

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 make a "Me on the Map" flip book. It starts with a picture of the student in a small circle, then in circles increasing in size, they drew or labeled My House, My City, My State, My Country, My Continent, and My Planet.

Students are able to locate continents, oceans and countries in North America. They can also find Houston and Texas on different types of maps.

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: Form and Connection

Related Concepts: Communication, Exploration, Empathy

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

What is "home"?

How our location in the world compares with other locations

How to give directions using cardinal directions

How a map or globe gives information about a location

Symbols that represent information on globes and maps

What teacher questions/provocations will drive these inquiries?

Our provocation was using Google Earth to explore the earth with it's landforms and water bodies.

We read books and watched videos about homes in different parts of the world to see how people in different cultures are the same and different.

We explored the idea of , if you could live anywhere in the world, where would it be and why, through journal 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?

Where are we in relation to the rest of the world? Locate Houston on a map.

This part of the “Me on the map” flip book project (see box 1b)

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

Response to inquiry with exit tickets

Ability to give directions with cardinal directions and to locate the 7 continents, 5 oceans, The United States, Texas, and Houston on a map.

Student Action: asking other students and school personnel about their cultural heritage and finding out where they came from.

2020-2021 – because of pandemic times, we did not do the latter

We will continue to have students practice reading maps and using cardinal directions in daily activities.

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?

Barefoot Island Project: Create an original map of an imagined place. It will include a map key and compass rose. The map will be created with the map key symbols. The student will also write a set of directions for how to get around in that location.

Learn about states, countries and continents by exploring different kinds of maps and the globe.

Use map worksheets to learn map skills and where places are in the world.

Create a map book that has maps of Houston Texas, The United States, North America and the world. On each map, locate and mark where Houston is so that students can begin to understand the relationship between city, state, country, continent and world. Label and color the important land and water bodies. 2021 – Me on the Map flip book

Read Flat Stanley and students send a Flat Stanley figure to a pen pal in another country. When he returns with information about the place, students will share with the class. Include landmarks, school, weather, geography and types of community.

2021 – we didn’t do Flat Stanley

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

- Videos, Brain Pop Jr., and books about maps and map skills and about other countries.

-Different types of actual maps – Google Earth and National Geographic are good resources

Research skills, thinking skills and communication skills were used in the above described activities.

Students will become more informed about the diversity in the world as they are being inquirers, thinkers, and open-minded

5. What resources need to be gathered?

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

Pen pal resources from IBO

- Videos, Brain Pop Jr., and books about maps and map skills and about other countries.
- Different types of actual maps – National Geographic is a good resource

Google Earth to explore the world digitally

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

Send Flat Stanley to visit other states or countries

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. Knowing where and when you are in the world and where other places are, helps you become a world citizen.

2021 – Students learn that their place in the world is just a tiny part and that the world is a giant combination of landforms and water bodies as well as different cultures. They learn how to identify and locate other places in the world in relation to where they are.

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.

2021 – This year we narrowed in on the map skills because that is really the first step in being able to find out more about the world. We have struggled with this planner because our central idea was too similar to kinder and first grade's.

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

The Barefoot Island Project and the Me on the Map project were fun for the students and really helped them learn where they are in the world and how to read maps.

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?”

- Key concepts: form and connection

Maps and globes are models of Earth and help us know where we are and where other places and people are. Maps help us connect with the world.

- demonstrate the learning and application of particular transdisciplinary skills?

Research skills, thinking skills and communication skills were used in learning how to read and make maps. Also, in considering the meaning of home.

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

In each case, explain your selection.

Students became more informed about the physical and social diversity in the world as they were being inquirers, thinkers, and open-minded

Social Studies TEKS covered:

5() Geography. The student uses simple geographic tools such as maps, and (A) globes, and photographs. The student is expected to: interpret information use symbols, find locations, and determine directions on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys
(B)create draw maps to show places and routes within the home, school, and community

(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:

(A) identify major landforms and bodies of water, including each of the continents and each of the

(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, oceans, on maps and globes;(C)the United States, and selected countries on maps and globes; and examine compare information from different various

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:
sources about places and regions.

(A) describe how weather patterns, natural resources, and seasonal patterns, and natural hazards affect activities and settlement patterns; and

(B) describe how natural resources and natural hazards affect activities and settlement patterns;

(C) explain how people depend on the physical environment and its natural resources to satisfy their meet basic needs.; and

(8) Geography: The student is expected to:

(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns

Reflecting on the inquiry

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.

2020-2021 When we made the Me on the Map flip book, so many students commented on relative size and how small their house or city was compared to countries, continents, and the Planet. Some of the GT students were flying further out into space in their minds.

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.

2020-2021 – Google Earth is such a valuable tool that appeals to everyone so much. Next time it would be good to build in time to teach students how to use it as an information resource.

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.

2020-2021 Student action was not built into this unit as we are isolated as a class and unable to reach out to others from different places. However, in our classrooms, numerous countries of origin are represented and we traveled to their countries with maps, globes, and Google Earth. Going forward, this should stay with the children to help them be globally minded.

9. Teacher notes

Add the “Compassion Bags” as an action – these were supplies with friendly notes that we put together to give to the homeless. We’re thinking we could add a blanket and coat drive to that. We did this at the Christmas parties, but could make it a bigger project.

Maybe we need to add more teaching about the homeless.

2020-2021 – We didn’t do this outreach service project this year , but it is very powerful.

Last year we had talked about having the action be reaching out to others in class, school, our outside life who are from other countries and talk to them to learn about their countries of origin and to learn how much we have in common. It would be a study in open-mindedness. I think we should do this next year.

We discovered how new map skills are for 2nd graders and how important it is that we focus on this in order for future “Where We Are In Place And Time” units have this foundation.

