



1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **central idea**

Societies impact each other.

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?

- Giving a map students will locate continents around the world.
- Giving a map of a park, students will locate elements located south, north, east and west.
- Giving a geographical location students will make a foldable about different landforms, weather, and seasons according to the location on the world.

Class/grade: 1st

Age group: 6-7

School: S. Rodriguez Elem.

School code: 049633

Title: How the world works

Teacher(s): 1st grade teachers

Date: May-June

Proposed duration: 20 hours

over number of weeks: 4 weeks

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?

Causation and Form

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

- Locate places around the world and ways they depend on each other
- Usage of maps and globes help understand the relationship between societies
- Geographical locations impact societies and living things

What teacher questions/provocations will drive these inquiries?

Why would anyone want to know where "north, south, east or west is?

What are maps?

What maps have you seen?

What can you learn from a map?

How can you get to the playground, office or cafeteria from your classroom?

Provocation

- Pictures of trading goods; united nations
- KWL chart
- Students will draw a map of the world on a blank paper

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?

K-W-L: How our geographic location impact society?

Think-pair Share: Students share their ideas on how geographic location impact society

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

Student work with directions and locations.

Student working in groups will assemble a set of maps so that Texas, the United States, and N. America are correctly placed relative to each other.

Students will draw a star to identify the location of Houston on the assemble map.

5. What resources need to be gathered?

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

United Streaming

Discovery Kids. Com

Brain –pop

Books: Tiempo de Calabaza, Buu! Y mas que Buu!

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

Display all the continents posters for GT expo.

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?

Use a memorization device such as Never Eat Slimy Worms to help them remember both the compass rose and cardinal directions.

Children's literature: **Me on the Map**

Posting signs for the cardinal directions on the appropriate walls in the room.

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

Transdisciplinary Skills

Research Skills

- Research the location of city, state, and country on maps.

Social Skills

- Students study how societies impact each other.

Thinking Skills

- Students will analyze how location affects how the world works.

Learner profile

- Knowledgeable
- Thinkers

Attitudes

- Creativity-They will create their own maps
- Cooperation-Societies need to cooperate

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 were able to identify that we depend on societies all over the world such as food, transportation and wood.

Students were able to conclude that we depend on other countries for natural resources.

Students had background knowledge on continents because of the exposure to the GT projects.

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.

Students would identify different locations in which we import goods from.

Students will write about the cause and effect if certain natural resources were unavailable to our society.

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

Students created maps of their school, home and community. They discussed how they depend on their community to meet their needs and wants.

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?"

We completed a KWL to assess prior knowledge on geographic locations.

Students were able to locate Texas and the main cities in Texas. They differentiate between city, state, country and continent.

They researched about animals, flora, habitats, natural and manmade geography about each continent.

- demonstrate the learning and application of particular transdisciplinary skills?

Students researched their location by using Google earth.

Students created note cards and presented their project verbally.

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

In each case, explain your selection.

Inquirer: Students asked where all main fruits and vegetables come from?
Asked why we can't grow them in our city. Where does oil come from?
What do we import the most?

Students enjoyed researching about different countries that they took the initiative to explore more independently.

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.

Why don't we produce all our fruits and vegetables in our city?

Why do we use cardinal points?

Why do we use so much food?

Why do the continents separate?

How do rivers form?

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 noticed we waste food during our breakfast time. We decided that we will take initiative and start trying to make goody bags for the homeless.

Students went home and researched more about each continent.

9. Teacher notes

