1. What is our purpose?

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; what it means to be human.

- Central Idea

A new environment requires a person to expand his/her identity and develop appropriate roles.

Summative assessment task(s):
What are the possible ways of assessing students' understanding of the central idea? Collect formative assessment items and add a reflection element of the unit to the student-generated book. Students will share books with peers, pre-school students, parents and perspective post-pre-school parents.

What evidence, including student-initiated actions, will we look for?

Task – Students will create a portfolio in order to communicate the appropriate Kinder roles and responsibilities to preschoolers and their parents.

Evidence: Students will be able to:
- Make a portfolio to explain the above to preschoolers
- Pictures of different environments (gym, art, home, etc) and appropriate behavior for each (illustrating environment, identity and role)

Assessment Tool: Teacher developed rubric on the evidence above.

Student initiated actions: We hope students will transfer their learning to reflect their new identity on a daily basis.

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: Form, Responsibility, Connection
Related Concepts: Identity, Roles, Communication

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

- Environment is place and people.
- Environment impacts a person's identity.
- People are responsible for identifying and learning new roles.

What teacher questions/provocations will drive these inquiries?

1. What is environment? What is identity? What is a role?
2. What are your responsibilities at school and at home?
3. How does my behavior and new role affect my environment?
4. How does identity and role affect environment?
5. How does environment affect identity and role?

Provocation Task (Hook): Students will visit a first grade (or adult in school) classroom with questions about school responsibilities, role and behavior.
Planning the inquiry

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?

Assessment: Teacher observations on each individual student
Evidence: Specific behavior characteristics

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

Prior Knowledge:
- “What are your jobs/roles at home?”

Week 2:
- Home and school environment picture with student doing an appropriate role

Week 3:
- Picture with sentence about favorite activity at home and school (expression of identity)

Week 4:
- Venn-diagrams showing appropriate behaviors at home and at school (with pictures)

Week 5:
- Classroom summary in the form of shared writing (using chart paper – I saw a positive and a negative

Week 6:
- Completed reflection on what I need to do to improve

Week 7:
- Completed book

5. What resources need to be gathered?

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

- Country Mouse and City Mouse Book
- Experts on Behavior
- Chart Paper
- Book / Portfolio Materials
- Crayons and other supplies

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? Parents and connections between home and school, environments, etc.

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?

Prior Knowledge:
- Teacher Observation and “What are your jobs/roles at home?”

Week 1:
- Talk with 1st graders
- Where are you activity about environment/role – story structure
- City Mouse and Country Mouse (School and Home)

Week 2:
- Talk with Ms. Franco (Playground)
- Teacher model of home and school environment
- Student completion of their home/school picture
- Sharing of home/school picture

Week 3:
- Talk with Ms. Franco (Cafeteria) and Ms. Alma (Engineer)
- Discussion of favorite activity at home and at school
- Compare and contrast these activities
- Evaluate why students cannot do home activity at school
- Cause and effect on what if you did home activity at school

Week 4:
- Talk with Ms. Ashley (Gym) and Ms. Garcia (Music)
- Charades of appropriate STAR ATTITUDES behavior at school
- Graphing/tallying on norms for home behavior
- Evaluate why students cannot do home behaviors at school

Week 5:
- Talk with Ms. Gallegos (Library) and Ms. Faudoa (Spanish)
- Cause and effect on behavior in the classroom
- Evaluate using peer observation (tally behaviors)
- Summarize findings of appropriate behaviors

Week 6:
- Talk with Office Staff (Ms. Lisa, Ms. Martinez, Dr. V. and Ms. Franco)
- Compare and contrast observations to own behavior
- Complete reflection on what I need to improve on
- Reflection on unit (whole group / individual)

Week 7:
- Talk with Mr. Clow (IB Star Attitudes)
- Make a book using the assessments
- Teacher models sharing of book
- Students share to class, partner share
- Share with preschoolers and others

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

Approaches to Learning: Social Skills (learning about accepting responsibility, and adopting a variety of roles). Thinking Skills (evaluation, acquisition of knowledge). Self Management Skills (codes of behavior)

Learner Profile: Communicators (work effectively and willingly in collaboration with others)
Reflective (give thoughtful consideration to their own learning and experience) Caring (Show empathy, compassion and respect towards the needs and feelings of others)
Attitudes: Cooperation (cooperating, collaborating, and leading or following as the situation demands),
Respect (respecting themselves, others and the world around them) Empathy (Imagining themselves in another’s situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others)
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.

*Students were able to tell about jobs at school and how this was different from their home jobs.* For example, students had to raise their hand at school but not at school. Students learned that there are certain times to shut the door (at school, not necessarily at home) and appropriate places to go the bathroom (in the bathroom and not on trees).

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 should have more opportunities to share with their classmates.*

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

*Students were able to articulate the difference between home and school jobs.* For example, students had different responsibilities at school that created a climate of learning and cooperation. Students learned an appropriate format for communication in an environment different from home. This new school identity and roles for students enabled them to build a more complex community with friends.

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?”

**Form** – When students role-played the various terms, it helped them understand the definitions.

**Responsibility** – As students met with the various teachers at Northeast to discuss the same school responsibilities, it helped them understand this idea completely.

**Connection** – The compare and contrast activity helped students understand the connection between their role, identity and behavior and what occurs in the environment.

- demonstrate the learning and application of particular approaches to learning?

**Social Skills** (learning about accepting responsibility, and adopting a variety of roles) – the role playing activities were effective.

**Thinking Skills** (evaluation, acquisition of knowledge) – When students had to think of their own idea and draw a picture of it.

**Self Management Skills** (codes of behavior) – Learning experiences that were effective included bringing up daily examples of the use of Northeast’s IB Star Attitudes.

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

In each case, explain your selection.

**Learner Profile:**

**Communicators** Opportunities occurred when sharing books with the pre-schoolers.

**Reflective** - Opportunities were present when students thought of examples and where certain behavior was appropriate. Students also had to reflect on what they needed to improve.

**Caring** - for conversations with other Northeast staff, like Alma. Occurred when students realized how their actions affected others and that it is important to be empathetic for students that made mistakes.

**Attitudes:**

**Cooperation** – Classroom became a team to show appropriate roles, identity and behavior.

**Respect** – Discussions with various teachers.

**Empathy** – Students understood that certain students had a more difficult time with roles, identity and behavior … and that was OK.
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.

We need to do a better job of capturing these in the future and use these to direct more of our instruction.

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 are your responsibilities at school and at home? was very effective because the students had stories to share. In addition, it helped us know what the students mindset to roles and identity at school. For example, a student that said have fun and make friends might have required a bit more of specialized instruction.

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 wanted to help in the classroom and have school jobs (i.e. – table washing).

As the year progressed, they were able to sit longer at their seat, share more readily, raise their hands, help solve a friend’s problem, etc.

9. Teacher notes

- Purchase more materials for the unit and have them available when needed.
- Have IB prepped and ready for use.
- Use post-its on IB board to record student inquiries.
- Have various teachers do their introductions for this unit during specials.