Planning the inquiry

1. What is our purpose?

1a) To inquire into the following:
- transdisciplinary theme

Who We Are
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

- central idea
Individuals are shaped by their traditions.

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?

Goal- Make a scrapbook showing the most important traditions to you and your family.

Role-Create a scrapbook that shows/represents an understanding of the central idea: how individuals are shaped by their traditions. In class, they will include a write-up about why your traditions are important and how they compare to those found in read alouds. Be sure to explain how the tradition is valued by your family or was a conscious choice by your family. Make a connection between the tradition and how it has shaped you as an individual. Explain if it is a tradition that was passed down from generation to generation or rather a tradition that your family decided to do on their own.

Audience-Students and Family in 4th grade

Situation-Considering the impact that their traditions have had on them. Thinking about what they are celebrating with their family. Thinking about why we are celebrating certain traditions.

Product/Performance-Scrapbook (3-5 pages), present one page of their scrapbook to the class.

Standards-Rubric

Class/grade: 4th Grade Age group: 9 or 10 yr olds
School: Kramer Elem IB World School
School code: 051613
Teacher(s): Martinez, Oliva, Maffucci, Saroni
Date: August 20-September 28, 2018
Proposed duration: Six Weeks

2. What do we want to learn?

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

Change-How do your values change when you become a part of a new community? Or when you are exposed to traditions and values of others?

Responsibility-What is your responsibility to continue or create traditions in your family?

Connection-How am I connected to others through traditions?

Related Concepts: Meaning, Identity

What lines of inquiry will define the scope of the inquiry into the central idea?
- How empathy plays a part in understanding and accepting traditions of others
- Awareness of your own values, traditions and choices (US and International)
- Historical traditions and values in Native American tribes of Texas
- Relate scientific method and/or problem solving model to the action cycle

What teacher questions/provocations will drive these inquiries?
- How do you see yourself and others? Why do you view yourself/others that way?
- What are your traditions? What are some traditions that you have learned about from a peer that you would like to know more about?
- How does learning about other traditions and values make you more empathetic and tolerant?
- When a value or tradition is different than yours, how do you seek to understand their point of view?
- How do our values affect our community involvement and citizenship?

Provocations:
Reading/Writing class: Show Tamale video, ask lines of inquiry questions above: what
do you notice? How are these traditions different from your own? Do you see any similarities?

**Math/Science**: Showing pictures of traditions vs. routines. Ask inquiry questions throughout.
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?

Sharing traditions using a story. Complete a brain dump of all of the values and traditions you have with your family or friends. Ask questions/wonderings about your values and traditions on the Wonder Wall.

Journal writing, personal narrative prompts

Discussion about Action Cycle and the Problem Solving Model, Scientific Method

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

Research traditions or values that are civic in nature (community action): What is the reason? Purpose? Action?

Get to Know You activity during Week 1

Traditions, Values, Choices, Action and Reflection Activity

Journal writing and narrative prompts based on values and traditions

Morning meetings and closing circles about values and traditions

Interview a classmate about a tradition they have and share/report back to the class. Share why it is important to that person. Why does the person value it? Why do you think this value or tradition is important to that person?

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?

Week 1: IB Components-Essential Agreements (Social Skills), Introduce the Print Environment, Action Cycle (with an emphasis on reflection); Reading-Focus on Genres, Different Text, Figure 19A; Writing-Journal entries with personal narratives; Math-Place Value, Reading and writing whole numbers (Thinking Skills); Science-Safety, norms and procedures, Research Skills, What Do Scientists Do?; Social Studies-Introduction of Texas, maps, where we are in Texas and the world

Week 2: IB Components-Overview of Learner Profile attributes (Morning Meetings), Introduce Wonderwall; Reading-Vocabulary (tied to Learner Profile), dictionary, context clues; Writing-Journaling and capitalization; Math-Comparing and rounding numbers; Science-Properties of matter, classifying matter; Social Studies-Texas geography.

Week 3: IB Components-Introduce the Transdisciplinary Skills (Self Mgmt, Communication, Social, Thinking), and reinforce to Learner Profile; Reading-Fiction; Writing-Introduction to expository writing; Math-Represent and compare decimals as concrete models (money); Science-Properties of matter, classifying matter; Social Studies-Texas climate and plants/animals

Week 4: IB Components-Explain the parts of the summative, discussion on traditions and values (in RLA) and revisit the Wonder Wall; Reading-Fiction, character change, theme, inferencing skills; Writing-Expository writing, grammar skills, capitalization, punctuation (tie to the Learner Profile attribute of COMMUNICATION, “Good writers have to have strong skills in order to communicate with their readers”; Math-Representing fractions on a number line (tenths and hundredths); Science-Changes in matter; Social Studies-Regions of Texas

Week 5: IB Components-Continue to work towards the summative, revisit the Wonder Wall; Reading-Poetry; Writing-Writing poems; Math-Addition and subtraction problem solving including profit and loss, multiplication; Science-Changes in matter caused by heating or cooling; Social Studies-Regions of Texas

Week 6: IB Components-Finalize the summative assessment and presentations, Reflect on six weeks (Action Cycle tied to Transdisciplinary Skills or Learner Profile); Reading-Review, common assessment, trackers, presentations; Writing-Review, expository writing, trackers; Math-Multiplication problem solving, common assessment/review; Science-Mixtures and solutions; Social Studies-Regions of Texas,
map skills
What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Approaches to Learning Skills—Explore all 5 skills throughout the unit in all content areas

Learner Profile—
Open-minded (Learning about diversity in traditions or values that are new or different than yours)
Risk-taker (Sharing your values and traditions with your peers, trying new things)
Communicator (Explain your values and traditions)
Inquirer (Investigating, seeking to understand about others and their values)

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

Online resources/videos, Database to research traditions and values, Literature about family traditions around the world (Sancedio), Mentor text (Traditions and values), Kindles/Laptops, Scientific Method or Problem Solving Model (Graphic Organizers), Focus on food traditions/values and where the food come from, why we JAM on Wednesdays (Southwick), Art pieces based on traditions/values, cultural art based on traditions (Shores), Sports traditions/values/popular sports (Closner), Musical traditions/values/popular songs (Rivera)

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

Establish traditions in class (weekly routines), tie to the Action Cycle (Morning Meetings, Closing Circles)

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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.

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?

Understand the Central Idea:
- They are able to talk about their family values, actions family has taken, family traditions… connected to choices
- “Relationships” not stressed as much. Remove that piece to update the Central Idea.
- They have a clearer understanding of traditions and the components.

Improving the Assessment:
- Missing the choices part. Focused a lot on tradition and values.
- Need a reflection piece. How does it affect you? Your family? Your school?
- Break the project into smaller parts.

Connecting the Central Idea to the Theme:
- Talked about what it means to be human. Beliefs and values shape who you are as a person.
- Students were able to identify traditions, belief and norms and how those similarities affect relationships.

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:
- Students understood the empathy piece (with traditions, beliefs and celebrations). They began to ask more questions rather than judging others. They became less assuming.
- The project made them aware of their own values, traditions and beliefs.
- Being open-minded to other traditions. Students need time to hear, see, explore other traditions that are not their own. Try to find value and give them some prompts and question stems to seek to find value in a tradition.
- More history or background on the different traditions that are talked about—Maybe bring in a speaker from JCC or other local community centers? More real life examples and examples in literature.
- Sharing of holidays during the months of Aug and Sept. Highlight and share their traditions and make connections to our common understandings.
- In reading, Chicken Sunday helped make connections to Russian culture and traditions that they have. Conversations about respecting culture and traditions needs to continue will lend itself to motivate students to share more about their own culture.

Transdisciplinary Skills: (all 5 skills)
- Research Skills—Researched their traditions and values

Learner Profile:
- Open-minded (Learning about diversity in traditions or values that are new or different than yours, not stereotyping)
- Risk-taker (Sharing your values and traditions with your peers, trying new things)
- Communicator (Explain your values and traditions)
- Inquirer (Investigating, seeking to understand about others and their values, connection to science and math)
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.

- Questions about other traditions and cultures
- The reasons for certain traditions
- Why do we have pinatas? Birthday cakes?
- Why were countries named a certain way? Why were foods named a certain way?
- Questions about traditions and what makes a tradition. Parent: My child is thinking that playing games is a tradition. What does it mean to have a tradition as compared to what is a habit or a ritual?
- What are traditions we have in Texas?
- Do native Americans celebrate the same traditions we celebrate?

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.

- Student shared a multiplication tradition with the class (Lattice Method)
- There is more of a community in class because students are wanting to share more and respect others beliefs, culture and values.
- Acceptance of other’s differences, accountability of other students
- Sharing during the morning meeting about traditions and asking or being interested in other traditions.
- Connections to the Chicken Sunday story. A Lot of connections were made to food and family.
- During Show and Tell on Fridays, students brought items from traditions and celebrations to share.
- Greeting each other at the door by the teacher and the students.

9. Teacher notes

Choices and actions that you make can reflect positively or negatively on you and your groups (class, community groups).

Make connections about your choices affecting the perception that is out there about you.

Focus on the choices/actions that you make and how that is related to who we are or who we want to become.

Identifying and debunking stereotypes.

Create a clearer definition of what a tradition is. What is the difference between that and a routine?

How do we get students to take action in this unit? How can you get students to start new traditions? Can you start traditions without your family?

In the summative, give some options on the summative. Let students make their own choice about how they want to present their understanding of the central idea.

Be more mindful of the questions for the wonder wall.