

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** Who We Are
- *An inquiry into the rights and responsibilities of what it means to be human.*
- **Central idea:** Recognize how attributes and actions change the world.
- **Key Concepts:** Perspective, Reflection, Change
- **Attitudes:** Commitment, Tolerance, Cooperation

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 understand the attributes of a good citizen and put into practice the fundamentals of voting.

Role: Candidate

Audience: Classmates

Situation: Scholars campaign to be the representative of their group (or be part of the campaign for another candidate) based on personal attributes and acknowledgement of changes that need to be made.

Product: Creating Representing voter results with a graph.

Standards and Criteria for Success: Effective and thorough evaluation of different options (understand pros and cons), and making an informed decision.

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

Class/grade: 1st

Age group: 6-7

School: Briscoe Elementary

School code: 5

Title:

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

Date: October 2nd- November 10th

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: Perspective - How do we understand our own point of view and that of others?

LOI #2: Reflective - How we illustrate the positive and negatives in our environments to construct an improved setting.-

LOI #3: Change -. How can we use our voices and attributes to effect positive change in our community and world?

What teacher questions/provocations will drive these inquiries?

LOI #1 Perspective- How can I step into the shoes of another to understand points of view that are different than my own.

LOI #2 Reflective - How could we make our classroom environment better?

LOI #3 Change- How could you use your voice to change the world for the better?



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?poi

Central idea: Recognize how attributes and actions change the world.

Performance Assessment Task:

- Students will read books about public officials who exhibit good citizenship.
- Students will utilize pictographs and bar graphs to display data
- Students will engage in decision making processes to determine the positives and negatives of different decisions.
- Students will brainstorm changes they want to see in the world around them. (classroom, community, nation, world)
- Students will engage hands on in the democratic process.

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

- Students describe an alternative point of view using characters in a read aloud.
- Students reflect on their environment and categorize elements into positive or negative components.
- Students identify a problem in their school or community and propose a solution to affect positive change.

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 whole school will participate in an election facilitated by the first grade students.
- Students will organize and vote in a classwide election
- Students will evaluate and reflect on the pros and cons of different voting proposals/ group representatives.
- students will roleplay characters in a read aloud to understand different points of view.

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

Skills: Main Approaches to Learning Used During Lessons:

Thinking Skills → Acquisition of Knowledge / Comprehension /
Dialectical Thought

Social Skills → Accepting Responsibility / Resolving Conflict / Group
Decision-Making

Communication Skills → Viewing / Listening Speaking

Self Management → Organization / Time Management / Informed
Choices

Research Skills → Organizing Data / Interpreting Data /
Presenting Research Data

Students will practice making knowledgeable decisions in the democratic process. Students will be reflective about their community environment as they propose solutions they want to vote on. Students will be communicators as they articulate why

they support a candidate or proposal to vote on. Students will be open minded as they consider different points of views.

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, ballots, voting registration cards

Vote for Me: Ben Clanton

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

Post images and books representing different points of views, graphs representing data and various election materials.

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?

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 would happen if there were no rules or laws?

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