

Barack Obama Elementary School
IB Candidate School
176 Williams Street
Hempstead, New York 11550

Program of Inquiry – Draft 2019-2020 (4/28/2020)

	Who We Are 1	How We Express Ourselves 2	How We organize Ourselves 3	Where We are in Place and Time 4	Sharing the Planet 5	How the World Works 6
<i>Trans-disciplinary Themes</i>	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 responsibilities; what it means to be human	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migration of humankind: the relationship between and the interconnected of individuals and civilizations, from local and global perspectives.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the natural world and its laws; 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: We are responsible for our choices and for the outcome these choices cause.	Central Idea: Personal experiences provide inspiration for an artist to create stories. Key Concept: *Change * Reflection	Central Idea: A community has different structures and functions to meet the needs of its members. Key concepts: *Function	Central Idea: Learning about previous generations help us make connection to the present. Key Concepts: *Perspective	Central Idea: Earth is a dynamic environment affected by nature and human activity.	Central Idea: Living things adapt to their environment. Key Concepts: *Causation *Change *Connection

	<p>Key Concepts: *Responsibility *Causation *Reflection</p> <p>Learner profile Caring Principled open minded communicator Line of Inquiry:</p> <p>*Personal accountability and response-ability. *Outcomes or consequences of making choices. *Living and working together in a community. *Citizens are united with common symbols.</p>	<p>*Perspective Learner profile Reflective Communicators Knowledgeable</p> <p>Lines of Inquiry: *How people tell their stories. * Shared personal experiences. *Writing about personal experiences.</p>	<p>*Change *Connection *Causation</p> <p>Learner Profile Balanced open minded Knowledgeable</p> <p>Lines of Inquiry: *Organization of communities *Services needed to support a community. *Reasons people live in local communities</p>	<p>*Change *Connection</p> <p>Learner profile Balanced Open minded Knowledgeable</p> <p>Lines of Inquiry: *The present connected to the past. *people's action create change. *Change impacts people differently depending on their perspective.</p>	<p>Key Concepts: *Responsibility *Function *Change</p> <p>Learner profile Reflective Knowledgeable Caring Lines of Inquiry: *Natural processes of the Earth. *Changes in the environment impact Earth's surfaces. *Human activities affecting the Earth. *Actions children can take to protect the earth.</p>	<p>Learner profile Caring knowledgeable inquirer</p> <p>Lines of Inquiry: *Characteristics of adaptation. *Elements of environments. *Environmental changes effect living things.</p>

Planning the inquiry

<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none">• Transdisciplinary theme:<ul style="list-style-type: none">- 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; What it means to be human• Central idea:<ul style="list-style-type: none">- We are responsible for our choices and for the outcome these choices cause. <p>summative assessment task(s):</p>	<p>Class/grade: 2nd Age group:7-8</p> <p>School: Barack Obama School</p> <p>Title: Who we are</p> <p>Teacher(s): Donnangelo, Hauser, Winkler, Gallagher</p> <p>Date:</p> <p>Proposed duration: number of hours over number of weeks</p> <p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Attributes:</p> <ul style="list-style-type: none">- Caring- Principled- Open-Minded- Communicators <p>Key Concepts:</p> <ul style="list-style-type: none">- Causation→ Why is it like this?- Responsibility→ What is our responsibility?
---	--

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

→ Unit Assessment

→ Children create posters displaying:

- How they are responsible (school, home, community)
- Student Made Symbol to represent themselves

- Reflection→ How do we know?

Related Concepts:

- Relationships
- Rights
- Citizenship

Standards:

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

→ Personal accountability and responsibility

→ Outcomes or consequences of making choices

→ Living and working together in a community

→ Citizens are united with common symbols

What teacher questions/provocations will drive these inquiries?

→ What does it mean to be responsible?

→ What does it look, sound, and feel like to work in a purposeful community?

→ What happens after we make decisions?

	<ul style="list-style-type: none">→ What is your responsibility when making choices?→ Outcomes or consequences of making choices→ Living and working together in a community→ Citizens are united with common symbols
--	--

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?

→ BOCES pre-assessment

→ KWL chart

→ Quick Write

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

→ Student-made essential agreements

→ Exit tickets

→ Venn Diagram

→ Match Symbols to meaning

→ Cause and Effect Chart (rules and consequences)

4. How best might we learn?

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

Students will develop social skills by taking responsibility for their actions through creating student-made agreements and a cause and effect chart. Students will develop self-management skills by using a behavior chart to manage their current behavior. Students can create a poster to express their understanding of symbols and meanings.

--	--

5. What resources need to be gathered?

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

BOCES Curriculum, computers, student journal/binders, Videos about symbols, patriotism and communities.

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

Hempstead school security to come to discuss roles, uniforms, and coat of arms.

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.

We will add an assessment question:

- What is a good choice I can make at home to help my family?

After IB celebration:

- Wrap Up question: What is a good choice you made as a student that led to a positive outcome during our celebration?

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

Students worked to complete the gallery walk culminating project to learn about their peers. Students were able to make connections between themselves and their peers. Students met the central idea objective through their writing piece regarding positive choices and positive outcomes. Students created symbols that represented themselves in order to understand personal symbols and national symbols.

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.

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.

Students initiated their unit of inquiry through their personal ad and their gallery walk but taking the initiative to record the students they learned about and the detail about that student.

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.

Students chose the symbols to represent themselves, positive behavior choices, and questions to ask. Students initiated conversation regarding the gallery walk to share the classmates they learned about. Students were assisting their peers in finding posters to go to during the gallery walk.

9. Teacher notes

The lessons in this unit forced children to think about who they are.

Planning the inquiry

<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none">• Transdisciplinary theme:- How We Express Ourselves• Central idea:- Personal experiences provide inspiration for an artist to create stories <p>summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>→ Students will write a narrative of a story they want their author to write about- Reflection of a small moment in their life</p>	<p>Class/grade: 2nd Age group:7-8</p> <p>School: Barack Obama School</p> <p>Title: How we Express Ourselves</p> <p>Teacher(s):</p> <p>Date:</p> <p>Proposed duration: number of hours over number of weeks</p> <p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts:</p> <ul style="list-style-type: none">- Change- Perspective- Reflection <p>Related Concepts:</p> <ul style="list-style-type: none">- Making Connections <p>Standards:</p>
---	---

→ Students will participate in an author study

2W3: Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure.

2W6: Develop questions and participate in shared research and explorations to answer questions and to build knowledge.

2R8: Explain how specific points the author or illustrator makes in a text are supported by relevant reasons.

2R9: Make connections between self and text (texts and other people/world).

Learner Profile:

- Reflective
- Communicators
- Knowledgeable

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

- How people tell their stories
- Shared personal experiences
- Writing about personal experiences

What teacher questions/provocations will drive these inquiries?

- What are ways we can tell about an experience?
- Where do authors get their ideas?

	<ul style="list-style-type: none">- How does a writer or author help readers see the story?- What are the elements of a story?
--	---

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?

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

4. How best might we learn?

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

Students will develop social skills by taking responsibility for their actions through creating student-made agreements and a cause and effect chart. Students will develop self-management skills by using a behavior chart to manage their current behavior. Students can create a poster to express their understanding of symbols and meanings.

5. What resources need to be gathered?

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

BOCES Curriculum, computers, student journal/binders, Videos about symbols, patriotism and communities.

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

Hempstead school security to come to discuss roles, uniforms, and coat of arms.

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 reflected on what they learned throughout the unit and they were able to articulate how they express their feelings.

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.

→ The assessment task accurately reflected their understanding of the central idea.

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

→ Students learned that one way to express their emotions and experiences is through a narrative.

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.

→ Students completed a graphic organizer stating ways to express themselves

→ Students completed a personal narrative expressing their experiences.

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.

→ Can you videotape to share experiences?

→ Can you draw pictures to share experiences?

→ How do I share experiences through writing?

→ How do I become an author?

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.

Students initiated conversations with their peers to share personal experiences and stories.

9. Teacher notes

→ Lessons were scaffolded to explicitly teach students how to become an author and sequence their writing.

Planning the inquiry

<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none">• Transdisciplinary theme:<ul style="list-style-type: none">- 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:<ul style="list-style-type: none">- A community has different structures and functions to meet the needs of its members. <p>→ Essential Question: What structures and functions does a community need to meet the needs of its members?</p>	<p>Class/grade: 2nd Age group:7-8</p> <p>School: Barack Obama School</p> <p>Title: How We Organize Ourselves</p> <p>Teacher(s): Donnangelo, Hauser, Winkler, Gallagher</p> <p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Attributes:</p> <ul style="list-style-type: none">- Balanced- Open- Minded- Knowledgeable <p>Key Concepts:</p> <ul style="list-style-type: none">- Function- Change- Connection- Causation <p>Related Concepts:</p> <ul style="list-style-type: none">- Compares- Community
---	--

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?

→ Unit Assessment

→ Comparative Essay→ Students compare and contrast two communities.

→ Informational Writing→ Choose one type of community and describe the functions and structures it needs to meet the needs of its members.

- Rural, Urban, Suburban

Standards:

Writing: 2W1

Reading: 2R1, 2R9

Social Studies: SS2.1

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

→ Organization of communities

→ Services needed to support a community

→ Reasons people live in local communities

What teacher questions/provocations will drive these inquiries?

→ Are rural, urban and suburban communities more different than similar?

→ How are communities similar? How are they different?

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?

→ BOCES pre-assessment

→ KWL chart

→ Quick Write

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

→ Exit tickets

→ Venn Diagram

→ Written assignments

→ End of unit assessment

4. How best might we learn?

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

Students will show they are balanced by showing the various roles you can do in a community. Students will compare and contrast rural and urban communities. Students will be able to write about rural, urban and suburban communities.

5. What resources need to be gathered?

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

BOCES Curriculum, computers, student journal/binders, Videos about symbols, patriotism and communities.

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

Parent Open-House for end of unit celebration

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.

→ Students can select one community to write a detailed essay about instead of writing detailed essays about the three communities. (Social Studies)

→ Students write their comparative essay comparing TWO of the communities from the Social Studies lessons. (Writing)

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

→ Social Studies:

- ✓ KWL Chart for the 3 communities
- ✓ Written responses for rural, urban and suburban communities
- ✓ Verbal comparisons between the communities and personal experiences
- ✓ Developed questions using an interactive anchor chart → What is a community? How is a community organized?
- ✓ Read Aloud- Urban, Suburban and Rural Stories

→ Writing

- ✓ Comparative Essays

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.

→ Reading

- ✓ Read Aloud- *The Little House* by Virginia Lee Burton
- ✓ Students were able to make connections between the three communities.
- ✓ Students were able to Stop & Jot details for each community.

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.

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.

9. Teacher notes

The lessons in this unit forced children to think about who they are.

Planning the inquiry

<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none">• Transdisciplinary theme:<ul style="list-style-type: none">- Where We Are in Place and Time <p>An Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries; explorations and migrations of human kind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <ul style="list-style-type: none">• Central idea: <p>Learning about changes from the past can help us make connections to the present</p> <p>→ Essential Question: How have things changed over time?</p> <p>summative assessment task(s):</p>	<p>Class/grade: 2nd Age group:7-8</p> <p>School: Barack Obama School</p> <p>Title: Where We Are in Place and Time</p> <p>Teacher(s): Donnangelo, Hauser, Winkler, Gallagher</p> <p>Date:</p> <p>Proposed duration: number of hours over number of weeks</p> <p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Attributes:</p> <ul style="list-style-type: none">- Balanced- Open- Minded- Knowledgeable <p>Key Concepts:</p> <ul style="list-style-type: none">- Perspective- Change
--	--

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

- The students will write a letter to an influential woman to thank her for the contributions they've made during their time period. The students will write what the person did and explain what happened as a result of their contributions. They will also write how the persons change affects the students' lives today.

- Connection

Related Concepts:

- Change

Standards:

2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text.(RI&RL)

2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)

2RF3: Know and apply phonics and word analysis skills in decoding words.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

Time, Continuity, and Change 2.6

Identifying continuities and changes over time can help understand historical developments.

	<p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none">→ The present is connected to the past→ Peoples actions create change→ Change impacts people differently based on their perspective <p>What teacher questions/provocations will drive these inquiries?</p> <ul style="list-style-type: none">→ How do changes affect people differently?→ What can we do to make a positive impact in your world or 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?

→ BOCES pre-assessment

→ KWL chart

→ Quick Write

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

→ Exit tickets

→ Venn Diagram

→ Written assignments

→ End of unit assessment

4. How best might we learn?

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

→ Analyze two influential women and the effect on change

5. What resources need to be gathered?

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

BOCES Curriculum, computers, student journal/binders, Videos about symbols, patriotism and communities.

Ruby Bridges and *Unsinkable* by Jessica Long

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

Parent Open-House for end of unit celebration

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?

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.

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.

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.

9. Teacher notes

The lessons in this unit forced children to think about who they are.

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:**
 - Sharing the Planet
- **Central idea:**

Earth is a dynamic environment affected by nature and human activity.

→ Essential Question: How has the earth changed?

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?

→ Unit Assessment

→ DBQ Activity

Class/grade: 2nd

Age group: 7-8

School: Barack Obama School

Title: Sharing the Planet

Teacher(s): Donnangelo, Hauser, Winkler, Gallagher

Date:

Proposed duration: number of hours over number of weeks

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?

Attributes:

- Reflective
- Knowledgeable
- Caring

Key Concepts:

- Responsibility
- Function
- Change

Related Concepts:

- Change

Standards:

2R1: Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)

2R2: Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL)

2R4: Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL)

2RF3: Know and apply phonics and word analysis skills in decoding words.

2W2: Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section.

2SL1: Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.

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

→ Natural processes of the earth

→ Changes and impact to the earth's surfaces

→ Human activity affecting the earth

→ Actions children can take to protect the earth.

What teacher questions/provocations will drive these inquiries?

→ How changes in the earth can affect our environment?

	→ What are something we can do to help the earth?
--	---

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?

→ BOCES pre-assessment

→ KWL chart

→ Quick Write

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

→ Exit tickets

→ Venn Diagram

→ Written assignments

→ End of unit assessment

4. How best might we learn?

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

→ Analyze two influential women and the effect on change

5. What resources need to be gathered?

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

BOCES Curriculum, computers, student journal/binders, Videos about symbols, patriotism and communities.

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

Parent Open-House for end of unit celebration

Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:**
 - **How the World Works**
 - An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of the scientific principles; the impact of scientific and technological advances on society and on the environment
- **Central idea:**
 - Living things adapt to their environments

Learner Profile Attributes

- Caring
- Knowledgeable
- Inquirer

summative assessment task(s):

Class/grade: 2nd

Age group: 7-8

School: Barack Obama School

Title: How the World Works

Teacher(s): Mrs. Donnangelo, Mrs. Gallagher, Ms. Winkler, Ms. Girtman, Ms. Hauser

Date: April 2019- May 2019

Proposed duration: number of hours over number of weeks

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:

- Causation → Why is it like this?
- Change → How is it changing?
- Connection → How is it connected to other things?

Related Concepts:

- Adaptation

Standards:

- Reading

What are the possible ways of assessing students' understanding of the central idea?
What evidence, including student-initiated actions, will we look for?

The students will be asked to create a diorama of an environment to show their understanding of what living things need to survive and explain why the habitat is important to the survival of the animal. Students will keep an interactive notebook to record their research findings in order to support their explanations. Enrichment opportunity: Students will be asked to create their own living thing and choose a known habitat in order to explain the reasons why the living thing would survive in that environment.

Students will assess their own diorama using a self-assessment rubric. Students will be able to identify materials needed in order the habitat of their choice.

RI 2.5: Know and use various text features to locate key facts or information in a text

RI 2.9: Compare and contrast the most important points presented by two texts on the same topic

→ Math

2. MD.D.10: draw a picture graph and a bar graph to represent a data set with up to four categories, solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

→ Science

2: LS4.D: Biodiversity in humans- There are many different kinds of living things in any area, and they exist in different places on land and in and in water

2.LS.4.1: Make observations of plants and animals to compare the diversity of life in different habitats.

→ Writing

W2.7: Participate in shared research and writing projects.

W 2.8: Recall information from experiences or gather information from provided sources to answer a question.

→ Social Studies

2.2.1: Rural, Urban, and suburban communities are influenced by geographic and environmental factors.

Scoring Rubric for hands-On Activity

4	States a claim supported with evidence that plants and animals live in places where they can get things they need
3	States a claim somewhat supported with evidence that plants and animals live in places where they can get the things they need
2	States a claim that is not supported by evidence
1	Does not state a claim and does not provide evidence

4	States a claim supported with evidence about the diorama
3	States a claim somewhat supported with evidence about the diorama

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

- Characteristics of adaptation
- Elements of environments
- Environmental Changes effect on living things

What teacher questions/provocations will drive these inquiries?

- How and why do living things adapt?
- What characteristics of environments enable certain living things to survive?
- What environmental changes effect living things?
- Habitats of living things are important to survival

2	States a claim that is not supported by evidence		
1	Does not state a claim		

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?

KWL Chart with pictures of habitats → Help students to pull on their schema in order to pre-assess: Evidence will show students are able to match living things to their habitats.

Picture Match living things in environments will assess student's prior knowledge of animals and their habitats.

10-Question pre-assessment

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

→ Exit Tickets

→ Student-made rubric highlighting each step of research in interactive notebook (i.e. lives, eats, needs)

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 create an interactive notebook to help with tracking their progress. Students will create a diorama to show their understanding of livings and their environments. Students will read nonfiction books.

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

→ Students will become knowledgeable about the characteristics of adaptations. Learners will become caring by understanding their impact on environmental changes by writing a narrative about how changes in the environment effect living things. Students will become inquirers by reading across the content areas in order to understand elements of environments.

→ Students can extend their curiosity in becoming strong inquirers through asking questions and locating key details.

→Vocabulary Quizzes

→Students will use a graphic organizer to show their understanding of how specific living things adapt to their environments.

→Reading experiences will look for evidence that students can use text features to identify environments of living things.

→Reading experiences will look for evidence that students can use images to help build comprehension.

→Students will use a graphic organizer to compare and contrast two living things and their environments

→Students will need to identify adaptations and connect them to the environments of living things.

→Research will show evidence that students are understanding how living things adapt to their environments through gathering data and answering research questions.

5. What resources need to be gathered?

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

Dimensions curriculum, science leveled readers, ED computer software, habitat posters, nature sounds, websites about adaptations and environments, national geographic films, fictional books

Books:

What Do You Do When Someone Wants To Eat You? Written by Steve Jenkins.

What Do You Do with a Tail Like This? Written by Steve Jenkins

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

Speaker to come discuss animal rescue with students in compliance with HEART grant, Career day service dogs

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?

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.

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.

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.

9. Teacher notes

