



## Important

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## Planning the inquiry

### 1. What is our purpose?

#### To inquire into the following:

##### - Transdisciplinary theme:

**How We Organize Ourselves: An inquiry into the structure and function of organizations.**

##### Central idea :

**Sequence and processes create organization.**

#### Formative assessments task(s):

Teacher created eduphoria, TEKS Resource System for math: (1) multiplication of whole numbers (2) division of whole numbers. Reading (1) Literary nonfiction passage (2) Drama

#### 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?

**Reading:** Teacher created Eduphoria/TEKS Resource System (Nonfiction & Drama, paired passage)

**Math:** Teacher created Eduphoria/TEKS Resource: Multiplication and Division

#### **Writing/Social Studies: (Rubric in TEKS resource system)**

*Write multiple entries including thoughts, connections, and/or strategies that deepen understanding of literary nonfiction in relation to empresario systems. Provide evidence from the text to support ideas.*

#### **Science: (Rubric in TEKS Resource System)**

*Cleaning and oil Spill (Ortiz-stem)*

Class/grade: **4th Grade**

Age group: 9-10

School: **Briscoe Elementary**

School code:

Title: **Teachers**

Teacher(s): **Blum, Alvarado, Ehlke, Ortiz, Fiscal**

Date: **October 2-November 10**

Proposed duration: **Six 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?

**Function and Causation**

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

**An inquiry of structure and function of organizations.**

#### **What teacher questions/provocations will drive these inquiries?**

**Function-** Explain how the Empresario and land grant system affect the settlement of Texas? (SS)(DOK 3) In what ways do solutions differ from other mixtures? (DOK 2) (Science) What is the process for solving both multiplication and division problems? (DOK 2) (Math) Use textual evidence to explain nonfiction text, features and elements of drama.(DOK 3) (Reading) How does the structure of a written text communicate the message to any audience?(Writing) (DOK 3)

**Causation-** Explain the causes and consequences of the Texas Revolution?(SS) (DOK 3) Analyze the effect of force and motion on objects?(DOK 3) (Science) Formulate a mathematical problem and demonstrate the relationship between multiplication and division.(DOK 4) (Math) Critically analyze the similarities and differences of structural elements within literary drama and nonfiction texts. (DOK 3)(Reading), Plan, compose and revise an expository essay (DOK 3) (Writing)



### 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?

#### L1 Function

Think-pair-share

Think-Ink-Share

Graffiti Write

#### L2 Causation

I see, I think, I wonder

KWL

Shake and Share

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

#### ssLI Function

The Minute Paper – Students take one minute to write about one relationship learned during a lesson.

Mind Map learning reflection

#### L2 Casuation

3-2-1 – list 3 things you found out, 2 interesting things, and one question you still have

Anchor Chart- 3-4 groups- Each group makes an anchor chart explaining the family's role in society

### 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?

SS-Library Media Services

Teacher Resource Book Science

connection: **Causation and Function** -

Solutions and mixtures-Oil Spills Investigations - EiE (DOK 4)

Force, motion, and energy: changing a factor in the car and ramp experiment and documenting how it changed the results.(DOK 3)

Students create a postcard - students imagine they are an empresario and convince settlers to create a homestead in their settlement area.(DOK 3)

Discovery Education videos and creating brochure (DOK 2)

Students will rotate through lab investigations of force, motion, and energy and demonstrate findings to the class. (DOK 4)

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

Learner Profile:

\*Thinker

\*Communicator

\*Inquirer

Transdisciplinary Skills:

Thinking

Research  
Self Management

Attitudes:  
Independence  
Curiosity  
Cooperation

**5. What resources need to be gathered?**

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

Textbooks, Technology, Library Books, BrainPop, Interactive Notebooks, Anchor Charts, Read Books, Library Media Services

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

Classroom: IB Bulletin Boards and inquiry based activities

Community: Accountable talk with family/community members about their motivations for various aspects of their lives

## 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.

Alvarado-It was difficult to have the same rigor as the monolingual groups seeing as the TEKS resource system and Eduphoria did not have questions of equal rigor for bilingual students

Blum-Finding similar assessment questions and quality questions was difficult. It makes comparing data difficult. Also I was concerned with the amount of time the assessments are taking.

Ortiz - we made an adjustment to the number of questions on each Formative Assessment. Focus needs to be on STAAR formatted questions throughout.

Ehlke- Need to spend more time on multiple choice questions since that is how the test is set up. The need to move on before students master the material.

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

Alvarado-Students were able to make connections to the central idea in their own words

Ortiz - Students made connections with the lessons (Science - Pumpkin Lab and Math - Multiplication/Division) and the central idea and theme.

Ehlke - Students were asked to answer questions orally and in written form which the majority of the class were successfully in answering.

Blum-Students were able to write reflections between the content, central ideas and theme. It was also evident in group discussions and use of terminology.

Fiscal-

## 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.

Alvarado-Students were able to make connections and understandings through hands-on activities and group work/Labs were very effective in the learning and application of structure and function/students developed greater responsibility, inquiry, communicators

Blum- Having the students discuss concepts collaboratively and independently analyzing content has help them develop their transdisciplinary skills of inquiry, responsibility, research and communication.

Ortiz - As students learned the division process and started to understand the way problems were developed and organized, they could collectively analyze the process and make connections to their daily lives. Students were able to communicate their understanding to others using the transdisciplinary skills of inquiry.

Ehlke -

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight 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.

**Alvarado-students chose to bring bears for the school's care bear drive**

**Blum- In free time and station time students research and create projects independently based on their “wonder” questions.**

**Ortiz - students researched the idea behind the bear drive and discussed the value of such projects and decided to challenge themselves to bring “more” bears than others. Although it started off very slow, students challenged each other in the end to look deep in their closets for one more bear to bring. In the end, the class donated over 60 bears to the drive.**

### 9. Teacher notes

Ortiz - a concern is the number of assessments being required and the length of time it is taking for students to take the test for each unit. Each Formative is taking a minimum of half day for each and summatives are taking almost a full-day. I value the data that comes from the assessments but concerned about the amount of instructional time lost.