1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

Where we are in Time and Place: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **central idea**

People and the environment are affected throughout time.

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 a rubric or checklist to assess the students at the beginning and end of the unit. The student always/usually/ rarely/never:

- distinguish between past, present and future (timeline)
- Formative Assessment 2.1 Earth materials: Students will use the five senses to describe the Earth materials.
- Observe and describe properties and patterns in nature (nature bracelet)

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

School: S. Rodriguez Elem. School code: 049633

Title: Where we are in time and place

Teacher(s): 1st grade teachers

Date: October-November

Proposed duration: 52.5 hours over number of weeks: 6 weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

- Connection
- Change

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

- Objects have properties and patterns
- Past, present, future
- Ways technology influences the world

What teacher questions/provocations will drive these inquiries?

How are we interconnected?
How are earth materials used?
What are the patterns and changes in the environment?

Provocation

- Show pictures of how people/environment are affected
  Ex: Argentina-Global warming

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?

- Letter to parents to share what theme is being taught
- Earth Resources Web as whole group
- Events that happen in past, present, future

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

- At beginning of unit complete Earth resources web as a whole group and at the end of unit students will add/elaborate in their science journal
- Students give an example of past, present and future

5. What resources need to be gathered?

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

- Foss Science Kit: Sand, Pebbles, and Silt/Earth and Weather
- Delta Science Kit: Investigating water
- Computer: internet, access to united streaming
- Delta/Foss Big Books
- Science Journals
- Books: Rin, rin, rin, do, re, mi, La gallinita roja, A Lola le encantan los cuentos, En el barrio, Clifford los mejores amigos, Froggy va a la escuela, Selena Gomez

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

- School yard field trip to collect soil samples
- Garden
- Science lab

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 to explore earth materials, pattern and change, and past, present ,future
- Show and Tell: Different earth materials they find near their home
- Involve students in conversations or dialogues describing earth material, changes in seasons/weather
- Foss/Delta Science kit activities

Leading and facilitating student inquiry

- Students predict and identify changes of matter
- Students create products using earth material
- Students will distinguish different sizes of rocks
- Students will create a geologist book

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

Transdisciplinary skills

Thinking skills

- Application: use earth materials to create something new

Self-management skills

- Fine motor skills: mold and create clay bead
- Safety: discussion proper use of earth materials

Research Skills

- Observing: earth materials
- Collect/Organize data: different types of rocks/past, present, future

Social Skills

- Adopting a variety of roles: Discuss the importance of exemplified citizenship in society

Learner Profile

Balanced: Students are able to organize events in a timeline

Inquirers: exploring earth materials

Attitudes

- Appreciation
- Respect

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 describe the different components of soil.

-Students identified natural resources of water.

-Students were able to identify the different causes of water pollution.

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.

Maybe we could explore more in depth about how the world was in the past and how students think the world will get and conserve natural resources.

Have students reflect on their learning about the importance of soil by creating a beautiful mural on how soil effects our everyday life.

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

We integrated into our reading block writing prompts that were related to how things change over time.

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?"

  When the students created a bead for a necklace for them to use, they realized how Earth materials change and are used by us.

  Also, they realized about the patterns in nature when they created a filter to clean the water that was polluted.

  When the students researched how soil effects everyday life, they demonstrated the understanding of concept of how soil is connected to everything.

  The students were able to observe the changes in the life cycle of the tadpoles and seeds.

- demonstrate the learning and application of particular transdisciplinary skills?

  Application and fine motor skills: They made a bead for a necklace using clay.

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

Inquirers: Students were curious about how we clean water and reuse it in a variety of ways.

Communicator: The students communicated the changes over time in their writings.

In each case, explain your selection.

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 is soil important?

Where does water come from?

How did the clean water get into the pipes?

What happens if water was not filtered?

Are we going to have water for future life?

What happened if there was no soil?

Is there going to be water in the future?

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.

The students decided they wanted to conserve water by turning the faucet off when they are not using it.

The students talked to the parents and family about the importance of conserving water at home.

Inquired about different types of living off springs.

Teacher notes