying
- Responsibilities to keep our restrooms clean
- Dress code