



<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none">• transdisciplinary theme <p>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 human kind and the environment.</p> <ul style="list-style-type: none">• central idea <p>Roles and rules are important in shaping the community.</p>	<p>Class/grade: Kindergarten Age group: 5-6 yrs.</p> <p>School: Poe Elementary School code: 49497</p> <p>Title: What's my Job?</p> <p>Teacher(s): Antonia Adams, Kathy Blake, Alicia Carranza, Morgan Ray, Tere Robinson, Wendy Ulrich</p> <p>Date: October – November, 2020</p> <p>Proposed duration: 70 over number of weeks – 4</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?

The summative assessment will consist of the following:

Students will create a foldable to illustrate and describe the community helper of their choice. They will include the following:

1. A picture of the community helper
2. The tools that community helper uses
3. What would happen if we did not have that community helper?
4. What is a rule the community helper follows in order to fulfill their job (ex: chefs must wash their hands before cooking)

Students will present their foldables to the class and orally explain what would happen if that community helper did not exist.

A rubric will be used to assess student's work.

Evidence will include creativity, effort, and knowledge of the role of the community helper and the purpose/function of their tool.

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, Function

Related Concepts: Diversity, Citizenship, Laws and Rules

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

Purpose of rules and regulations

Members of the community, services they perform, and the tools they use.

Roles of the community members and how they work together

What teacher questions/provocations will drive these inquiries?

Why is it important to have rules?

What does each community helper do?

What if we don't have rules or community helpers?

Visitations of mystery community helpers: They show tools and uniforms of their trade and students determine their role in the community.

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?

Through oral questioning, the teacher will assess and observe prior knowledge by asking the following questions:

What is a community?

What is a community helper?

Why are community helpers important?

What does a community helper do and what tools do they use?

Do all jobs have rules?

Are rules necessary in every part of your life and the world?

Do all communities have rules?

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

Students will match tools to the community helpers using a game or work sheet.

Students will complete an anchor chart describing community helpers.

Students will role play: What would happen if community helpers didn't have their tools and there were no rules? A check list will be used to assess students' understanding of the consequences of community helpers having no tools or rules.

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?

- Students will receive visits from school and community helpers to find out about their roles. The community helpers will show their tools, and uniform. Presenters will be given a guide of topics to cover. Students will have the opportunity to ask questions.
- Teachers will read fiction and nonfiction books about rules and roles in the classroom, school, and community. We will view slides of children following rules and not following rules. Children will use hand signals to show if they can tell the differences between good choices and sad choices. They will explain how they can make good choices in a community.
- Students will watch videos about community helpers on Brainpop Jr and discuss their roles and responsibilities.
- Students will bring tools of the community helper learned in class for show and tell. They will explain who uses the tool and how the tool is used in a job.
- Students will dress as community helpers during virtual meetings and share information about who they are representing.
- Students will bring photos of the community helper discussed in class to be displayed in the classroom as a community helper collage or they will search for pictures in magazines at school.
- Students will sing songs about community helpers and rules.

For example: Sung to: "Down by the Station"

Down at the firehouse/ Early in the morning/ You can see our clothes/Hanging in a row/When there is a fire/We can dress real fast/Boots, jackets, hats, gloves/Off we go!

- Students will create a game with rules established in the classroom to be implemented in the Physical Education class.
- Students will draw parallels between the responsibility of classroom jobs and jobs in the community.
- Students will explain how our classroom works as a community, how responsibilities are shared, and how each student is responsible for their jobs in the classroom to function successfully.

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

Transdisciplinary Skills:

- Students will develop self-management skills by making good choices, staying in

assigned areas, following directions.

- Students will develop social skills including listening, cooperation, and resolving conflict.
- Students will develop communication skills including listening to directions, non-verbal communication, and body language cues.
- Students will develop critical thinking skills such as gaining knowledge and applying it to real life situations, i.e – conflict resolution, conveying feelings verbally, etc.

IB Learner Profile:

- We are Communicators: We can explain our learning of community helpers.
- We are Inquirers: We asks questions to gather information on community helpers.
- We are Risk takers: We volunteer to role play.

5. What resources need to be gathered?

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

Books about rules: *We Help Out at School* by Amanda Miller, *David Goes to School* by David Shannon, *No David!* By David Shannon

Website about community helpers: <http://www.brainpopjr.com/socialstudies/communities/communityhelpers/>

Books about community helpers: Fiction and non-fiction books about community helpers, *I Want to Be (Series)* by Daniel Liebman, *Farmers* by Dee Ready, *Firefighter Ted* by Andrea Beaty. *A Day in the Life of...* (series on MyON), Pebble Community Helper books (MyON)

People: parents and other adults in the school community

myON book bundles

www.getepic.com

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

Community helpers will give presentations about their role in the community. Teachers and students will create an anchor chart describing their job and the tools they use. An ongoing schema chart will be available so that students can write their new findings whenever they want.

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 that communities are formed by roles and every community helper must follow these roles to function properly. Evidence of this was seen through completing an anchor chart to describe community helpers and their tools, and discussion about the what would happen if we did not have community helpers. Students sorted tools based on the use of the tool by the community helpers.

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.

We could have students choose a tool and using a sentence stem, they will describe who uses the tool and the purpose of it.

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

Using the summative assessment, students demonstrated their understanding by explaining through words or pictures what would happen if we did not have community helpers.

Through dramatic play, the students could understand how a community works and how the roles and rules will determine the organization of the community. More examples of the understanding of the central idea and the transdisciplinary theme have been recorded in their portfolios.

7. To what extent did we include the elements of the PYP?

Key Concepts: Responsibility and Function

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

Responsibility: The students demonstrated the importance of responsibility in a community helper role.

Function: Investigations into how community helpers work together in a community. How do they follow rules? Why do they need rules? What kind of rules do they have? What is a community helper? What is a community?

- demonstrate the learning and application of particular transdisciplinary skills?

Self management skills: Students demonstrated good choices by staying in their assigned areas. Students used a timer to manage their time during their presentations. Knowing and applying appropriate rules during discussions and presentations.

Social skills: Students listened to others present, and they will have to show respect to others who are presenting. Taking on and completing a task in an appropriate manner through an oral presentation, the class colleague, as well as the making of the tool for the community helper.

Communication skills: They did a presentation to the class. They also sang songs about community helpers, and they explained about their tool.

Thinking skills: They discovered new things about their communities and the people who work in these communities during their presentations, and our guest speakers. They also understand the importance of rules and roles that each of the community helpers have.

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

In each case, explain your selection.

Communicators: They expressed themselves in a variety of ways, such as oral presentations, drawings, singing songs, and performing role plays

Inquirers: They had to ask questions and find answers about community helpers.

Risk Takers: They had to stand in front of their peers and present their community helpers.

Attitudes: Attitudes, such as respect and enthusiasm, were reinforced and developed positively. They spoke proudly of their community helpers and tools. Students gained an appreciation for their community from the knowledge they gained by listening and presenting from guest speakers and their peers. They valued the importance of the community helpers and the jobs they do every day.

© International Baccalaureate Organization 2011

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.

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.

Why do you have a uniform?

Who makes up the rules?

How long does it take to train a K9 officer?

How much schooling do you need to be a doctor/dentist?

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 reflected on their importance of community helpers.

Students decided what jobs they would like to do in the future, and what jobs they would not like to do.

Students decided what jobs they would like to research more about and gain a better understanding.

Many students mentioned that they would work hard in school, follow the rules, so he could be a doctor when he/she grows up.

Many students enjoyed listening to the guest speakers talk about their jobs and their responsibilities.

Students brought in different tools that community helpers used to show the class, such as a spatula, an apron, a cookbook, hammer, firefighter hat, etc.

Students brought in pictures from magazines to create a collage in the classroom to be discussed throughout this unit.

9. Teacher notes

This was the second unit of the year.

Teachers need more resources for community helpers, such as books and presenters.

Next year, we will use the PYP Inquiry Box (Signs and Symbols) as an additional resource.

We will invite more members from the community to share about their jobs to the class.

Connections were made to math by creating a graph about their favorite community helpers. Connections were made to science about rules and safety that the community helpers have to follow in order to best serve the community.

We will have students write a thank you note to the community helpers who came in and presented to show *appreciation*.

We would like to add a dramatic play center where students can act out different roles.

We will provide presenters with a rubric with topics we want included.

