1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure a function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **central idea**

Rules and laws help establish and organize safety within a community

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?

Teachers develop will assess the students at the beginning and end of the unit. The student always/usually/ rarely/never:

- identify different types of properties
- compare and contrast objects depending on properties
- applies rules in science lab and in the classroom
- Formative Assessment: Classify objects 1.3
- Debate rules and laws and their contributions to society
- Classifying properties using tools/measuring tools
- Explain different states of matter (science journal)

Class/grade: 1st Age group: 6-7

School: S. Rodriguez Elem. School code: 049633

Title: How we organize ourselves

Teacher(s): 1st grade teachers

Date: September-October

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?

- Connection
- Form
- Reflection

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

- Purpose of rules and laws
- Safety differs between communities
- Ways properties help us get organized

What teacher questions/provocations will drive these inquiries?

- Why is safety an important factor when following rules and laws?
- What happens when people break laws?
- Why are rules and laws important?

Provocations

- Teacher will role play breaking the rules and students will reflects on actions
- Students will watch a PowerPoint on Curious George: Breaking rules in the lab

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 on properties
- Verbally and written: describing an object (Pre/Post)
- Send a letter to parents to inform about theme being taught and bring objects that will help with properties and matter.

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

- Written description of an object in science journal
- KWL- posted in classroom
- Ongoing anecdotal notes
- Conduct folder reflects students following school/classroom rules/attitudes
- Observations: Are students able to follow essential agreements

5. What resources need to be gathered?

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

- Delta kit properties materials-Different objects
- Computer: internet, access to united streaming, PowerPoint for Curios George
- Delta Big Books *Science Fusion
- Journals *Lesson Plans *Brain Pop *United Streaming
- Books: No, David, Lester's House, Properties, IB books, Rules for School, Know and Follow Rules, La familia de Clifford, Apagar el incendio, Los bomberos, Lola en la biblioteca, Clifford va al doctor, Cesar Chavez
- SMART

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

- Science lab
- Places outside the school will be visited (properties of nature walk)

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?

The teacher provides the context for inquiry

- Set up hands-on activities in classroom and science lab in order to sort and classify properties
- Involve students in conversations or dialogues describing properties and rules
- Whole group: show and tell objects that parents/student brought
- United Streaming: Properties of Matter Part 1/Part 2
- Delta Science Kit Properties Activities

Leading and facilitating student inquiry

- Students will identify and apply safety rules
- Students will classify objects by observable properties
- Students will communicate observations and provide reasons for explanation
- Students will explain the rules and laws in school and the community
- Compare past, present and future

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

Transdisciplinary skills

Communication Skills
- Listening: teachers and peers
- Speaking: sharing show and tell, expressing ideas KWL
- Writing: describing objects

Social Skills
- Accepting responsibility: consequences
- Respecting others: following rules
- Cooperating: working together during activities

Research Skills
- Observing: objects, state of matter
- Collecting data: journal entries

Learner Profile

Thinkers: students use KWL to inquire about properties
Caring: respecting/helping others in classroom/lab

Attitudes

- **Curiosity**
- **Integrity**

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 applied science safety rules.
- Students create essential agreements for the classroom.
- Discuss school rules and their responsibilities
- Discuss laws in the community in how it keeps us safe
- Students organized: themselves by height, living & non-living, objects by properties.
- Students created a mural where they identified laws, rules, and communities.

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.

- Students can create their own community/game at the end of the theme and establish their rules and laws.

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

- Students identified the science safety rules in their journals
- Students were able to name rules in their school and home
- Students identified and classified objects, numbers and themselves.
- Students reflected their understanding in their writing.

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.

- They were able to role play science safety rules in the science lab
- They apply the rules at school and their home
- Students can communicate their findings
- Students collaborated in groups
- Students classified objects by properties

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 doesn't the water smell like something if it's red?
- How is the planet organized?
- Why does U.S.A. use Fahrenheit?

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.

- Students organized their closets at home.
- Students organized box tops by 10's in rows.
- Students reflected upon dining set organization.

9. Teacher notes

At the Library, students were able to learn the parts of the book, and how to treat a book. They learned about how the Library is organized and how the librarian maintains it .