



Important

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Planning the inquiry

1. What is our purpose?

To inquire into the following:

- Transdisciplinary theme:

Who We Are: An inquiry into the nature of the self

Central idea :

Interactions strengthen the understanding of different aspects of lives.

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?

Students will complete a written and visual assignment based on American Indian life and European exploration in Texas.

Goal: to complete a family tree that shows an understanding of the nature of self and interactions that strengthen their lives.

Role: to research family history and develop a visual that proves or disproves family connections to American Indians or European explorers.

Audience: Teachers and peers

Situation: The challenge involves researching family histories and the connectedness to American Indians or European explorers.

Product/Performance and Purpose: You need to create a family tree that proves or disproves relation to American Indians or European explorers within four generations.

Class/grade: **4th Grade**

Age group: 9-10

School: **Briscoe Elementary**

School code:

Title: **Teachers**

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

Date: **August 21-September 29, 2017**

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?

Connection-Relationships past and present

Perspective-Relationships can be individual, group or cultural

Function-Understanding the family has a role in society.

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

Connection-Relationships past and present

Perspective-Relationships can be individual, group or cultural

Function-Understanding the family has a role in society.

What teacher questions/provocations will drive these inquiries?

Connection-How were the American Indians and European explorers connected to



Standards & Criteria for Success: Your product must include a written piece explaining your relation or non-relation to American Indians or European explorers.

Texas life?(SS) How do adaptations connect to survival in the environment?(Sci) How do decimals connect to the real world?(Math) Readers create connections to make text personally relevant and useful.(Reading)Students write work-related texts to communicate ideas and information to specific audiences.(Writing)

Perspective-Why do you think some American Indians were upset with European explorers in Texas?(SS) What role do adaptations play in the environmental survival?(Sci) What are different strategies for solving an addition or subtraction problem involving decimals?(Math) Is it possible to obtain multiple interpretations of a text?(Reading) How do I interpret and organize my own thoughts to produce a narrative essay?(Writing)

Function-How does mission life impact settlement in Texas?(SS) How do different adaptations affect survival?(Sci) What determines which strategy might be used to solve an addition or subtraction problem?(Math) How do you use textual evidence to understand fiction and poetry?(Reading) Why do we write personal narratives?(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 Connection-Relationships past and present

Think-pair-share – connections made in their lives with people, place, things

L2 Perspective-Relationships can be individual, group or cultural

T-Chart – relationship sort

L3 Function-Understanding the family has a role in society.

Four Corners – task cards

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

L1 Connection-Relationships past and present

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

L2 Perspective-Relationships can be individual, group, or cultural

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

L3 Function-Roles in Society

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?

L1 Connection-Relationships past and present

SS- Compare and Contrast aspects of American Indian life, mission life, European Explorers, and family.

Sci- Describe how adaptations connect to survival

Rdg-Students create a visual connecting facts from American Indian life, European explorers and Mission life.

L2 Perspective-Relationships can be individual, group or cultural

SS- Journal Entry written from the perspective of an American Indian or European Explorer

Sci- Identify a plant or animal, illustrate a new habitat, label, describe how the adaptation would increase the chance of survival

L3 Function-Understanding their family has a role in society

SS- Describe familial roles

Sci-Explain how adaptations have a purpose in their environment

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

Learner Profile:

*Inquirers

*Communicators

*Open-Mindedness

Transdisciplinary Skills:

*Thinking-Analysis

*Thinking-Dialectical thought

*Communication-Reading

Attitudes:

*Creativity

*Tolerance

*Empathy

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, Brain Pop, Interactive Notebooks, Anchor Charts, Read Books

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.

Ortiz, Blum and Alvarado classes are grasping an understanding of the Connection and Perspective key concepts but the students' are struggling with the understanding of how Function fits into the inquiry. Ortiz doesn't understand the function key concept related to the theme.

Blum's class is beginning to grasp the concept of function as a key concept and beginning to tie it into objectives.

Ehlke's class struggles with key concepts also, but are beginning to understand the perspective. They are still learning the connection as an ongoing process.

Fiscal's class is struggling with key concepts and understanding how function is tied all together.

The central idea should be revisited to make sure that it connects with the key concepts and make sure the key concepts are included in it. The central idea seems to be broad as it is currently written.

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.

Ehlke-I used projects as an assessment tool which was primarily partner work. I have not given formal assessments on an individual basis in all subject areas, but I plan to improve in this area.

Alvarado- I had my students complete most assessments in groups, and I need to move more towards individualized assessments to see more of the student's individual understanding.

Blum- I need to do more individual assessments, maybe something short. The project based assessments seem to take too long to complete. I also think that some of the assessments need to be more "STAAR" formatted.

Ortiz - Project based assessments seem to be taking too long since assessments must be completed during class time. We need to look at the project based assessments and the outcome (data) that is expected to see if it is giving us the valuable data that we need. Additionally, students need to be exposed to the STAAR formatted questions within the assessments.

Fiscal- My assessments have been mostly in groups. I need to work on individualized assessments.

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-I feel that I shoved the whole IB PYP thing down their throats the first few weeks, but it has been effective because students are starting to tie the profiles and skills into the different learning blocks and taking it in a whole new direction.

Blum- Students are making daily connections in their journals between objectives and key concepts and themes. Students have applied the theme more so in studies of Native Americans and Adaptations. They are also successfully connecting profiles and attitudes to characters and actions.

Ortiz- Throughout the unit, as students worked on assignments/projects, the students were encouraged to utilize the learner profile/attributes/skills boards and make the connection between their activities and each of the areas listed. Students understood the learner profile better than any of the other areas. Some skills (Approaches to Learning - Research and communication) were better understood than the others. Attitudes are concepts too close, in meaning and description, for the students to grasp a clear understanding of them at this point. I believe that we need to stay with no more than 2 key concepts within a unit.

Ehlke-Students have completed their assignments with the learner profiles in mind which have assisted in group and partner work. As they work on their assignments they are assigning each group member roles within their group so that they may use their learner profile attributes.

Being new to these concepts and not having prior training I felt very confused at the beginning and inadequate to teach it. But with the help of my team I felt the student as well as myself were able to grasp and apply it to our daily learning.

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

Alvarado-students were able to verbalize various connections between the two in several learning blocks

Ortiz - students were encouraged to use post-it notes and place on the Unit of Inquiry board when they made a connection. However, this concept was extremely difficult for my class and often their "connections" were at a surface level.

Ehlke-My lesson plans were planned by using the central idea and transdisciplinary theme based on the TEKS resource system. By assessing their projects and classwork I observed evidence of connections between the central idea and the transdisciplinary theme.

Blum- Students reflected in journals about the connections they made between the theme and central ideas. Various levels of depth of connections were observed.

Fiscal- My students made the connection by demonstrating it using sticky notes with anchor charts and vocalizing the connections.

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.

Ehlke- Students asked how the learner profiles fit into their learning process at the beginning of the quarter.

Alvarado-students were curious about how concepts would fit into these few profiles, key concepts, etc

Blum- student inquires ranged from mostly basic questions to a few deep questions connecting theme and objectives.

Ortiz - "Why do they call it Gulf of Mexico when it is in Texas?" "Why do they call it 'Mother Nature'?" Why does London and Australia have the same flag?

Fiscal- Students wondered how the Learners Profile helped with their learning process.

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.

Blum- How do adaptations connect to survival in the environment?(Sci) How do decimals connect to the real world?(Math) -Why do you think some American Indians were upset with European explorers in Texas?(SS) What role do adaptations play in the environmental survival?(Sci) How do different adaptations affect survival?(Sci)How do you use textual evidence to understand fiction and poetry?(Reading)

Alvarado-How do decimals connect to the real world?(Math) -Is it possible to obtain multiple interpretations of a text?(Reading) Readers create connections to make text personally relevant and useful.(Reading)

Ehlke-How were the American Indians and European explorers connected to Texas life?(SS) How do adaptations connect to survival in the environment?(Sci) How do decimals connect to the real world?(Math) How can readers create connections to make text personally relevant and useful?(Reading)

Ortiz - Most effective questions: Is it possible to obtain multiple interpretations of a text?(Reading) How do I interpret and organize my own thoughts to produce a narrative essay?(Writing) How do adaptations connect to survival in the environment?(Sci) How do different adaptations affect survival?(Sci) How do you use textual evidence to understand fiction and poetry?(Reading)

Fiscal-(SS)How are American Indians way of life connected to our way of life today?

9. Teacher notes

Alvarado- the central idea was way too broad and was not really connected to the key concepts. I feel like the students are becoming more aware of the world around them and are starting to feel/act/grow into global citizens.

Blum- I had a difficult time with the central idea and connecting it. I think we need to focus on Unit PAs and STAAR formatted assessments. I feel our original summative will take to long to complete and because its individual researched based. The see think wonder was a good activity. We need more reflecting in journals and also have the students connect the learning, and when they could use it.

Ehlke-Focus more on key concepts in order for the students to gain a clear understanding of what is being taught.

Ortiz- It was difficult to make it all connect in a logical way and in a way that made sense for the kids. I think we need to focus on no more than 2 key concepts for each unit. We need to evaluate the summative piece and make sure it is do-able during the school day. Making the learning objective more interactive with the students help them to make the connection to the activity/lesson.

Fiscal- I had a hard time with the central idea simply because everything was new to me. But, I did believe it was too long and too broad.

(Sci) How does adaptation connect to survival in the environment. (Math) How do decimals connect to our world? (Reading) Readers create connections to the world around them.

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 noticed a lot of trash in playground so they decided to stop taking snacks out.

Ortiz - In regards to the study of the American Indians and the connection to our past, a couple of students went home and questioned their family members about the possibility of being “part Indian”. Students came back with a visual product (venn diagram, poster) showing the connection to their past.

Blum- Some students have reflected on behaviors and have chose to work towards learner profiles/attitudes

Ehlke-Students are able to communicate and reflect to a partner or within their group what they are learned throughout the day or week.

Fiscal- My students are taking more “risks” because of learning and implementing the Learner's Profile.