



1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**

Who We Are

An inquiry into the nature of the 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**

Systems and methods help establish consistency and commonality within communities.

Class/grade: 5th

Age group: 10-11

School: Poe ES

School code: 49497

Title: Who We Are

Teacher(s): Stout, Baber, Crump, Truax, Rankin, Salinas

Date: August 2020 – June 2021

Proposed duration: All year long

1b) 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 write a reflection on how one of the following systems and methods will help them be successful within their classroom community.

- Scientific method
- Science safety
- Problem solving steps
- Behavior Management
- Organization Skills
- Self-management skills
- IIM research
- Daily 5 (Literature Circle Roles)
- IB Units of Inquiry

Actions we will look for: Students writing in their planner every night, taking responsibility for behaviors, completing all steps of an assignment, collaboration.

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?

Key Concepts:

Connection
Responsibility
Function

Related Concepts: investigation, scientific inquiry, problem solving, patterns, systems

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

- Process and development of systems (function)
- Responsibility of individuals within a system (responsibility)
- Collaborations and discoveries from methods (connection)

What teacher questions/provocations will drive these inquiries?

- What are systems?
- Why are systems created?
- What are the benefits of a system?
- How do systems affect individuals?
- How do systems affect communities?
- What systems will help us function well as a class?
- What could go wrong as a result of an established method?

Provocation: Students will participate in the marshmallow challenge. In groups students will be given a limited amount of supplies and their job is to create the tallest freestanding building that will support a marshmallow at the top. After we will reflect on the following

- How did your team work together?
- What happened as a result of good teamwork?
- What happened as a result of bad teamwork?

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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?

- KWL- students will list what they know about systems.
- Brainstorming different systems - students will brainstorm all the different systems they can think about. We will do this in a group of 3 or 4 first and then come together to discuss and add to our class brainstorm.
- Wonder Wall- Students will be able to post questions they have throughout the year on the wonder wall. On Friday's the teacher will review questions on the wonder wall and use them to drive instruction.

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

Lines of Inquiry:

- Process and development of systems
Assessment Tool: Students will develop their processes for how to perform daily routines.
- Responsibility of individuals within a system Assessment Tool:
Students will complete tasks and activities to understand their responsibilities within a system. Assessments - Drawing Relay, Planner signing
- Collaborations and discoveries from methods. Assessment Tool: Students will build a tower of cups or complete the marshmallow tower by working together and applying the engineering process.

The students will be assessed on the following criteria:

Organization, self-monitoring, collaboration, maintaining the instructed system.

Students will be given verbal and written feedback on a weekly basis. Students will also complete a self-reflection on their learning, they will state their strengths and weaknesses. Students will write two goals based on their weaknesses.

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?

- Team building activities: cup challenge, marshmallow challenge, drawing relay, boat activity, landmine, challenge
Geese video <https://www.youtube.com/watch?v=5rOg4WfNDfM>
- Good vs. Bad Teamwork https://www.youtube.com/watch?v=fUXdrl9ch_Q
- Classroom Routines: Essential Agreements, lining up/dismissal routines, organizing desks/room
- Researching, using the IIM, about Science Safety and presenting the research in a skit
- Literature Circles routines and systems (teach different jobs)
- Practicing Scientific Method and Problem-Solving skills in instruction

Approaches to Learning:

- Researching Skills: organizing information, sharing what has been learned
- Social Skills: Cooperating in Groups, taking responsibility, resolving conflict
- Self-Management Skills: Manage my Work, Manage my behavior

Attributes:

Thinkers-Students are thinkers when presented with a situation that required cooperating with others. Many systems within the classroom involve thinking about what works and what doesn't work. Student were also thinkers when learning about new systems and how they relate to the systems they are familiar with.

Reflective- Students were reflective when they analyzed the systems we were learning about. They had to look at how the system best worked. Students also had to analyze what makes systems fall apart.

Communicator – Students learned that communication in systems is important. There are times when communicating will make or break a system. Systems run smoothly when there is clear communication. Also students need to know when to communicate. Sometimes they have to be the listener and let others communicate.

Attitudes:

Commitment- Students have to have commitment to the classroom and the rules.

To have a safe and orderly classroom of society, members of the society have to “buy in” or commit to be apart of the group and follow the rules.

Cooperation- Marshmallow Challenge. Students need to work together to create the tallest structure. There needs to be cooperation between the group members.

Integrity- Behavior management system within the classroom. Students will learn about the behavior management system within the classroom but they must have integrity to follow the rules even when no one is watching.

Respect- In the classroom system students have to respect each other differences for the good of the group.

5. What resources need to be gathered?

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

Stem Scopes, Study Island, Science Fusion, library books, Discovery Education, 5th Grade Science Energy Videos-youtube.com

Geese video <https://www.youtube.com/watch?v=5rOg4WfNDfM>

Good vs. Bad Teamwork https://www.youtube.com/watch?v=fUXdrl9ch_Q

Supplies for the team building games: pasta, marshmallows, tape, string, cups, paper, index cards, rubber bands, books, literature circle packets

School Behavior Management Plan

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

The school hallways and functions will help us practice our methods of routine. The classroom will be organized to help the students self-manage the class supplies. The classroom will have areas that can function as centers for groups.

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Reflecting on the inquiry

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.

Students understood and learned that writing in their planner every night and having parents look at it and sign helped them create good study habits and opened the communication with teachers and parents.

Students followed the scientific method and realized that their results are consistent and reliable with others doing the same thing

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.

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 - working in groups to make the connection that good teamwork leads to success

-following a system leads to more reliable results

Responsibility -Writing in planner every afternoon, taking it home and having parents sign.

- Working in a group as a team member

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Function-Daily routines and how they help everyone function within the larger group

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- demonstrate the learning and application of particular transdisciplinary skills?

-Social skills: being able to communicate needs and wants in a team in order to work as a team

-Research skills: Figuring out the best method that works for each student in order to be successful inside and outside the classroom

-Self-Management Skills: Using the planner to keep students accountable for their work and using the essential agreements to hold them accountable for their behavior

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

Thinkers- team building activities and understanding other perspectives

Principled -take care of your responsibilities as a student every day

Reflective - think about their learning through group discussions

Communicator -learn to be specific in your oral communication so others understand what you are saying

Commitment - stay focused and finish tasks to the end

Cooperation -working in a group to complete a task

Integrity -follow the rules, procedures and systems even when no one asks

Respect- working in groups and understanding their role and responsibility, learning to respect others ideas and opinions.

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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.

What happens if we don't follow the routines/rules in school/Houston?

How do you change a system that you don't agree with?

How do we use systems in math?

Does everyone follow the same systems?

Students commented that their families have routines and systems at home and how it helps their family function.

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.

Students were seen following the rules and routines of the classroom. They reminded each other to kindly follow the rules.

Students were committed to writing in their planner and using it as a tool to help them be successful.

Students could be seen listening to their classmates for suggestions. There was more cooperation between peers.

9. Teacher notes

Virtual Learning-

Add how virtual learning is a system and how it functions.

Creating team bonding within a virtual world.

Hybrid Teaching-

How this system works and functions.

