

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

How we express ourselves: An inquiry into the ways in which we discover and express ideas,

feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and

enjoy our creativity; our appreciation of the aesthetic.

- **central idea**

Discover and appreciate various cultures

### 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?

Informal Observations

Oral Discussions/Participation

Students' Work Samples

Class/grade: 1<sup>st</sup> grade

Age group: 6-7

School: S. Rodriguez Elementary

School code: 049633



Title: How we express ourselves

Tea Date: December

Proposed duration: 10 hour/over 2 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?

Form and Perspective

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

- Ways to explore different cultures
- Similarities and differences between culture, beliefs and values
- National symbols

What teacher questions/provocations will drive these inquiries?

- What are ways we express ourselves through celebrations
- What are some traditions/rituals that people celebrate?
- What are some national symbols?
- How does your family celebrate significant holidays/ cultural events?
- How do you celebrate certain holidays?
- How do you decorate your house? What do you eat? Dress?

### Provocation

- Teacher will dress up with different culture attire
- Introduce different artifacts

### 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 Charts, Oral discussions, Venn diagram, T-Charts, Shared Reading

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

Journal Writing

Oral Discussions

Teacher Observations

Performance Assessments

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

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

Books: Asia, Africa, Las Maravillas de Grecia, Australia, South America, Ninos como yo, Nuestros cuentos favoritos de diversas partes del mundo, Celebrate Thanksgiving

United Streaming: Celebrations Around the World

DiscoveryKids.com

Student booklet of Holidays around the world

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

I will display pictures, maps, etc, about the continent/country they choose

### 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?

**Theme Introduction:** Students will create a collage about family traditions, beliefs holidays, and customs.

**The teacher provides the context for inquiry**

Venn diagram Comparing Holidays

KWL Charts on continents and countries

Involve students in oral discussion on traditions, holidays, beliefs, celebrations

**Leading and facilitating student inquiry**

The student will create a collage of student's traditions and cultures for the continent or countries.

The student will discuss different traditions around their community and the world.

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

Thinking Skills

- Use of KWL/Venn Diagram to extend prior knowledge

Social Skills

- Learning how other cultures celebrate

Communications Skills

- Oral discussions about one's own traditions, costumes and beliefs

Research Skills

- Research on how countries celebrate the holidays

**Learner Profile**

- Open-Minded
- Reflective

**Attitudes**

- Tolerance
- Appreciation

#### 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 were able to travel around the world (each 1<sup>st</sup> grade classroom) to learn about a country and their celebrations and create a souvenir. The countries that students learned about were Vietnam, Italy, Mexico, Israel, USA (American/African-American), and France.

Students were able to distinguish different items/holidays that have change over time.

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.

We divided the traveling into 2 days so students had time to reflect their learning after each activity.

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

\*Students were able to lead in a conference with their parents and discuss everything they learned from each country.

\*Students were able compare and contrast the difference between each countries celebration.

\*Students continue greeting each other in different languages such as in French, Hebrew, Vietnamese, Spanish, and Italian.

Curious about culture awareness.

After celebrations around the world, students went back home and research more about each country.

#### 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?"

Students actively participated in discussions about similarities and differences among the celebrations in different countries, for example how we celebrate Christmas, Hanukah, Posadas, Kwanzaa, and Vietnamese New Year.

- demonstrate the learning and application of particular transdisciplinary skills?

Communication: Students communicated to their classmates and parents about different celebrations and traditions in their countries during the student led conferences.

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

In each case, explain your selection.

Students showed respect and appreciation for other traditions and customs.

Reflective: The students were able to compare the differences between the celebrations of each country.

Open-Minded: The students accept the different cultures and traditions of each country visited.

### 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.

Why in Mexico The Three Kings bring toys and not Santa?

Gloria heard the story of Hanukkah and was able to relate the IB attitudes. She said the people didn't have tolerance and didn't respect the Jewish's beliefs.

Students were able to realize that each country had commonalities in giving gifts.

*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.

Curious about culture awareness.

After celebrations around the world, students went back home and research more about each country.

### 9. Teacher notes



