

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme: Who we are.**

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **Central idea :**

Perspective evolves as relationships develop.

3.5AB, 3.8A

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?

The natural world and humans cause change.

Goal: Student will understand community leadership and change.

Role: An Aspiring classroom community leader, who is preparing for a class meeting

Audience: Classmates and teacher

Situation: You need to convince your community of a change you see needed in the room based on past influential leaders.

Product: Student will demonstrate their understanding of past community leaders influencing change by creating a

Class/grade: 3rd

Age group: 8-9

School: Briscoe Elementary

School code: 924366

Title: Change

Teacher(s): S. Christal, A. Franco, J. Mata, C. Rodriguez

Date: 8-4-2017

Proposed duration: Over a 6 weeks period.

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?

- **Perspective** - How past and current leaders influence change in communities.
- **Connection** - People's actions build relationships.
- Change

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

- **Perspective**- How individuals, events and ideas have changed communities, past and present.
- **Connection**- Relationships undergo change.

visual/oral presentation that represents their views of leadership.

Standards: You must justify your proposed change by explaining who inspired you and how.

What teacher questions/provocations will drive these inquiries?

Visuals, maps, and mentor text (biographies).

Perspective-

- Why do people form communities? How do people meet their needs in communities? What past influential individuals have influenced the community. (SS)
- How can the same number with different labels represent a different value? (Math)
- How does your reason or purpose for reading/writing change? Why do we establish a purpose for reading? (ELAR)

Connection-

- What are the changes of states of matter? (Sci)
- What connections can be made between digits and place value? What relationships can be found in the base-10 place value system? How does the place value change when moving to the left across the place value chart? How can a number be compose/decomposed using objects,pictorial models, numbers and expanded notation? (Math)
- What are the connections between literary nonfiction and informational text?

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?

Teacher will look for student's understanding (L1)-
communities, leadership (L2)

Pre-assessments:

1. KWL-Communities and Leadership
2. Survey

What evidence will we look for?

Teacher will look for the understanding of how communities are formed and how leaders influenced the community.

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

Journal Entries - students will compare an influential leader to themselves.

Role Playing - In groups, students will role play a specific learner profile.

Attribute Poster - Students will represent leader attributes through a visual representation

Exit Tickets - varied

Response boards - understanding of communities

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?

Taking on leadership roles and membership roles in group work across subject areas. Students will display attitudes of learner profiles.

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

Transdisciplinary Skills-

- Research Skills
 - Acquisition of knowledge, comprehension and analysis
- , Communication Skills
 - Listening, speaking, non-verbal communication, presentation
- Social Skills
 - Respecting others, cooperating, resolving conflict and accepting responsibility

Learner profile-

Risk-Taker

- Confidence
- Independence
- Curiosity

Reflective

- Empathy
- Integrity

Communicator

- Tolerance
- Cooperation

Caring

- Appreciation
- Respect

LP Mentor Text website:

<https://pyplibrary.wikispaces.com/Risk-taker>

5. What resources need to be gathered?

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

- Social Studies Text,
- City maps
- Informational Texts - Daniel Boone, Founding Fathers, Christopher Columbus, Juan de Onate
- Math textbook
- Discovery Education
- Brain Pop
- Powerpoint presentations

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

- Science Lab- Energy, changes
- Presentations by: Support Staff on Campus, local community helpers, classroom presentations

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.

Central idea did not connect to our key concepts. A suggestion would be to start with key concepts as the focus and incorporate the central idea thereafter.

The key concept of change connected better than the key concepts we wrote into the planner.

Agreed: S.C; C.R ; A.F; J.M

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.

Stating a clear idea would help assess the students accurately. Suggestions for assessments are: incorporating Eduphoria and using all levels of questioning - specifically DOK 2 & 3.

Agreed-S.C*C.R* A.F* J.M

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

Students made connections of the theme across curriculum without being prompted. They also made real word connections with the key concepts, and how the key concepts are interconnected with each other.

Agreed-S.C^ C.R^ A.F^ J.M

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?"

We connected all TEKs to the key concepts across subjects.

- demonstrate the learning and application of particular transdisciplinary skills?

Group collaborate projects that allowed students to utilize their thinking, social and communication skills.

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

In each case, explain your selection.

Collaborative group projects allowed them opportunities to display attributes of learner profiles and attitudes..

As students exhibited learner profile and attitude behaviors they were brought to light by the teacher in a positive manner and celebrated. Quickly, students began to identify these characteristics among their classmates and also reminded each other to act accordingly and apply them toward their classroom work ethic and behavior.

Agreed-S.C/ C.R/ A.F/J.M

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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.

How did the continents get to where they are now?

Can you be more than one learner profile at a time?

What happens during a solar eclipse?

Why are towers/buildings different shapes and sizes?

Agreed-S.C-C.R- A.F- J.M

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.

Our L. O. I. need to correlate better with our teacher questions and provocations.

Agreed-S.C + C.R + A.F + J.M

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.

Students would go home and google areas of content where they wanted to learn more information and share with their classmates.

After the first day of building their Place Value Towers students reflected on their designs and collaborated as a group and discussed what they could do differently to create better/sturdier towers.

Agreed-S.C& C.R& A.F & J.M

9. Teacher notes

Change the central idea

Combining communities, place value, and recycling.

We didn't get into past people who changed communities other than social change. Need to dive in deeper.

