

1. What is our purpose?

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**

A community is impacted by the involvement of its members.

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?

Possible assessments

Scenario: a family has been affected by a house fire. Students will be given \$20 to identify new items that could be purchased for the family from a specially created catalogue. The students must identify items that the family "needs." Can they distinguish between wants and needs? Can they explain how their purchases could help the family? Students will present their ideas to the class and the teacher will keep anecdotal notes during the preparation process and the presentation.

Scenario: a new student is joining the classroom. Create a flyer to give to the new student that explains good citizenship in the neighbourhood, classroom and school. Students will be assessed on the content of their flyer. They will also be observed on their ability to express what good citizenship looks like in the home, school, and community.

Scenario: Students will be asked to imagine that their families won some money in the lottery and decided to use it to help the community. The students will be expected to identify a specific community and a need they would like to help meet. Each student will develop and present a flyer with their plan.

Work in groups and organize a democratic decision making activity. Students will be assessed on their ability to work cooperatively in a group and to create a voting opportunity that includes elements of the democratic decision making process.

Class/grade: Age group: 6-7 year olds

School: School code:

Title: All for One and One for All

Teacher(s):

Date:

Proposed duration: 60+ hours over six weeks



PYP planner

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: function, responsibility, causation

Related concepts: citizenship, democracy, community

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

- *Student roles and contributions in the home, school, and other environments.*
- *The process of decision-making.*
- *Understanding and meeting the needs of the community.*

What teacher questions/provocations will drive these inquiries?

1. *What is our responsibility to our community?*
2. *What makes a decision fair?*
3. *Why do some people choose to belong to a 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?

*Students will be introduced to the transdisciplinary theme of the unit. Students will be asked to share their current knowledge of rules and citizenship through a KWL chart (what do I **Know**, what do I **Want** to know, what have I **Learned**). In this activity and then throughout the unit, students will share their questions about citizenship, democratic decision making, and economic concepts. We will look for knowledge and use of vocabulary related to the concepts and central idea of the unit.*

Division of labour activity – reflect on first and second attempts. Can the students apply learning from earlier in the unit to improve performance in collaborative process?

Law creation – did students use a democratic process? Did they reflect on the difference between rights and responsibilities, wants and needs? Did this inform the process?

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 identify ways they can demonstrate being a good citizen in the classroom, school and elsewhere.

We will look for students’ ability to describe ways they display good citizenship in various situations.

5. What resources need to be gathered?

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

Literature: Books relating to the central idea and lines of inquiry including Arthur’s Funny Money by Lillian Hoban; Chicken Sunday by Patricia Polacco; When I was Little, by Jamie Lee Curtis; Trouble With Money by S & J Berenstain, The Big Green Pocketbook by C Ransom, For Every Child a Better World by Jim Henson; Duck for President by Cronin and Lewin.

Websites: www.econedlink.org/lessons/index.php

Magazine pictures, shopping catalogues, card making materials, pizza materials,

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

Visit with people in the school community e.g. counsellor, cafeteria staff, caretaker.

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?

- *Whole class, students will discuss the meaning and significance of the school’s mission statement. They could re-write it in language that has meaning for them.*
- *In groups, students will draw a person on large chart paper and discuss, write, draw the traits of a good citizen. How do these characteristics connect to the IB learner profile?*
- *What is a community? Students discuss what is meant by “community” and identify the various communities they belong to, as well as others they are aware of*
- *The teacher will structure opportunities for students to participate in democratic decision-making processes. Students will complete a voter registration card and use it throughout the year to make democratic decisions. Students will vote in the school’s student council election which takes place toward the end of the unit.*
- *The teacher will provide experiences for children to demonstrate and develop attributes of the learner profile.*
- *Students will differentiate between rights and responsibilities by making a list of student ideas and by organizing these ideas on a chart.*
- *Use a Venn diagram (with magazine pictures) to compare wants and needs.*
- *Students will interview a family member and record things their family needs and things their family wants.*
- *Students will create a new “law” and explain how it will make the classroom a better place. Refer to earlier decision-making activities and rights and responsibilities activity to inform the process.*
- *Students will choose an item they want and make a plan to save money to purchase it.*
- *Students will sort purchases into two groups: goods and services. Students will make a list of items their family has purchased recently and determine whether they are goods or services.*
- *To model division of labour, students will make thank you cards for a volunteer. Each student will have a different role in the card making process. Reflect on what worked well and make suggestions for another collaborative task, working with a team to make/create construction paper pizza. Reflect again on successes and challenges. Refer back to earlier activities about citizenship and democratic decision making to see whether these can inform the process.*
- *Students will tour cafeteria to learn/observe collaborative working practices. What did they notice? How was it similar or different to the work we do in class? What situations might involve collaborative working? How can we apply this learning?*

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

Transdisciplinary skills: social skills – accepting responsibility and respecting others. Students will learn about the organization of the school community and how agreements can help support the community. The decisions they make will be fair and use an agreed upon process.

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.

Looking at the formative and summative assessments, students demonstrated increased understanding of the central idea through this unit. They understand that they are members of their home, school, and local community and that they have a role to play in each. Even after the unit has finished, they are continuing to use the terminology of citizens, voting, and essential agreements.

Students have a better understanding of being active members of a community, for example, they understand that they can impact their community by small actions such as creating and sending thank you cards.

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 spent time in this unit looking at the related concept of "community". By the end of the unit we felt the students had a solid grasp of this concept. This in turn helped when completing the assessment. Students thought in more concrete terms about how they could contribute to the community and displayed a clearer and practical understanding of the central idea. Many students also showed their understanding of needs in relation to the community, focusing more on the needs of others. They were then able to evaluate their own idea on how to impact a particular community.

One change we would make would be to modify the anecdotal note page by adding written teacher prompts to support student responses, eg. I will help _____ community by _____. Students should be given the options to write and or draw their responses.

We thought that we could increase student access to the assessment, giving the students the option to write and/or draw their responses.

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

The way students talked during the summative assessment demonstrated an understanding of the transdisciplinary theme by explaining, justifying, and evaluating their own ideas as well as the ideas of others.

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

What were the learning experiences that enabled students to:

- 1. develop an understanding of the concepts identified in "What do we want to learn?"**
- 2. demonstrate the learning and application of particular transdisciplinary skills?**
- 3. develop particular attributes of the learner profile and/or attitudes?**

In each case, explain your selection.

- We developed an understanding of the following concepts:*
 - **responsibility** - part of being a responsible citizen is to take self-initiated action. Students discussed how they could be responsible in the various communities they came up with.
 - **function and causation** – the students experienced what it was like to work as part of a team. They took on different roles in order to complete a task and reflected on the successes and challenges of how this worked. Being involved in democratic decision making processes also helped the students to understand how the process works in order to make decisions fairly.
- We demonstrated the learning and application of the transdisciplinary social skills of accepting responsibility and respecting others:*
 - *accepting responsibility through developing essential agreements; following team rules; participating in role playing activities for spontaneous situations that arise; following daily routines.*
 - *respecting others through learning to use the language necessary to solve problems independently; role playing; classroom discussions; writing or saying compliments to each other.*
- We developed attributes of the learner profile and/or attitudes by:*
 - *students defining the attitudes and learner profile attributes in their own words, student homework, viewing and reflecting on the school's TVNews, classroom journals, using the language when writing compliments to each other.*

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 people share with people who don't have things?*
- *Why do some people expect others to do their jobs?*
- *Why do people waste so much and not buy what they need?*
- *Can a bad citizen change and be good?*
- *Do we need money?*
- *Why do we need to vote?*
- *What do they do with garbage?*

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.

- *One student started helping her parent make blankets for homeless people.*
- *Students made posters on how to be a good citizen and posted them around the school.*
- *One student helped an older sibling make a campaign poster.*
- *Students have a deeper understanding of the voting process and are often suggesting situations in which voting could be used.*
- *Students brought in extra snacks for students who didn't have any.*
- *One student made a recycling game for the class to play, complete with rules.*
- *Students began to recognize each other for being caring and principled.*

9. Teacher notes

This was the first unit of inquiry and our students struggled to create questions. The teachers found that modelling "I wonder" questions helped the students create their own more authentic questions.

Our Spanish teacher incorporated our unit of inquiry into her lessons and taught the students about different Spanish speaking communities. Our guidance counsellor contributed to our unit of inquiry by doing a division of labour activity while learning about cooperation.

This unit provided the opportunity for meaningful connection to a number of our state standards.

Social Studies Objectives

2.01 *Develop and exhibit citizenship traits in the classroom, school, and other social environments.*

2.02 *Identify the roles of leaders in the home, school, and community such as parents, mayor, police officers, principal, and teacher.*

2.03 *Participate in democratic decision-making.*

2.04 *Recognize the need for rules in different settings.*

2.05 *Identify the need for fairness in rules by individuals and by people in authority.*

2.06 *Predict consequences that may result from responsible and irresponsible actions.*

6.01 *Examine wants and needs and identify choices people make to satisfy wants and needs with limited resources.*

6.02 *Describe how people of different cultures work to earn income in order to satisfy wants and needs.*

6.03 *Participate in activities that demonstrate the division of labor.*

6.04 *Explore community services that are provided by the government and other agencies.*

6.05 *Give examples of the relationship between the government and its people.*

6.06 *Identify the uses of money by individuals which include saving and spending.*

6.07 *Recognize that all families produce and consume goods and services.*

Language Arts Objectives

2.04 *Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.*

3.01 *Elaborate on how information and events connect to life experiences.*

5.04 *Use complete sentences to write simple texts.*

Math Objectives:

4.01 *Collect, organize, describe and display data using line plots and tallies.*

5.02 *Use Venn diagrams to illustrate similarities and differences in two sets.*