Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme: Sharing the Planet**
- **Central idea : The World Changes over Time**
- **Key Concepts : Change, Perspective, Function**
- **Attitudes: Curiosity, Creativity, Empathy**
- **Learner Profiles: Open minded, Reflective, Communicators**

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:

- **Invent a new piece of technology that would help make the world a better place. Describe its purpose and how it works. (Interdisciplinary) - Feb. 20-23**
- **Scholars will be able to read brief statements and identify the genre of text that it came from. (Reading) Feb. 23**
- **Scholars will be able to accurately measure an object using multiple units, both nonstandard and standard, and be able to explain why the measurements differ based on units. (Math) Feb. 23**

Formative:

- **Scholars will be able to measure objects using nonstandard units. (Math) Feb. 9**
- **Scholars will identify the genre of a fable story and create their own fable story based on a true life event. (Reading) Feb. 7**

Class/grade: **First Grade** Age group: **6-7**

School: **Briscoe Elementary** School code: **112**

Title:

Teacher(s): **Flores, Hynes, Micik, Murillo**

Date: **January 16- February 23**

Proposed duration: **4 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 Change: How has technology changed over time?

LOI # 2 Perspective: How does technology help us to better see things from others' points of view and be more empathetic.

LOI # 3 Function: What role does technology play in our daily lives?

What teacher questions/provocations will drive these inquiries?

LOI # 1 Change: What would your life be like without technology? Do you think you could live without technology? How has technology changed your life?

LOI # 2 Perspective:In your point of view, has technology helped in maintaining a more balanced lifestyle?

LOI # 3 Function: How has the mechanisms in different objects changed in order to make them work.

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 :The World Changes over Time

Scholars will create 3 different anchor charts one for World, Change, and Time and identify things on these anchor charts that they know about the concept of those words.

Using their anchor charts the teacher will build a concept list of what they will be covering and together find the relationships between these ideas.

The anchor charts will be hung for further reference during the duration of the unit.

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

Performance Assessment Task:

- Scholars listen attentively to stories and presenters and ask appropriate questions.
- Scholars present explain their own timelines using illustrations and photographs.
- Scholars interview each other on the their history to write a biography.
- Scholars create a timeline based on technology
- Scholars measure each other with paperclips, floor tiles, string
- Scholars make life cycle with different art styles
- Compare sizes of adult and child animals in different stages of the life cycle using standard or nonstandard units.

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?

TUNING IN

- Scholars will create 3 different anchor charts one for World, Change, and Time and identify things on these anchor charts that they know about the concept of those words.
- Scholars will bring in photographs of themselves at different ages to present a timeline of themselves and identify how they have changed through time.

Finding Out

- Scholars interview their parents about the technology they had growing up and then present their findings to the class.
- Pair interviews-scholars will interview each other about their lives and then compare that to other classmates and teachers to notice changes within time.
- Scholars listen to read alouds about historical figures and explain how their inventions and contributions changed the world.

Going Further

- Scholars create timeline of iterations for different inventions. (phones, computers, cars)
- Scholars infer the function of old technology
- Scholars will invent a new piece of technology and describe its purpose.

Drawing Conclusions/Reflecting

- Carpet Time: Scholars reflect on their piece of technology and what made them choose to invent that.
- Scholars reflect on why change is necessary to better the world.

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

- Scholars create timeline (math) of inventions (science) and their inventors (social studies/reading)
- Scholars will become risk takers and inquirers by predicting the future of technologies we have today. (reading/science/social studies)
- Scholars will sequence stages of life cycles (science/reading)
- Scholars will read expository texts about inventors and lifecycles, and differentiate them from fantasy texts. (reading/science/social studies)

Skills: Main Approaches to Learning Used During Lessons:

- 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?

*tadpoles (for life cycle)	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?

Guest speaker - Chase Naquin, a rackspace employee, will come and discuss technology in society.

6. To what extent did we achieve our purpose?	7. To what extent did we include the elements of the PYP?
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?	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