



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none">● transdisciplinary theme <p>Who We Are</p> <p>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.</p> <ul style="list-style-type: none">● central idea <p>We can be responsible for managing our well-being.</p>	<p>Class/grade: 2nd Age group: 7 to 8 year olds</p> <p>School: Poe Elementary School code: 49497</p> <p>Title: Who We Are</p> <p>Teacher(s): F. Castro, S. Gray, E. Gregor, A. Marrs, P. Pare, J. Quintana</p> <p>Date: September 8 through October 16, 2020</p> <p>Proposed duration: 6 weeks</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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?

Improvement of Assessment Task: Personal Plan for Well-being

Students will create a chart for well-being goals. Students will fill in a frame about how he/she will work to achieve and maintain positive well-being. There are 3 goals, one each for social, emotional, and physical well-being. This will be copied and sent home for parents to be involved in helping their child reach the goals. We will create a checklist to help students keep up with their progress. They will reflect on the plan before the student led conference at the end of the year and add or change goals. Students will also create a personal IB flag with an explanation of colors and shapes.

For Portfolio: IB flag with explanations, Student well-being goals and reflections, plus one piece of work selected by the student.

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: responsibility, causation

Related concepts: choice, dependence, health, energy

Skill: Self-management

Lines of inquiry into....

- the connection between one's own well-being and an ability to care about others (empathy)
- how personal choices affect the well-being of a community
- how personal health includes physical, mental, and social health

Student generated inquiry:

- How do you get along with people who are not behaving in an acceptable way?
- How do you become friends with someone who is not happy with you?
- 2020 – How do we manage well-being during quarantine.

What teacher questions/provocations will drive these inquiries?

- What causes humans to feel good?
- Where does personal energy come from?
- How can you make personal choices that make you feel good?
- How can you help others feel good?

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?

Speaking, drawing and writing in response to lines of inquiry.

Have a pre-assessment discussion of what it means to be happy and healthy. Students will make a list what makes us happy. Students will make a list of what helps us stay healthy. Compare and contrast the two lists.

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

*Student generated ideas for well-being and rules. (Essential Agreements)

Student participation in adopting good practices for well-being (managing well-being goals plus sending them home so the family can be involved.

*Positive student interaction with others

*First two weeks of school

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?

*Author study of Patricia Polacco. Her stories are all about making good choices, getting along with others and appreciating what’s important in life. Her characters experience well-being at the end of the stories. (Thank You , Mr. Faulker, The Keeping Quilt, Thunder Cake, My Rotten, Red-Headed Older Brother, Babushka’s Doll, My Mother’s House, The Art of Mrs. Chew)

Make lists based on student response to lines of inquiry.

*Create a class plan for promoting well-being within the class as a whole.

*Role play how to be healthy, kind, and how to take care of others and self.

*Students will write a personal narrative about a time they took care of themselves or someone else.

Read Crickwing by J. Cannon. Explore how the main character changed his bullying behavior for the better.

Read Because of Winn Dixie by K. DiCamillo. What does Opal learn to cope and feel better about herself?

Happy- Whole class will make graphs about what colors make us happy and which foods make us happy. Then go over graph and identify foods that are healthy and foods that are not healthy for our bodies. Compare “healthy” and “happy” (Venn diagram?)

Learn to read food labels. Compare grams of sugar in different foods.

Healthy- Classes will participate in a whole group physical movement, ie yoga, stretching, deep breathing, running, jumping jacks, sit ups, dance.... Students will discuss how the movements makes them feel.

Include math by counting repetitions, distance traveled, heart rate, etc. Add, graph and compare (with place value) numbers. Use maps to track distance run as a grade level. PE and Dance teachers will assist

in this.

Create a personal flag using colors and symbols that represent the IB attitudes and Profile.

Classes will discuss things that stop us from being healthy, ie sharing germs, eating unhealthy foods, not exercising, negativity through unkind words.

Nurse will come and talk to students about how not to spread germs.

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

Learner Profile: This unit is a study in how to be BALANCED. The other profile attributes needed are being REFLECTIVE, and CARING.

The Attitudes required to be successful in this unit are COMMITMENT, CONFIDENCE and EMPATHY.

The nature of this unit leads to a focus on the use of the Transdisciplinary Skill of SELF-MANAGEMENT. We will Research ways to be healthy. We will communicate our feelings to each other to maintain good social relationships.

There will be many opportunities for students to learn and practice ways to manage their own well-being and the well-being of others in the school community, leading to a positive classroom environment: practicing relaxation, creating classroom rules, conflict resolution role play, learning about wise food choices and good exercises for the body, learning about ways to express feelings

5. What resources need to be gathered?

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

Our team will contact the Fine Arts/ Enrichment teachers and the Nurse during preservice days in August to let them know about the planner and how to discuss how they can include it in their lessons.

- The Fine Arts and Enrichment teachers will help with the unit in their classes and in helping choose activities for the classroom to promote physical, social, and mental well-being.
- Nurse will talk about how to stay healthy, ie stop the spread of germs and the benefits of exercise and good nutrition on well-being.

Books: Patricia Polacco study: (Thank You , Mr. Faulker, The Keeping Quilt, Thunder Cake, My Rotten, Red-Headed Older Brother, Babushka's Doll, My Mother's House, The Art of Mrs. Chew), Because of Winn Dixie by K. DiCamillo, Eduardo the Horriblest Boy in the World by Birmingham, Have You Filled A Bucket Today? By C. McCloud (and others in the series), and Crickwing by J. Cannon.

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

- There will be a relaxation and yoga center and opportunities to practice them in whole-group, or other routine exercise opportunities.
- The students will help create a positive classroom environment through inquiry and the exploration of "self".

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.

The class agreed on classroom rules and individual responsibilities.

Students brainstorm ideas about what it means to be human.

Students could reflect on consequences of positive or negative behavior.

Graphs about what makes them happy or healthy show self-awareness.

Whole class and individual plans for staying happy and healthy reflect knowledge of healthy behavior.

During class discussions students demonstrated an understanding of healthy and unhealthy habits.

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.

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

Student behavior in school will be good. Students' goals for managing their own well-being will be reflected upon.

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?"
All of the activities led to an understanding of what causes us to have well-being and how making informed, reflective choices, can lead to being responsible.
- demonstrate the learning and application of particular transdisciplinary skills?

Self-management skills were enhanced by identifying good choices in literature and through inquiry in class discussions. They applied these skills daily in making decisions for personal well-being or for the well-being of others (Social Skills).

Students used thinking skills to reflect on their own well-being.

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

In each case, explain your selection.

The unit is focused on being balanced, reflective, caring, and empathetic.

The main work was in helping students be committed to being in control of making good choices and in being confident in a positive outcome as a result of their actions.

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.

How do you get along with people who are not behaving in an acceptable way?

How can you be friends with someone who is not happy with you?

2020 – How do you have well-being during quarantine?

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 made informed choices about healthy habits.

Treating others with empathy and respect led to positive classroom and playground behavior.

9. Teacher notes

- A hard copy of the planner should be on the teacher’s desk or posted in the room throughout the unit of inquiry, so teachers can take notes as ideas and aha moments arise. You can then remember to share them during collaborative reflection.
- Talk to PE teacher about teaching yoga. Talk to other Fine Arts/Enrichment teachers about including making choices for well-being in their teaching.
- Think about which Social Studies TEKS we could include. So far, we are just touching on Rules and Routines and Remembering Important Things (stories)
- Is it too early for the I Am (Delight Song) poem?
- What about creating student totem poles?
- Is our central idea always true?
- This unit can be very transdisciplinary by covering science, social studies, math (graphing) and ELA.
- Focus more on nutrition and have that be our action – maybe research and teaching others as well as actively making good daily dietary choices .