

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** How we organize ourselves
- **Central idea:** Officials, rules, and laws contribute in a community.
- An inquiry into the communities and the relationships within and between them. Respect, Integrity, Appreciation
- **Attitudes:** Respect, Integrity, Appreciation

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?

Goal: Students will create a new rule and justify why it's needed and how it will benefit people.

Role: You are an elected official.

Audience: The target audience is a 1st grade classroom.

Situation: The challenge involves identifying a problem and producing a rule to enforce change.

Product: You will produce one page to a classroom book depicting a new rule for safety. You will demonstrate your understanding by justifying the reason for the rule and explaining possible causes and consequence of actions in a vocal presentation explaining your reasoning.

Standards and Criteria for Success: Your work will be judged by your teacher using a rubric after your presentation to your peer.

What evidence, including student-initiated actions, will we look for?

Students will practice following their new rules to form a safer environment.

Class/grade: 1st

Age group: 6-7

School: Briscoe Elementary

School code:

Title: How We Organize Ourselves

Teacher(s): Kriewald-Flores, Murillo, Hynes, Micik

Date:

Proposed duration: 6 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?

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

LOI #1: Form - Rules and laws regulate behaviors and set parameters.

LOI #2: Function - Rules and laws are codified and enforced by authorities.

LOI #3: Causation - Rules and laws respond to unregulated behavior and have consequences when broken.

What teacher questions/provocations will drive these inquiries?

LOI #1 Form-

How do we recognize rules and laws?

Where do we find rules and laws?

LOI #2 Function

How do we know what the rules are?

How do we make sure we all follow class rules?

LOI #3 Causation

Why do behaviors need to be regulated?

What would happen without rules and laws?



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?

Central idea: Officials, rules, and laws contribute in a community.

LOI #3: Causation - Rules and laws respond to unregulated behavior and have consequences when broken.

Performance Assessment Task: Rubric - On students new rule and justification for it.

LOI #2: Function - Rules and laws are codified and enforced by authorities.

Create a whole class KWL

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

LOI #1: Form - Rules and laws regulate behaviors and set parameters.

Students are given a random rule and have to identify where in the world this rule would apply.

LOI #2: Function - Rules and laws are codified and enforced by authorities.

Students reflect on authority figures in communities and different rules and laws they enforce. (Writing Journal)

LOI #3: Causation - Rules and laws respond to unregulated behavior and have consequences when broken.

Create a Cause and Effect Chart of different broken rules and consequences.

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?

-Going over classroom procedures and rules

-Read.

- LOI #1 Rules and laws regulate and set parameters (form)

Reading: Teacher will read non-fiction books about historical figures exemplifying good citizenship.

Science: Students will role-play science rules.

-LOI #2: Rules and laws are codified and enforced by authority (function)

Writing: Students will draw and write about rules and laws that different authorities enforce

-LOI #3 Rules and laws respond to unregulated behavior and have consequences when broken (Causation)

Reading: Teacher will read books comparing individuals following rules and those that are not and those individuals who make up these rules and laws.

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

LOI #1 Rules and laws regulate and set parameters (form)

Thinking Skills: Application-Making use of previously acquired knowledge in a practical or new ways

Communicator

LOI #2-Rules and laws are codified and enforced by authority

Thinking: Thinking about the consequenceMs of not following rules

Reflective

LOI #3 -Rules and laws respond to unregulated behavior and have consequences when when broken.

Social : Accepting responsibility

	Principled (Why we follow good rules and work to change bad rules)
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5. What resources need to be gathered?

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

Student creations, journals, foldables, read alouds, anchor charts, online videos and song.

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

Post images and books representing different communities and cultures to spark conversations regarding rules and laws.

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.

Hynes: Scholars exhibited an understanding by continuously bringing other concepts back to the central theme. When we were reading scholars would point out and bring attention to rules or people of authority within the text. Scholars also were able to make connections between rules and laws in our country versus that of another country.

Micik-I found this unit harder to integrate my subjects under our central idea. I didn't think our central idea was appropriate to stretch out for 6 weeks. Finding things that bolstered the central idea and were connected to the TEKS my students were supposed to learn was difficult. It felt like our central idea was rooted in two or three low level TEKS.

Kriewald-Flores: Scholars were able to make connections throughout the unit. We learned about making connections (text-to-self/text/world) as part of our Reading TEKS and scholars were able to recognize that they were making connections with the central idea to our daily activities.

Murillo-Central Idea was referred to often, but I feel that my students stayed on a local level regarding authority figures and public officials. We had issues trying to understand on a officials... around the world. I did try to deliver it through read alouds. I also believe we were unable to be fully implement central idea since it was beginning of school year and we were getting routines, assessments... into place.

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.

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

Micik- Students exhibited a clear understanding of the purpose of rules and could describe what the world would be like without them, showing a comprehension of the importance of rules that create order and safety.

Hynes: The scholars understood that rules and laws were enforced for more than safety, but also as a sense of organization for the school, community and country. The demonstrated this

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?"

Hynes:(Form) KWL anchor charts were used in groups with scholars wrote on the photo what they already knew and their understanding of it. (Function) Then as a class we discussed common knowledge and then came up with what we wanted to know on concepts. We used mystery pictures to get their mind going and try to trigger them to come up with deeper questions when the idea wasn't understood. (Causation) After looking at what we knew and formulating the questions of what we wanted to learn we used projects, experiments and personal situations and books to formulate an understanding of why things are emplaced the way they are.

Kriewald-Flores: *Form-* Scholars worked in collaborative groups to identify, illustrate, and present to the class, th the rules of different locations and reason why the rules may vary by location and the consequences of not having rules.

Function- Scholars were introduced to the authority figures and how their responsibilities are different based on location (home, school, community, country). Scholars were then able to create and present their own anchor chart to the class based on their "secret authority figure" and describe their assigned authority figures giving clues, in which the class had to activate their schema, in order to correctly identify the presenter's authority figure.

Causation- Students were very good at being able to give reason WHY we have rules and laws and what happens when they are broken. We have daily discussions about rules in school and the what happens when they are broken. We then discuss how this is addressed in the world what happens when the laws are not followed.

Murillo:Form: Students were able to identify the differences as to how an environment would look when following rules and not following rules.

Function: Students noticed the importance of working together in order maintain an orderly environment at school, home and community.They understood the importance of respecting public officials and community leaders.

Causation: . Students express the consequences of following rules and laws.

- demonstrate the learning and application of particular transdisciplinary skills?

Thinking Skills → Acquisition of Knowledge / Comprehension: when it came to the

knowledge in their open discussions of why we have rules for times of actions, why crosswalks are used, etc.

Kriewald-Flores: Scholars were able to understand and explain the purpose of rules, laws and authority figures who enforce those rules and laws. They were able to correlate that with the needs for safety in the community. We discussed what the world would look like that without rules and laws and how we would have chaos everywhere- which would lead to an unsafe environment- leading to the discussion on the importance of having an organized community/home/school/etc.

Murillo-Students were able make better connections with central Idea, How we organize ourselves when lessons were emphasized using the causation key concepts, since they were able to experience themselves the consequences of following or not following rules and laws. Students often gave each other feedback as to how things are unorganized and chaotic when we don't follow rules.

thinking skills I focused hard on scholars gaining knowledge of new vocabulary from the concepts and having a strong understanding of it to the point of implementing it in our following lessons themselves, correctly. By the end of the six weeks about 60% of the scholars were using the learner profiles, academic vocabulary and attitudes without being prompted in class discussions. We did various activities to make this successful, but our open class discussions definitely allowed for growth in comprehension and vocabulary, as scholars listened to other classmates comprehension and built on their own.

Social Skills → Accepting Responsibility / Respecting Others / Group

Decision-Making: These were the main social skills we focused on and it was important for the scholars to have a grasp on taking responsibility for their work and their attitudes while working with others. We did many group projects and partner work where students were encouraged to be thinkers on their own and solve their own problems together by communicating with one another respectfully. They knew they had to establish the problem they were facing and possible solutions before they were aloud to come to the teachers about it.

Communication Skills → Presenting / Listening / Writing / Speaking:

Scholars worked mainly towards being able to listen to not only the teacher, but to members of the group in a meaningful way to produce the end goal. They practiced meaningful communication in presenting their projects and focusing on the topic at hand. Writing communication was practiced and improved by interactive before anchor charts that other scholars had to develop based on what was already communicated.

Self Management → Organization / Time Management / Codes of Behavior:

Scholars focused on staying organized in their projects by communicating with one another plans of action and how to store their materials. They learned to transition from one job to the next based on call outs and attention grabbers. Along with managing their times in groups by discussing jobs.

Research Skills → Formulating Questions / Observing / Presenting Research Data

Scholars used KWL anchor charts to build ideas and questions and mystery pictures to enhance those questions based on observations. They then formulated their project data based on those concepts and practice effectively communicating their end result with the class.

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.

Murillo-I recall, a student asking to be placed in another group because one of the classmates was not following rules in respecting his learning time. I moved him, but later had another student asking for same thing. We had to go back and review PYP attitudes. There were not many student-initiated inquiries, but there was lots of communication and explanation as to who are the authority figures.

Hynes: One scholar asked why some rules and laws are communicated so frequently verbally where they are well known and why others seem to be non-verbal and just understood and inquired on how it was fair to be punished for breaking an “untalked about rule or law.”

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 would happen if there were no rules or laws?

Discussing real life scenarios and cases where rules were not followed or not emplaced. Students grasped the need for them and were interested in further investing how they had developed in time.

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.

Hynes: Students made weekly reflections on their learning both on communication and the comprehension as a whole. First students communicated their reflections with a partner and gave feedback and then students recorded their reflection to submit.

9. Teacher notes

