**Planning the inquiry**

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| **1. What is our purpose?**  **To inquire into the following:**   * **Transdisciplinary theme:** How we Organize Ourselves * **Central idea:** Societal decisions create structure.     **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?  Performance MattersTest  Benchmark Assessments  RCBOE Unit Test  Choice boards  Timelines  PowerPoint Presentations  Student discussions  Quizzes  SPED/Rivera - In accordance with the IEP, teachers and co-teachers will provide support and accommodations for students | Class/grade: 4th Grade Age group:  School: Copeland School code:  Title: Unit TWO  Teacher(s): Nelson, B. Brown, Hall, Rivera (SPED), Ferguson (EIP)  Date: 10/26 - 11/4  Proposed duration: 6 weeks  **2. What do we want to learn?**  Causation  Function  Change  Related Concepts: Identity, Cooperation, Transformation  **What lines of inquiry will define the scope of the inquiry into the central idea?**  Societal decisions influence the way things function.  Our country is impacted by societal decisions.  In a society, responsibility leads to structure.  **What teacher questions/provocations will drive these inquiries?**   * Plays/Reenactments: Students will plan, practice and present the stage play. “Shh! We’re Writing the Constitution” (Essential Question: What is the basic structure of the Constitution?) * Artifacts: Students will pair together, plan and create mini–Classroom Constitutions on DIY stroll paper. (Essential Question: Could the Constitution be written without compromise?) * Virtual Fieldtrips: The Constitutional Virtual Tour: Teacher will display the virtual field trip for students to view. (Essential Question: What were the major events in the development of the Constitution?) * Documents: In groups, students will break down the Articles of Confederation into their own words. Students will then place their summaries on large DIY stroll paper. (Essential Question: In what ways did the Constitution address the problems with the Articles of Confederation?) * Mock Election: Students will participate in a mock election, using voting tickets with the actual candidates’ names. (Essential Question: Should government reflect the will of the people?) * Letters: Students write letters to the local government (principal) expressing a concern that they have in their city (school). (Essential Question: How does the federal system meet the needs of all citizens?) * Flipped Classroom: “Court Room” for the Great Compromise. Students will be divided into teams to research their side; students will then come to court to have a debate. (Essential Question: How was compromise essential to creating the United States Constitution?) |
| **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?   * **LINK Chart** * List everything you know. * Inquire about what you want to know. * Now we are going to take notes. * What do you know now? * **KWL Chart (**Focus on K and W) * What I know? * What I want to know? * What I learned? * **KWHLAQ Chart (**Focus on K, W, and H) * What I think I know? * What I want to know? * How do I find out? * What I learned? * What actions do I think? * What new questions do I have? * **Unit 2 Pre-Assessment**   What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?  SPED/Rivera- Teachers and co-teachers will collaborate to create level appropriate activities such as a tactile assignment in order to better support students with an IEP. | **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?  Week1: Social Studies:    Standards: SS4H2 Analyze the challenges faced by the framers of the Constitution. a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).  Provocations:   * Artifacts: Students will pair together, plan and create mini Classroom Constitutions on DIY stroll paper. (Essential Question: Could the Constitution be written without compromise?) * Virtual Fieldtrips: The Constitutional Virtual Tour: Teacher will display the virtual field trip for students to view. (Essential Question: What were the major events in the development of the Constitution?)   Activities:   * International Connection: How has the US Constitution influenced other countries? Share Constitutions from around the world, then have students fill out a Venn diagram comparing a country of their choice to the United States. ( <https://www.constituteproject.org/search?lang=en> ) * What Do You Think? Put a T if you think the sentence is true, and an F if you think the sentence is false.   \_\_\_F\_\_\_ The Constitution listed the reasons why people were upset with England and wanted to be free. The Declaration of Independence did that. The Constitution is a plan that created and guides our government. \_\_\_F\_\_ George Washington is called the “Father of the Constitution.” George Washington is called the “Father of our Country.” James Madison is called the “Father of the Constitution.”  \_\_\_T\_\_\_ The Constitution has seven parts, called articles.  \_\_\_T\_\_\_ The Constitution divided the government into three branches: executive, legislative, and judicial.  \_\_\_F\_\_\_ The Constitution was signed on July 4, 1776. The Declaration of Independence was signed on that date. The Constitution was signed on September 17, 1787.  \_\_\_T\_\_\_ The Constitution can be changed. Changes to the Constitution are called amendments.   * Preamble Match Activity: Have students complete this activity to help them better understand the Preamble. Teacher will have mix up the words of the Preamble, students will work together to put it back together.   Week 2: Social Studies:  Standards: SS4H2 Analyze the challenges faced by the framers of the Constitution b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).    Provocations:   * Documents: In groups, students will break down the Articles of Confederation into their own words. Students will then place their summaries on large DIY stroll paper. (Essential Question: In what ways did the Constitution address the problems with the Articles of Confederation?) * Mock Election: Students will participate in a mock election, using voting tickets with the actual candidates’ names. (Essential Question: Should government reflect the will of the people?) * Letters: Students write letters to the local government (principal) expressing a concern that they have in their city (school). (Essential Question: How does the federal system meet the needs of all citizens?)   Activities:   * Election knowledge: Students will watch videos on voting and elections. Student will then complete a discussion post on Canvas. * Journal Writing: Students will write a list of fictional characters they think would make a good president. These characters can be from favorite books, television, comics, video games, etc. Next to each name, have students list one or more IB Learner Profile attribute of that character that would make him or her a good leader. Ask students to put a star next to the character who would be their first choice for president. * The Aftermath of the 2020 Election: After an election, examine the results as a class, specifically those from your community. Discuss implications of new policies or elected leaders. Then look at election results throughout the country to give students a national picture.   Week 3: Social Studies:  Standards: SS4H2 Analyze the challenges faced by the framers of the Constitution b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the rights of states to govern themselves (federal system), the Great Compromise, and slavery (Three-Fifths Compromise).  Provocations:   * Plays/Reenactments: Students will plan, practice and present the stage play. “Shh! We’re Writing the Constitution” (Essential Question: What is the basic structure of the Constitution?) * Flipped Classroom: “Court Room” for the Great Compromise. Students will be divided into teams to research their side; students will then come to court to have a debate. (Essential Question: How was compromise essential to creating the United States Constitution?)   Activities:   * Weaknesses of the Articles of the Confederation Hand:      * Becoming an American <https://wethepeople.scholastic.com/etc/classroom-magazines/reader.html?id=800-000001>   Week 4: Science:  Standards: S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem. a. Develop a model to describe the roles of producers, consumers, and decomposers in a community  Provocations:   * Virtual Fieldtrip: Share video “Wolves of Yellowstone” for students to get understanding of the roles of organisms. After stopping at second 40, answer the question you heard the narrator ask. How do you think it is possible that reintroducing the wolves to Yellowstone National Park had such a large impact on the landscape there? (Reassure students that they are just making a prediction about what they think happened and that we will be learning about the “Why” and “How” through this unit).   Activities:   * Class Discussion: After completing “What is an ecosystem” PowerPoint. Have students think individually first and fill out the “I Think” section on a graphic organizer. Give them the chance to write their initial ideas about what they already know about ecosystems. Then ask students to turn to their elbow partner and share their thinking with one another. Once they do have them work together to create a statement under the column “We think”*.*   Week 5: Science:  Standards: S4L1 b. Develop simple models to illustrate the flow of energy through a food web/food chain beginning with sunlight and including producers, consumers, and decomposers.    Provocations:   * What eats what?   Activities:   * Food web and Food chain activity: Students will complete the chain/web by selecting the missing component:   <http://projects.plattebasintimelapse.com/prp_a/food_chain.html>  Week 6: Science:  Standards: S4L1 c. Design a scenario to demonstrate the effect of a change on an ecosystem. d. Use printed and digital data to develop a model illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct or overabundant.  Provocations:   * Show photographs of most polluted places <http://www.thedailybeast.com/articles/2010/05/19/americas-28-most-polluted-places.html>      * <https://www.youtube.com/watch?v=BRGrI4AQG70> Why are all the Bees Dying? * <https://www.youtube.com/watch?v=_pVpLMBZ3IY> (9 Facts about Bees- pull up before turning on projector!!) * <https://www.youtube.com/watch?v=fiHLwwyAn8U> (The Impacts of Pollution on Animals…)   Activities:   * Letter: Write a letter to the community about the bees and what the community can do to fix it.     What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   * Learner Profile of the month * Using the mobile library to get books that represent the Learner Profile * Classroom Learner Profile “Star Seat”   SPED/Rivera- For students with an IEP, teachers will work with the gen-ed teacher to provide extra, tactile, and other resources to give students a better understanding of the ecosystem. An example would be providing figurines of animals in ecosystems and have them act out what might happen. |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  MyOn  Brain Pop  iReady  Readworks  Flocabulary  GADOE  Envision  Social Studies Weekly  Media Center Books  How will the classroom environment, local environment, and/or the community to use to facilitate the inquiry?  Student-led activities in classrooms, virtual field trips, the use of the mobile media center, and the use of local newspapers.  SPED/Rivera- SPED will work with the general education teacher to provide extra resources like Teach Your Monster to Read in accordance with their other programs to provide extra support for their IEP students.  EIP – Benchmark Universe Leveled Readers  NewsELA differentiated passages  ReadWorks differentiated passages  Common Core Progress Reading Passages | |

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| **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.    Hall- The students did well understanding and making a connection with the central idea. They were able to see how structure is created in a society and why that is important.  Brown - The students build a coalition very quickly with the central idea. They understood the structure in a society.  Nelson- Virtual students were able to show understanding of the Central Idea. The students understood that societal decisions create structure. The students did an activity that allowed them to break apart the central idea to develop this understanding.   Spanish/Garcia 3-5: Students connected to the Unit through the perspective key concept by understanding that other cultures (Colombians) have their own beliefs that make them celebrate Christmas in a special way.    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.  Hall- I really think students did better with more informal assessments. It seems when they have to complete a test on paper the understanding of the skill seems limited, but during class discussion they flourished and could show how much they know much better.  Brown – Students performed better during group discussions Vs. Taking online assessments. I have noticed that testing anxiety has been a very important topic but in a regular setting they are more knowledgeable such as classroom with group discussions  Nelson: To improve on the assessment task of understanding the Central Idea, I would incorporate more time to refer to the Central Idea. The questions that were on the assessments were connected directly to the standards.  Spanish/Garcia - K-5: By showing different examples of beliefs are part of our Identity.    What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Hall- The theme was how we organize ourselves and students were able to connect the Constitution and subsequent laws as a way of organizing and giving structure to our society.  Spanish/Garcia - 3-5: how our beliefs shape our perspective and points of view. | **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.  Hall- Students were able to make a strong connection with the central idea. They were very open minded when it came to understanding the different reasons people wanted to Constitution and why they had different versions at first. They were also very knowledgeable when we did our mock elections on who and what they were voting for.  Brown – Students were overly optimistic when it came to making a connection with the central idea. They had so many opinions about the constitution and they were very curious to know and to learn about all the different details. They really enjoyed all the mock activities, and they were very engaged when we participated in them.  Nelson-   * Concepts:   Causation: Why is it like this?  Function: How does it work?  Change: How is it changing?   * Transdisciplinary Skills:   Social: Students participated small group activities. This allowed them to collaborate in small settings. ·  Self-Management: Students were required to use time management and organization to complete independent assignments on their Asynchronous days.   * Learner Profiles:   Knowledgeable: Students were able to show that they were knowledgeable when they created their Ecosystems. Students shared their knowledge with their classmates. Students were also required to listen to other classmates to gain their knowledge on the topics being presented.  Risk-takers: Students were risk-takers as they researched and presented their projects.    Spanish/Garcia - 3-5: Students made a video and a big poster about how Colombians celebrate Christmas by following their personal beliefs and traditions. |
| **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.  Hall-When we first started on the unit students wanted to know why the Constitution was created and who created it. These were incorporated into teaching and students got a great understanding to the questions they had.  Brown – Students were very curious to know many things about History, and my most important thing was that I desired to create an environment where we could learn about the 3 branches of government but make it fun and creative with mock videos etc.  Nelson- Some student- initiated inquires and questions were: Why did they have redo the Constitution? How did they decided who would attend the Convention? Why did the government allow the three- fifths comprise to happen? Is the earth an ecosystem? Are people apart of an ecosystem? Can new ecosystems just happen?  Ferguson (EIP) - When working in small groups, my eip students would read passages related to the unit. During the unit, students got a chance to inquire to get their questions answers.  Spanish/Garcia- 3-5: Students were very curious about the “Day of the little Candles”, celebrate it on December 8th in Colombia. 2 students created a hip/hop song by describing how Colombians celebrate Christmas.    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.  Hall- Students initiated their own project recreating amendments to the Constitution for our classroom. They were able to use the real amendments as examples.  Brown – Students created a mock event, and they had a real Boston tea party where they were able to experience the entire storyline and complete a KWL at the end of class with it.  Nelson- My students were able to initiate many actions. One action that took place was students wanting to virtually create their own Ecosystems. As a class they discussed different ways in which this could be achieved. The students decided that a PowerPoint would be best.  Spanish/Garcia 3-5: How our personal beliefs can impact our actions? What is the purpose of the celebration of the “Day of the little candles” in Colombia? | **9. Teacher notes**  Spanish/Garcia K-5: This unit was a great opportunity for me to share with students how we (Colombians) celebrate Christmas, share some traditions, culture, and language. I really enjoyed it and students too. |

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