

To inquire into the following:

- Transdisciplinary Theme

Who We Are:

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

- Central Idea

Families teach us about our history and traditions

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?

Time Capsule, which will include: a picture drawn on the front to kick off the unit on one side of the time capsule (after the unit concludes the students will draw another picture on the other side including all the new info they've learned about their families) 2 family interviews, photo of family, flags or countries of origin, picture of a family heirloom or artifact, and a letter written by the student about what they enjoyed learning about in regards to families addressed to someone from their past or future.

Creation of product:

Students will define the words: origin, culture, and traditions.

Students will come up with questions to ask their relatives on these 3 topics.

Students use these questions to interview their family members and write the information learned

Class/grade: 1

Age group: 6-7

School: Poe

School code: 49497

Title: Who We Are

Teacher(s): Randall, Quevedo, Teague, Stilkenboom, Hubbard, Ford

Date: October 19- December 4 2020

Proposed duration: 6 Weeks

**2. What do we want to learn?**

What are the key concepts (**form, function, causation, change, connection, perspective, responsibility, and reflection**) to be emphasized within this inquiry?

Key Concepts:

- Perspective and connection

Related Concept

- Citizenship (Patriotic Symbols)
- Relationships
- Diversity

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

- Family origins
- Significance of celebrations and traditions
- Embracing diversity

What teacher questions/provocations will drive these inquiries?

- What are your countries of origin?
- What celebrations does your family participate in?
- Do you know why your family moved to America?
- Do you have any special foods, dress, customs, etc. in your family?
- Do you or your family members speak any other languages?

From the above questions asked we saw students making connections of their similarities and differences between each other (perspectives). It lead to an appreciation of the differences of cultures.

Planning the inquiry

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?

- Student knowledge of family hierarchy and relationships (open dialogue and class discussion)
- Students will draw pictures of their family and discuss the differences and similarities when comparing with peers. Students will make a Venn diagram about themselves and a classmate once they have completed the family interviews

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

- Drawings and discussions include
 - details from their family's culture (ex: foods, dress, celebrations, religion, etc)
 - This can include family members outside of immediate family

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?

- Interview/Profile/Application – Time Capsule
- Teacher produced sample of family portrait
- Cultural Feast- Students and parents will bring in a dish from their country of origin
- Literature

What opportunities will occur for Transdisciplinary Skills Development and for the development of the attributes of the learner profile?

- **Research-** formulating questions, conducting and recording interview, presentation of interview
- **Communication-** writing, presenting, listening, reading
- **Social-** listening to others, discussing with others, respecting others' differences
- **Self-Management-** organizing and planning interview, using time effectively and appropriately

Learner profile:

Open-minded when listening and learning about other cultures.

Inquirer- Students will wonder about their families and have to be an inquirer to find out about their family origin, traditions, and culture

5. What resources need to be gathered?

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

- Folktales (Anansi the Spider, Legend of the Bluebonnet, Johnny Appleseed, Beauty and the Beast, The Little Mermaid, Little One Inch, The Frog Prince, Baba Yaga, Prince Nettles, Aesops Fables, etc.)
- Music from other country (bagpipes, mariachi bands, singers from other countries, etc),
- Continent- pick a story/legend, a song, artist, dance, speaker
- How Customs and Heritage Shape Communities <http://app.discoveryeducation.com/player/view/assetGuid/7F273E42-3E51-4025-BCF6-2B8FAB22E638>

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

Parents will bring in food from their country of origin

Parent/community speakers in cafeteria of school

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.

- Interviews enhanced relationships between families and created an interest in the background of families.
- Students view each other in a new positive light based on the information presented (tolerant/open minded).
- Family trees helped students understand where they are in the wide/narrow branches of their families.
- Having presenters helped spark a greater interest and see a more global world.

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.

- Maybe move the planner to another time to move the focus off the calendar holiday traditions
- Assessment has three/four categories- people (family tree), heritage (country), traditions/beliefs, symbols
- KWL- about the family

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

- Families had to communicate with each other to conduct interview
- Students learned about other cultures and traditions of their family and their classmates/friends' families.
- Some students created family trees or Venn diagrams of families.

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?"

Connection:

Family trees and Venn diagrams allowed them to see connections in their families.

Identifying the traditions that were carried on in the family from generation to generation.

Perspective:

From the presentations, noticing that everyone's families are not the same or things are done with some variance.

Respecting the differences of each other.

- demonstrate the learning and application of particular transdisciplinary skills?

Research:

As a class, we created a bank of questions to ask our families based on what they wanted to learn about their families.

They then conducted and recorded interview.

Communication:

Presentation of information learned during the interview through verbal and visual products.

Listening to others presentations.

Social:

Students are respectful when being exposed to different cultures through the presentations and class instruction.

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

Inquirers: becoming curious about their families

Communicators: expressing their families background

Open- Minded: they appreciate their and other's cultures

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 families?
- How are our families different?
- Can we celebrate it? Why don't they celebrate it?
- Questions relating to where things/places are in relation to a map/globe from where we are in Houston, TX.

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?

Some students now plan vacations back to their country of origin

Immigration became more of the theme this year. Students whose families were immigrants made a connection with others. Students were curious about their family country/counties of origin.

Students made connection with other children that were from the same country of origin

Students heard other traditions that they were interested in starting in their family

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

One student had a mardi gras parade during recess to show off her heritage.

Students brought different pieces that belong to their culture (clothes, food, instruments, souvenirs, etc).

Students introduced visiting family members and reminded the class of their presentations.

9. Teacher notes

Community visitors need to show off their culture to provoke the unit. Allow more time for the presenters. Consider doing this in the morning. Consider having a small activity for students to do with the presenters. Teachers will develop a hand out for the presenters.

Winter Holidays around the World rotation has not worked out this year with the last week of school. Considering a different rotation would be helpful.

Students who are not supported by parents have no success with this project. What do we do about situations like this? How do we address it?

Could we have an alternative assignment?

The project could have more choices for single parent situations or foster children. We could have more options and create a menu.

Friends/Support groups/Recipes/Special events/Vacation/Activities or games the family participates in.

Relationship/citizenship/connections

Focusing on the future- What do you want your family to be like when you are an adult?

Interviews are not part of the S.S.TEKS. The written portion of the interview was challenging for the children and the parents. (Research showed us that is a ELA TEKS that they are responsible for, however, it explicitly states that the students should receive adult assistance)

Rubrics???? Should they be modified.