

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

**Who We Are:** An inquiry into the nature of the self; belief and values; personal, physical, mental, social and spiritual health; human relations including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

- **central idea**

People connect with each other and the world.

### 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:

- Verbal and written explanation of interdependence
- Matching public official with their role in society
- Able to differentiate between needs and wants
- Participates in PowerPoint: Needs versus Wants (Thumbs up/ Thumbs down)

Class/grade: 1st

Age group: 6-7

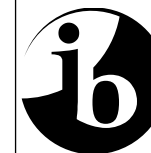
School: S. Rodriguez Elem.

School code: 049633

Title: Who We Are

Teacher(s): Rocha

Date: January-February



## 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?

### Perspective, Connection

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

- Choices and decisions of a good citizen
- Build community and preserve culture
- Patterns in the environment and how they affect our human behavior

What teacher questions/provocations will drive these inquiries?

- What makes a good citizen?
- What are different ways people connect to the world?
- Why do we make choices?

### Provocation

- Video clip on united streaming about communication
- Books on being a good citizen

### 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?

- Think-Pair-Share: good citizenship, needs/wants,
- Reflection on how seasons affect the environment and us

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

- Think-Pair-Share comments
- Observing students code of behavior to determine whether they display good citizenship
- KWL chart on weather, seasonal changes, and living and non-living organisms
- Wonder wall

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

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

- Computer: United streaming videos, brain pop jr. school tube, Social Studies Weekly
- ECOS/Delta Science Kit
- Books: Clifford va a la escuela, Mas cosas que dice mi abuela, El miton, Cenicienta, El pastorcito, mentiroso, Ricitos de oro y los tres osos, Los 3 cerditos

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

- Science lab
- Outside observation

### 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**

**To introduce the theme, students created an I am poster which they stated they are ex: sister, friend, learner....**

**We also broke down the central idea into parts so students can have a better understanding.**

**Leading and facilitating student inquiry**

- Students will be able to identify public officials in the community
- Students will create a poster of characteristics of good citizens.
- Students will sort clothing to the appropriate season.

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

**Transdisciplinary skills**

**Social Skills**

- Respecting others: customs/cultures
- Adopting a variety of roles: public officials

**Communication Skills**

- Non-verbal communications: food, dances, clothing

**Thinking Skills**

- Describe what would happen to the animals and environment if there were a natural change i.e. volcano eruption.

**Learner Profile**

**Open Minded:** Listen to others' cultures, customs and traditions

**Principled:** good citizenship, voting

**Communicators:** We learn how we and other cultures communicate

**Attitudes**

- Commitment
- Empathy

#### 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.

The students created a want versus need booklet by sorting items into two different categories.

The students made a Venn Diagram comparing needs and wants.

Students were able to write expository text on Seasons.

Patterns in Math: Geometric figures, Patterns in 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.

The students could write about their needs and wants, to make real world connections.

Create a graphic organizers with lines of inquiry where students reflect on each one.

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

The students realized that no matter where a person are in the world, they all have the same needs.

The students realize that there are patterns everywhere such as in Time, Seasons, Day and Night and Geometric figures.

#### 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 created a season mobile where they were able to identify each seasons and activities.

- demonstrate the learning and application of particular transdisciplinary skills?

- They communicated by reflecting and drawing about different patterns in the environment

- develop particular attributes of the learner profile and/or attitudes? In each case, explain your selection

Communicator: drew and wrote to communicate their ideas

Reflective: Reflected their learning on patterns in the environment

Inquirer: A lot of questioning Ex: Why is the moon not always visible in the day? Why is it night on the other side of the world?

Thinker: Student was able to identify the patterns due to earth's axis.

Students were able to identify that the phases and seasons are a pattern.

### 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.

*"How can we make this world better for each other?"*

*"How are we going to get water in the future?"*

*"What would happen if we didn't have a Leap Year?"*

*"Why do the seasons go in the order they do?"*

*"Why can we see the moon during the day sometimes?"*

*"Does the moon have light?"*

*Why do flowers bloom in spring and not summer if they are both hot?*

### 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.

They observed and recorded the Moon Phases daily on a calendar for a month, and recognized the pattern.

They wrote about the patterns in the seasons and how it affects their daily lives.

### 9. Teacher notes

For next year's project, we should continue having the students reflect on the patterns in their environment.

#### Math Connection:

Geometric figures and their attributes, patterns in number with the 120 chart, patterns in counting, skip counting by 2, 5, 10s.

#### The patterns in time (ie: morning, afternoon, evening)



