

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** **How the World Works**
- **Central idea :** **An inquiry into the tools and materials that aid in our understanding of the environment and our influence in it's development and survival.**
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- **Key Concepts :** **Change, Form, Connection**
- **Attitudes:** **Appreciation, Empathy, Enthusiasm**
- **Learner Profiles:** **Reflective, Thinker**

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?

Summative:

- **Create a diorama of a fictional community using 2D and 3D shapes that includes physical characteristic and natural resources that the scholar then will guide the class through while persuading scholars to move there based on weather and the community attributes. Then students color code parts of the community to create a map key to help scholars better understand their map.**

Class/grade:

Age group: **6-7**

School: **Briscoe Elementary**

School code: **112**



Title:

Teacher(s): Date: Proposed duration: number of hours over number of 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: Tools and Materials help us investigate and adapt to environments.

LOI # 2 Connection: How are the materials and tools used by humans connected to the natural world.

LOI # 3 Change: Humans and weather can create changes in natural resources and landforms.

What teacher questions/provocations will drive these inquiries?

LOI # 1 Form: How can I use the tools and materials around me to better adapt and understand my environment?

LOI # 2 Connection: How do we as a nation adapt and understand the environment and help other to do the same?

LOI # 3 Change: How and why does the environment change through the year and based on location and how do we adapt to those changes?

<p>3. How might we know what we have learned?</p> <p><i>This column should be used in conjunction with "How best might we learn?"</i></p> <p>What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?</p> <p>Central idea : An inquiry into the tools and materials that aid in our understanding of the environment and our influence in it's development and survival.</p> <p>Performance Assessment Tasks:</p> <ul style="list-style-type: none"> • Students will read books about maps, landforms, natural resources, weather\ • Class will brainstorm and create group K-W-L anchor charts when beginning key topics. • Students will create differentiated maps including map key, compass rose, and using correct vocabulary to give directions to get from place to place. • Students will identify, demonstrate, and explain the correct use of weather tools. <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <ul style="list-style-type: none"> • Students will identify and describe how the human characteristics of place such as shelter, clothing, food, and activities based on geographic location. • Students will reflect on how humans and weather create in natural resources. • Students will describe the changes in tools and technology from then to now and how it has affected our environment. 	<p>4. How best might we learn?</p> <p>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?</p> <ul style="list-style-type: none"> • Exploring the community through google maps. • Looking at various maps and comparing the similarities and differences. <p>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</p> <ul style="list-style-type: none"> • <u>Skills: Main Approaches to Learning Used During Lessons:</u> <ul style="list-style-type: none"> • Thinking Skills → Analysis • Social Skills → Group Decision-Making • Communication Skills → Writing • Self Management → Time Management • Research Skills → Planning

5. What resources need to be gathered?

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

Google Maps	Teacher created materials	Teacher bought materials	Student created Anchor charts	Journals
Read Alouds	Foldables			

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

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.

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?

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.

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.

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.

9. Teacher notes