



1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**

How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; **economic activities and their impact on humankind and the environment.**

- **central idea**

Available resources determine needs and wants.

Class/grade: 1st

Age group: 6-7 years old

School: Poe

School code: 49497

Title: How We Organize Ourselves

Teacher(s): Burton, Orta, Quevedo, Culver, Hilton, Randall

Date: February 15- March 25, 2016

Proposed duration: 6 weeks

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?

- Divide class into 3-5 groups to represent countries
- Each student will randomly draw a card from a bag of needs and wants combined (some resources may have multiple of the same resource stapled together representing abundance which will allow for bartering)
- Groups will observe and discuss needs and wants from their given cards
- Determine what other needs or wants they may need for survival
- Students walk around to other groups to observe what other groups have and if their country should create a relationship and barter with the other countries
- Fill in chart at the beginning and as trading occurs
- Present to the class the group's final amounts of needs and wants
- As a class, discuss each country's chances of survival and what their country may have needed to be more successful

Cards:

examples: water (rivers, ocean, lakes, swamp), trees, cattle, sheep, cotton, wheat, corn, orchards (orange, apples, pears), iron, gold, silver, cars, bikes, computers, telephones, X-box, dolls, jewelry, Pokemon cards, dog, tv, rich soil, plant seeds, chicken, deer, (etc)

Students will fill out the resource chart labeled: Started With, Gained,

Uses

Students will have to cross out anything they give up to another group

Assessment: Teacher will create checklist/rubric to determine if central idea

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?

- connection
- responsibility
- function

Related Concepts: goods and services, supply and demand, money/cost, import and export

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

- Determine a want from a need
- Supply, demand, and cost correlation
- Responsibility of using resources

What teacher questions/provocations will drive these inquiries?

- Split all students up by countries (ratio of number of people) and had out the same amount of cookies and bananas to each group to show supply, demand, wants
- What are needs and wants that you have?
- What will you do when a resource is not available or you have too much?
- How do needs and wants differ around the world? person to person?
- How can you limit the use of resources?
- Where do resources come from?

How are people's needs met?

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?

Pre-Assessment

Show pictures of different things to gauge whether or not they are needs or wants

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

Formative Assessment

- Categorize needs and wants from a pile of pictures
- Decide what resources the needs and wants come from
- Prioritize where the resources are used for: needs and wants

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?

- look at tags on items and see where they come from (create a graph of countries)
- bring in a fruit/vegetable and tally/discuss where they come from
- Produce Manager from Trader Joe's who can talk to students about where the store buys produce from (at different times of the year)
- Lessons on Wants and Need. Students will chart pictures of wants and needs. Students can cut out things from magazines and then add to their chart.
- Watch the following videos from United Streaming: The Difference Between Wants and Needs and Production Workers: And the Goods they Make
- Watch Reading Rainbow: Boxes for Katje. Bring in items from their homes that they don't need anymore and donate to a shelter like Star of Hope, Casa Juan Diego, Palmer Episcopal Church, or Well Springs

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

- Thinking- students will apply knowledge of needs and wants to evaluate what resources they need and will constantly use.
- Social Skills- students will work cooperatively to decide which other groups they will trade with and why.

5. What resources need to be gathered?

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

-Possible presenter from Whole Foods or Trader Joe's to speak about where our food comes from when it is out of season here.

-Maps of the world

-Books about needs and wants

-Magazines and Pictures of different resources and needs and wants.

-Brainpop Jr./ United Streaming for applicable videos.

-Boxes to collect items and vehicles to transport the collected goods

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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.

Through the activity of creating the "countries" the students were able to determine the basic needs of survival. They also were able to understand that wants were not necessary for survival, and instead is a luxury.

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.

Perhaps have more wants in the activity.

The teachers need to be sure that we do everything the same for this "country" activity with all the same cards.

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

Through the bartering process, students were able to assess what they needed. They showed excellent reasoning skills and were able to communicate with each other about what needs were more important to their survival based on the resources that they already had acquired.

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?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Before students look at tags, they predicted that everything would be made in China. Having students look at tags proved that there were several things made in the USA as well as other Asian countries (like Vietnam).

When Trader Joe's visited they focussed on where the produce came from (apples- Washington, banana's-Costa Rica, etc). They did a nice job giving this information to students.

Through the "country" activity, students were able to see that wants were not a necessary thing

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.

Students wondered about wants being a necessary part of certain jobs in our society. For instance, several jobs would require you to have technology. Therefore, students thought/realized in order to make money and survive in our modern society, one would need things beyond basic needs.

In addition, they wondered about transportation in Houston. Students felt that although cars are a want, could living in Houston be the same without having a vehicle.

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 discussed needs of homeless people. They discussed places that they knew about that helped provide for them. Students discussed when they or their parents volunteered in various organizations.

After wanting to help with homeless people, we called Palmer Memorial Church and some students donated socks.

9. Teacher notes

Ask Trader Joe's to focus on seasonal produce and where they get things when out of season.

The math elements of graphing was not implemented last time in all the classes.

Teachers will choose who we donate to show an action to help people with basic needs after the student initiated inquiry/actions is brought up by them. In other words, the 1st grade can make a bigger impact when all classes combine to make a bigger impact

