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**
  Evaluating systems affects organization, productivity, and growth.

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?

Analyze their own systems. Students describe a system that they are part of; schedule, chore board, etc. They will evaluate the effectiveness of the system and make updates to ensure the system is as productive and organized as possible.

**Goal:** Students will be able to evaluate a system and make corrections so it works as effectively as possible.

**Role:** Creators, Schedulers, Writers, Collaborators, Problem Solvers

**Audience:** Teacher and classmates

**Situation:** Present a system and evaluate it

**Product/Performance:** Product

**Standards:** Mathematical process standards, Writing organizational standards, Rubrics, Criteria Charts

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2. What do we want to learn?

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

**Key:** Form, Perspective, Change

**Related Concepts:** Consequence

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

- Self-reflection on mastery levels using criteria or rubrics
- Analyze systems in the classroom for effectiveness or productivity
- Making home connections for organization, productivity and growth

What teacher questions/provocations will drive these inquiries?

- What is a system?
- How can you classify systems?
- What is working in these systems and why?
- How do you know if a system is not working?

**Provocations:**

Change the schedule and systems in the classroom without telling the students. Have them go to a different lunch, recess, or special.

Take away a system that is already in place. Have them reflect on whether or not it was effective.

Cut out cards and have them put the schedule in order. Add additional items to change the schedule.
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?

Reflect on the provocation. What was it like when the system was removed? How did you feel? What did you need to be productive, organized, and growing?

Students will have to evaluate a schedule.

Compare and contrast ways we organize in two content areas (math and science, reading and writing). What works? What should we change?

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

Create a concept map about the central idea. Add to it as learning continues.

Check point on systems for the week (binder, Colt Folder, lockers, etc.)

Create a chart to organize the types of systems in the class, school and home. What is it? What does it do? Is it effective? Can it be improved?

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?

Given a system that is not working, how can you fix it? Update it? Make it better?

How do you stay organized at school? Do a locker cleanout and discuss what needs to be in there and what shouldn’t be there. Maintain a goal of keeping it organized throughout the theme.

How do you stay organized at home? How do you keep your things in order? How do you get to places on time? How do you make sure you have supplies when you leave the house?

Discussions in morning meeting-

- Ongoing anchor chart about the different components
- Brainstorm things that need organization
- What is productivity? Making lists and checking them off.

Organizational prompt-WRITE about a system that you use at home or school. Explain how the system works and how it helps you to be successful.

Read alouds and reflection on purpose, motivation and goal setting. Use topics like Olympic athletes, musicians, historians, etc. Motivation quotes could also be discussed weekly with reflection.

Math-Analyze problem solving models. What is needed in a problem solving model in order to successfully organize the information in a problem and accurately solve the problem.

Interpreting and communicating data with frequency tables, dot plots and stem and leaf plots.

Use the EXEMPLAR rubric to analyze, reflect and goal set.

Writing-Analyze a rubric. How can you set a goal to achieve the highest score? What is important about the descriptors in Organization, Development of Ideas, and Usage of Language/Conventions? What makes those descriptors a “4” or highest ranking?

Science-Provide steps to Scientific investigations and reasoning processes will assist with data collection, organization, and analysis in order to make more informed choices.
Social Studies- Connect decisions made by generals in a war to needing information to take successful action to reach a goal, dust bowl connection to how scientist helped soil get back its nutrients - how some people decided to move or stay put (Decision making and goal setting in TX history)

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

Learner Profile - Reflective, Principled and Balanced

Transdisciplinary Skills - Self-Management (organization, time management, informed choices, codes of behavior, safety and healthy lifestyles)

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

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

Communicate with parents (Goal for the six weeks, support at home)
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.

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?

Students' Understanding of Central Idea-
- Students know organization is important.
- Writing prompt led to conversation about all the ways things are organized.
- Real world situations were used to describe organizational systems.
- Talking about organizational systems in school and at home; they understand the value of being organized.

Improve the Assessment-
- Morning circle discussions were important.
- Tied it to the novel study about Ivan.
- Lot of “What If…” scenarios
- Add a connection to consequences of not being organized (No COLT folders, no way to organize their supplies, more applicable situations).
- Keep as is with the writing prompt and the graphic organizer

Connection from Central Idea to the Theme-
- Strong connection and alignment to theme
- Idea of organization was obvious. Teachers talked about structures within the unit and central idea.
- Work on a better connection with productivity to make it aligned more.

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.

Lines of Inquiry-
- Phases of the moon, the way the days are organized, organization of days and nights, seasons, etc. Why are the days longer? Why is it getting warmer? Tie it into IB more often.
- Good use of graphic organizers each lesson in math. Lots of classifications, sorting out, summarizing, sequencing
- Behavior wise, students wanted to stay more organized.
- Connect reading and math to problem solving.

Learner Profile-
- Thinker, Reflective, Inquirer, Principled

Transdisciplinary Skills-
- Self-Management, Thinking

Provocation- Supplies were moved in a different location; chaotic. Changes were made without telling the students about the system and the updates. Picked up quickly. Had good conversations about what was done and its effectiveness.

Another class looked at homework systems and jobs in the classroom. What is important? What would happen if the system wasn’t in place?
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.

- Asked about moon phases
- What is happening during the moon phases?
- Why do we have day and light?
- Why does the moon light up?
- How can we see the moon during the day?

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.

- The signs by the door help students self-motivate and come prepared.
- They’ve talked about how they have organize better at home, creating stations at home for homework.
- Students recognizing that they are more organized or at least becoming more aware of their space and systems.
  - Students help each other becoming more organized.
  - Ownership of class jobs that keep the class organized.
  - Students are asking more questions about being organized.
  - Students are acting differently, showing sympathy for others. They are being more supportive and encouraging towards others. They are reflecting about what they learn and what work they do.
  - They are asking questions about things that they are learning. They took their learning further by doing research on their own. It helps to give them some autonomy with what they want to learn.
  - Students have taken action to organize the teacher and the classroom.
  - They created jobs to take care of the organizational systems in the classroom.
  - The students like their binders being organized and pretty.

9. Teacher notes

Slow down, be more reflective, be more open about organization.

Incentivise homework. Several students in each class responded to the reward system.

Organization essay-Keep! What organization looks like (clean vs organization) helped them with misconceptions.

Organizing the problem solving model was helpful. Analyzing how you are going to “attack” a problem.

Moon phases was fun. Students liked this as well as scientific cycles (calendar, time, life cycles).

Spaces need to be organized so you know where things are located and where things belong.

Need resources next year (leading questions)

Organize their STAAR prep in different ways (organizing their scratch paper and their materials). Spend sometimes with their binders, their notes and their schedules.

BEGINNING of the year-Remember to talk about how we organize the TEKS for next year. Placing like TEKS together and move pieces around to make better connections specifically in math.