

1st PYP Planner

1. What is our purpose?

To inquire into the following: The natural world and its laws.

- **Transdisciplinary theme: How the world works: an inquiry into the natural world and its laws.**

- **Central idea : Development of structures can create system.**

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 flyer to inform and teach others about how to improve a system in their community. (Reading, writing, speaking)

ROLE: You are an engineer (Science)

AUDIENCE: The target audience is citizens (is a 2nd grade class.)

SITUATION: You need to show and explain how you improved a system or service in your community.

PRODUCT/PERFORMANCE AND PURPOSE: You need to inform citizens by creating a flyer that describes how you improve a system in your community. (S.S)

Class/grade: 2nd

Age group: 7-8

School: Briscoe

School code:

Title: Planner 1 (2017)

Teacher(s): Falcon, Esparza, Quintanilla

Date: 8/14/17 - 9/22/-17

Proposed duration: 6 weeks

2. What do we want to learn?

- Form: The form of systems
- Function: The function of order
- Connection: Communities are connected to a system

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

The structure and purposes of governing systems **S.S. 2.11A**

There are different types of systems that provide services in our communities. **S.S. 2.11B**

Communities are connected to a system. **S.S. 2.12B**

What teacher questions/provocations will drive these inquiries?

- What are the reasons for having government? (Function)
- What are some of the different roles of government leaders? (Form)
- What types of services are provided by the government? (Connections)

STANDARDS:

Your brochure should...

-include accurate information about how to improve our system our community. (S.S)

-describe (using complete sentences and/or illustrations) how you will improve a system in your community.

-students can present their flyers to the whole class or to their partners. (public speaking)

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?

There are different forms of governments. There are different types of government officials.

L1: Assess if student know the structure and roles within government using True/False assessments **(SS2.11A/ S2.8D)**

L2: Assess if students know which public officials are appointed and which are elected-walk opposite sides of the room for opposite choices **(SS2.12C)**

L3: Assess if students know how a citizen participates in governance using Walk the Line: walk up to line if you agree, stay away from line if disagree **(SS2.12D)**

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

L1: Assess if students know the structure and roles within government by creating a group poster **(SS2.11A) (S2.8D)**

L2: Assess if students know which public officials are appointed and which are elected –Group Response Cards Game - **(SS2.12c)**

L3: Assess if students know how a citizen participates in governance by having students perform skits of different activities **(SS2.12D)**

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?

L1:The structure and purposes of governing systems

Reading: Describing Genre (what’s it like?) **FORM**

Science: Describing a scientist (describe physical and character traits) **FORM**

Social Studies: Describe different forms of the U.S. government (president, governor, mayor, etc.) **FORM**

Writing: Students write and reflect on how systems can help form structure.

Math:Represent standard, word, and expanded forms to represent numbers up to 1,200(standard, written, expanded)

L2: There are different types of systems that provide services in our communities.

Reading: Distinguish between fiction and nonfiction **FUNCTION**

Math:Distinguish use for different forms of measurement. **FUNCTION**

Science: Analyze and demonstrate safe practices during indoor and outdoor investigations. **FUNCTION**

Social Studies: Identify different functions of government. **FUNCTION**

Writing: Write stories that include a beginning, middle, and end **FUNCTION**

Math: Compare and order whole numbers up to 1,200 using comparative language and symbols(<, >, =) **FUNCTION**

L3:Our communities are connected to a system.

Reading: Make connections to own experiences, to ideas in other texts and to the larger community. **CONNECTION**

Science: Measure and compare organisms and objects. **CONNECTION**

Social Studies: Identify different governmental services and explain their value to the community.

CONNECTION

Writing: Write brief compositions about topics of interest to the student

Math: Analyze mathematical relationships to connect to mathematical ideas (2.1F) **CONNECTION**

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

Transdisciplinary Skills:

Thinking: Application, metacognition

Social: Interaction in a variety of group roles

Self-Management: Informed choices, safety

Research: Recording and organizing data

Communication: Nonverbal and verbal communication

Learner Profile:

Risk-Taker, Balanced

PYP Attitudes:

Enthusiasm

5. What resources need to be gathered?

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

Books, videos, graphic organizers, art materials, technology for recording, interactive journals

Art project, skits.

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

Classroom: Interactive bulletin board, anchor charts, weather tools/station, graphs/bar graphs

Local: Use City of San Antonio website and Library of Congress

Community: Council member or SA Mayor

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.

Quintanilla: I had a strong start with building around my central idea and key concepts. I was always sure to use the vocabulary and incorporate activities to lead back to the central idea. However once we began lesson planning I found that I started to focus more on my objectives and lost sight of my central idea. The ideas still connected to my central idea and key concepts but in truth my use of the vocabulary towards my central idea greatly decreased.

Falcon: During my lessons, I connected the central idea and key concepts to what we were learning. In addition, I created an anchor chart with one of the key concepts to tie all the subjects together so my students could understand how they were connected to each other. I am not too sure if my students grasped the central idea of our first planner since this is our first year of being an IB school.

Esparza- For the next planner, I would like to have students look closer at our PYP board. I know we use our central idea and key concepts, but I would need to further our understanding with more "outside of school" learning.

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.

Quintanilla: Monday PLCs have helped greatly in showing me to build backwards from test to assignments and lessons. I had an idea on how to do it, but it became more clear when we sat down and Mrs. Emerson showed us how to create assessments through euphoria.

Falcon: There were times where students guided class instruction. As a result, I modified the assessment's I had planned. However, I made sure there was a connection between the central idea and the TEKS.

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?"

Falcon: Since this is the first time we implemented as a school our first planner, I felt like I was doing trial and error tests to see how my students can begin making connections. By looking at other teachers' strategies, I began implementing it in my classroom so that my students could visualize the elements of the PYP. That seemed to work. I will make sure that in our 2nd planner I continue to do the strategies learned from my colleagues.

Quintanilla: Some of the learning experiences that enables my students to understand those concepts were putting things into their own jargon. I was able to talk to them from something as simple as the forming of a line(form), why is a line important to have in school(function), and able to drive that simple idea all the way up into our own government. (connection)

Esparza- After learning the learner profiles and attitudes, students were able to remind themselves to use them daily thru communication and socially.

- demonstrate the learning and application of particular transdisciplinary skills?

Falcon: Throughout the day, I tried to emphasize the importance of using the transdisciplinary skills as "scholars" in my classroom. I reminded my students to use the transdisciplinary skills and tied our PYP learner profiles and attitudes because they all interconnect.

Esparza- We had to refer to the central idea and the key concepts on a regular basis and tie the skill to it.

Quintanilla: I feel that the students had a breakthrough experience when they watched me model one of learner profiles and began to make up their own signs for each profile. From there students were able to better identify and connect to the profiles which helped them

Esparza- I think with our last grade level PLC, we were able to see the DOK level in our questions and have those eye opening moments. I'm looking forward to using Eduphoria so we can see the data.

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

Esparza- When I introduced a new TEK, I reference the central idea and tie in the skill. We have whole group discussions to make connections. I honestly got away from the Transdisciplinary theme.

Falcon: Before a lesson, I reminded my students of how everything in life is connected and why society functions in a certain way. I tried to ask my students purposeful questions so they could explained our first transdisciplinary theme.

Quintanilla: Throughout our lessons I reminded the students of central idea (Development of structures can create system.) and connected back to our theme (how the world works). Some of the best evidence I received was through discussion in the classroom. Students were able to compare the roles of school administrators to our own government. They then continued to discuss what they thought would happen if there was no teacher compared to no mayor. Students could see that without structure there would be no systems with a lot of chaos.

relate to the transdisciplinary skills and and not only apply the skills, but also know which skill they were applying

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Falcon: So that my students could become familiar with the learner profiles and attitudes, I created medals and incorporated it in our class dojo. Every time a student exhibited a learner profile and/or attitude, I gave my students points. Throughout the day, I tried to emphasize the importance of using the transdisciplinary skills as "scholars" in my classroom. I reminded my students to use the transdisciplinary skills and tied our PYP learner profiles and attitudes because they all interconnect

Esparza- After learning the learner profiles and attitudes, students were able to remind themselves to use that vocabulary. We read books to learn the attitudes and learner profiles. Students enjoyed figuring out the learner profile the characters portrayed.

Quintanilla: Going back on the last question, that once the students were able to create their own symbols for the learner profiles they could then connect on a much deeper level.

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.

Falcon: “If we did not have a system of government our world would be chaotic.”

“If I were to run for president I would run to ensure that everyone had a safe space to live in.”

Esparza- If we do not have structure in reading, how would stories sound?

If we do not have structure in our cities, how would they look?

Why do we need structure of numbers?

Quintanilla: If we did not have a system of government our world would be chaotic.

If we didn't have structure in our class, students would do whatever they wanted.

If there was no structure in our stories they wouldn't make sense.

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.

Falcon: What are the reasons for having government? (Function) What types of services are provided by the government? (Connections)

Quintanilla: What are the reasons for having government? (Function)

What are some of the different roles of government leaders? (Form)

What types of services are provided by the government? (Connections)

Esparza

9. Teacher notes

Falcon:

- Because we are this is our first-year of implementing the PYP program, we are still required to write lesson plans. I understand why. It will take time for us to write a strong planner and develop as IB teachers.
- However, I felt that we still relied heavily on our daily plans and as a result our planner lost some value. I am interested to learn how to have a balance and reference my planner and daily plans.
- During our planning we used our POI. That served as an essential living document in our daily planning for our lesson plans but there were some areas that were not used as much in our plans.
- The district is also implementing literacy square for bilingual teachers. That in itself is difficult because I understand that sometimes I will not be on the same page with my team; and that is a concern I have. . There are other requirements and expectations I need to implement in my classroom as a bilingual teacher.

Esparza-

***We spent days on our planner. We used it to guide our lesson plans. I don't think we used all aspects of the POI/planner into the lesson plans and certain areas were left out, for me. I am concerned about Literacy Squares and Balanced Literacy. They look different. What will the outcome look like for reading levels and writing skills?**

- What are some of the different roles of government leaders? (Form)
- What types of services are provided by the government? (Connections)

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.

Falcon:

- Campaign poster activity and wanting to run for office.
- Helping the community, identify and issue, and provide a solution.
- I see, think, wonder activity
- Students becoming aware of other cultures.

Esparza-

- I see, think, wonder activity
- 4 corners
- Donating to school donation drives

Quintanilla: Students choosing to donate because of natural disasters.

Students being principled when making the wrong choice.

Students questioning their own thinking, and thinking beyond the texts read.



