**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:**  We (Government and Citizens) are responsible for promoting the common good.   **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?**   * Creating an Infographic (Culminating task) * Unit 2 Performance Matters * JigSaw * KWL Chart * In Class Election * Government Job Opportunity * Journal Prompts (Explain how you would go about changing it) * Writing a law, evaluating a law, revising a law and creating laws.   Reflection: How were you able to cooperate to complete the creation of your society? How did you overcome conflicts within the group?  (Student made societies can continue to be used in other Themes throughout the school year.)  **Art/Mahon -** Third grade students will be learning about the past and present governments in other countries and comparing with the United States. Students will create art projects that relate to the cultures of the people in places we learn about.  **Spanish/Garcia -** Line of inquiry: “Personal beliefs” Ss will integrate the line of inquiry in Spanish Class by inquiring about the Day of the Death...What, Where, How, and Why do Mexicans celebrate it?  **ESOL/Varas** – 3 – Students will describe characters in different stories. Ss will discuss about what makes a good person, and how those characteristics will help them being worldwide citizens.  SPED/Prescott: Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 3rd grade students. | Class/grade: Age group  :8-9  School: Copeland Elementary School code:  Title: How We Organize Ourselves  Teacher(s): David, Denson, Murdaugh, Mahon (Art), Garcia (Spanish), Varas (ESOL), Prescott (SPED)  Date: 10/19 - 1  Proposed duration: 6 weeks Unit 1-2 ELA  **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?**  **Responsibility**: Opportunity & Citizenship  **Function**: Structure  **Causation**: Perspective & Sequence of an End   * What can you tell me? I see I think I wonder (Power-point) * Role-play- Students will create a topic and vote on it to submit to Administration.” * Branches of the Government Video   **What lines of inquiry will define the scope of the inquiry into the central idea?**   * Our personal and civic beliefs shape our perspective (point of view, Perspective, and causation). * The Government is put in place to make a difference. (Responsibility, they can determine if its positive, negative, or necessary). * Laws and respect are needed for democratic societies structure. (Three branches and their role in laws).   **What teacher questions/provocations will drive these inquiries?**   * What beliefs and ideals have shaped the way our government is organized? * What do we mean when we say we are a representative democracy or republic? * Why do we have three branches of government? * How do we become active citizens? * What beliefs and principles do Americans share? Why should we share them?   Art/Mahon - How does is this government similar to the United States government? How is it different?  Spanish/Garcia - What is a personal belief? What could be a special celebration in your family?  SPED/Prescott: Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 3rd grade students. |
| **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?**   * District iReady Pre-Assessment * Kahoot * KWL Chart * Group Discussioins (Pass the Problem)/ UDL Strategy (Universal Design Learning) Follow link for example. <https://www.youtube.com/watch?v=h8HAMKDrfbw> * XtraMath <https://xtramath.org/> * Four Corners   **Art/Mahon -** 3 - The class will collaboratively create a K-W-L to assess their prior knowledge.  **Spanish/Garcia -** 3 - The class will collaboratively create a K-W-L to assess their prior knowledge.  **ESOL/Varas** – 3 – Bubble maps, and *“I see, I think, I wonder”* routine to assess Ss’ prior knowledge  SPED/Prescott: Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 3rd grade students.  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  .   * **“This or That”** students make a judgment and defend their choice. * **Debates** * **Choose your Path”** (students are given an experience and they have to choose how they will adapt by picking their next path.) * **Job Applications**   **Art/Mahon -** 3 - At the end of the unit, we will complete our K-W-L chart and fill in what we have learned.  **Spanish/Garcia -** 3-Ss will draw conclusions about what, where, how, and why they celebrate the Day of the Death.  **ESOL/Varas** – 3 – Ss will complete a *Step Inside* routine (viewpoint chart) to describe characters in different stories. | **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?**  **Week 1 (Activity One – Things in Threes)**  EQ: Why do we have three branches of government?  **Week 2 (Activity Two – Ideals and Beliefs About Our Government)**  The U.S. Constitution, 1787, public domain  EQ: What ideals and beliefs have shaped the way our government is organized? What do we mean when we say we are a representative democracy or republic?  Elephant and Donkey video  **Week 3 (Activity Three – Government at the State Level)**  EQ: How do the three branches of government at the state level compare and contrast with the federal government?  **Week 4 (Activity Four – A Job Opportunity)**  EQ: What qualities does one need to work in one of the branches of government?  **Week 5 (Activity Five – Individual Rights and the Common Good)**  EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them?  **Week 6 (Activity Six – Good Citizens)**  EQ: How do we become active citizens? What beliefs and principles do Americans share? Why should we share them?  Art/Mahon - Students will watch short videos about other cultures and/ orPowerPoints. In addition to this, students will be creating art that is common in the cultures we look at.  Spanish/Garcia - 3-Ss will describe how Mexicans celebrate the Day of the Death.  **ESOL/Varas** – 1 – Ss start each class by reading aloud a short story. Ss identify characters, setting, and plot. Ss use descriptive vocabulary to discuss main idea and details.  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**     * Class Discussions based on Writing Prompts. * Learner Profile of the Month * Learner Profile Checklist/Self-Assessment   Art/Mahon - 3 - Students will be developing the transdisciplinary skill of communication. When we learn about Egypt, we will discuss hieroglyphs, an early system of written communication.  Spanish/Garcia - 3- Profile: Reflective and caring; Attitudes: Respect and Curiosity.  **ESOL/Varas** – 3 – Transdisciplinary skills: Communication Skills and Learner Profile developed through discussions, and descriptions. |
| **5. What resources need to be gathered?**  **What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?**   * The United States Government (Book) * A Government for the People (Book) * What is a Government (Book) * Studies Weekly * Canvas * YouTube * GADOE * Brainpop Jr * Government 101 Powerpoint   Art/Mahon - 3 - Related videos and PowerPoints.  Spanish/Garcia - 3- Videos, songs, games, word search, web pages, and flashcards about vocabulary.  **ESOL/Varas** – 3 – Daily Reading of short stories (read aloud). Daily Writing Journal (writing practice). TEAM Student Book (all 4 skills integrated). LexiaCore5 online platform (phonological awareness, vocabulary, and reading skill development)  SPED/Prescott: Students will receive accommodation, modification and supports according to their IEPs using the gen, ed, resources made available to all 3rd grade students.  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**   * Media Center   Art/Mahon - 3 - Students will have the opportunity to use clay during this project.  Spanish/Garcia - K to 5- Teacher will display some Spanish works in the Pre K hall.  **ESOL/Varas** – 3 – Teacher will display Ss’ works inside the classroom. | |

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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.  **Murdaugh:Students were able to identify and understand the levels of government.**  **Students understanding enabled them to participate and make a sound decision in their school mock election presidential vote cast.**    **Denson: Students clearly understood the inquiry of the lessons of the central idea. The were able to recall and recognize the different levels of government and who did what during our classroom set up on the government & mock class elections.**  **David: Students demonstrated their understanding of the central idea through various activities. Students had a mock election where they selected classroom representatives to represent their class for the semester. The elected officials were given task to delegate to their peers as if they held the real position. The students rose to the occasion.**  **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.  **Murdaugh: To improve on the assessment I would include more review of the unit vocabulary to keep the students in tune with the terms.**  **Denson: I could improve on the assessment by including more vocabulary. Students weren’t familiar with a lot of terms that the district used in their performance assessment. Additionally, guiding the students to a deeper understanding of the roles of the government.**  **David: I would improve my assessment by reviewing the vocabulary more.**  **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?  **Murdaugh: The students were able to vote and understand the reason for their vote in the school mock election.**  **Denson: Students were able to vote in our school election and also create a law “rule” that would be changed. Each part of our classroom government decided if the rules were lawful, fair, approved and if they could be put into place.**  **David: Students were able to understand the voting process and were able to serve as elected officials for the peers following the direction of the job description and the Teacher.**  **Spanish/Garcia -** K-2: Beliefs as part of our identity. | **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?” **Students participated in a mock election vote for president of the United States.** * demonstrate the learning and application of transdisciplinary skills? * develop attributes of the learner profile and/or attitudes?   In each case, explain your selection.  **\*Open Minded- Students were able to learn of the different branches of government and political parties (democratic or republican) They were able to learn to understand the views of each and the contrast of each branch with respect for one another.**  **\*Thinkers-Students were thinkers when it came to deciding what type of government they would create if they were in charge and also when it came to deciding which political party they wanted to vote for.**  **Communicators: Students were communicators in expressing their ideas and opinions with their peers as they learned about the branches and functions of each branch. Conversations included sharing ideas of future careers as they learned the branches, current events that were shared with them from their parents, and other various topics that related to the unit.**  **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.   * Why do we have three branches of government? * How do we become active citizens? * What beliefs and principles do Americans share? Why should we share them? * What is a democratic party? * What is a republican party? * Who is our mayor of Augusta?   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 beliefs and ideals have shaped the way our government is organized? * What do we mean when we say we are a representative democracy or republic? * Why do we have three branches of government? * How do we become active citizens? * What beliefs and principles do Americans share? Why should we share them?   Spanish/Garcia - K-2: How do you celebrate Christmas? How do Colombians celebrate Christmas? What is different?, What is similar?    **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 begin to follow and inquire about the current elections; to include local Government and National Government that were going on in the United States. Students researched candidates and developed their perspective of each candidate based on the information they gathered before casting their ballots in the school's mock presidential election.**  **Spanish/Garcia -** K-5: I really loved how 2 students from 3rd grade made a hip/hop song to describe the Colombia Christmas Celebration and Culture. It was amazing about how they sang about food, traditions and the importance of this celebration in Colombian culture. | **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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