



1. What is our purpose?

1a) To inquire into the following:

- Transdisciplinary Theme

How We Organize Ourselves

An inquiry into:

- the interconnectedness 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

Everybody Learns

Learning is a reflection of the world and connects us with each other

Class/grade: Kindergarten

Age group: 5 - 6 yrs

School: Willard IB Magnet

School code: 7202

Title: How We Organize Ourselves

Teacher(s): Covarrubias, Katsafados, Magalong, Marquez, Munro, Wood

Date: 8/14/17 - 9/15/17

Proposed duration: 90 hours

5 weeks

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?

Students will demonstrate their understanding of the central idea by explaining and/or presenting what they know about how everyone learns (ie. they may demonstrate personal learning, learning in their environment, or learning in the world). Teachers will assess student's ability to identify a how, why, and where someone learns. How it connects to the world, and their understanding of their responsibilities regarding learning.

Through the study of this unit students will demonstrate personal action such as:

- They might want to collect school supplies and send them to countries with schools in need.
- They may take responsibility for using school materials wisely, sharing their knowledge and skills with others, following learning procedures, and taking on leadership in teaching responsibilities and roles.
- They implement learning in their daily lives at home such as making their bed, helping clean, help at market with money etc. We stress that learning is all around us everyday life is a learning experience.

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, connection, responsibility

Related concepts: systems, relationships

Subject Area Focus: Language, Social Studies, PSPE

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

- What, how and why people learn
- Similarities and differences of learning environments throughout the world.
- Responsibilities regarding learning

What teacher questions/provocations will drive these inquiries?

1. How do people learn?
2. What do people learn?
3. Why is learning important?
4. How is learning unique in different situation;
5. Where do we work and learn?
6. How does our learning impact ourselves and others.

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?

Teachers will use concept/question board, graphic organizers and discussions to determine students' prior knowledge of roles and responsibilities within their school and determine if students have prior knowledge regarding schools in other countries and how learning impacts others.

- Through classroom activities, interactive writing, and discussions, teacher will evaluate students' ability to identify school jobs, roles, and responsibilities in different learning environments throughout the world.
- Student behavior during school activities will demonstrate their acquisition of I.B. attitudes and learner profile and responsibilities.
- Teacher will observe students' understanding of roles and responsibilities in how they are able to follow school routines.
- Through shared literature, interactive bulletin board/map, role play, and journaling, students will be able to discover the world and describe how different learning situations contribute to societies throughout the world.
- Teachers assess students' knowledge about what is done in different schools through journal entries describing their learning interests and focus.
- Teachers assess students' understanding of roles and responsibilities by observing students: using time wisely, following school rules and routines in various settings.
- Teacher will observe students' ability to complete responsibilities associated with school jobs (i.e. take attendance to office, line leader, pointer, etc.)
- Through journaling and discussion, teacher will evaluate students' knowledge of: the similarities and differences of learning throughout the world, their role as learners, and the importance of learning to human survival.
- Students will participate and create a thinking map on discussions about various learning environments around the world

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?

1. Students tour the school to investigate the different roles and responsibilities of various people within our school including the students' roles and responsibilities.
2. Introduce the I.B. attitudes and profile with emphasis on cooperation, respect, and caring which are essential for learning to function successfully.
3. Students learn about why rules and expectations are necessary for learning to take place in all environments.
4. Students compare various learning environments throughout the world.
5. Students interact with guest speakers who have learned in different world settings.
6. Students will explore learning environments outside of school settings, such as agricultural, fishing, crafts, vocational, and other trades. This will help them to determine how the different learning settings impact society.
7. Students learn the rules for safe behavior in the Science Lab and use science measuring tools.

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, respecting others as students participate in class discussions and respectfully learn about other cultures.
- Communication Skills: listening, sharing, reading, writing, speaking through using words to solve conflicts at the playground and in the classroom. The students use both verbal and nonverbal forms of communication to express their needs or wants.
- Self management: use "Bono the Monkey" to help teach the students to follow the rules and codes of behavior. Students will make informed choices regarding their personal actions and interactions with others. Students will develop organizational skills in managing their personal items and classroom materials. Students will learn time management skills when getting work and tasks done in a timely manner in small and whole group settings.

Learner profile

- Cooperation: Students will learn to work together :
- Caring: Students will demonstrate how they can be caring to others by following the safe, respectful, and responsible policy at our school. Students will learn that they are responsible for being caring at school, home, and in their community. They will learn language that is caring in nature that they can use toward others.

Attitudes

- Respect: Students will learn how to be respectful by understanding that not all schools, societies, environments are all the same. Some have more and some have less. We need to respect everyone, how they learn and what they have.
- Integrity: Students will use integrity as they make responsible decisions regarding their treatment of each other and school/classroom materials.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? Open Court – School; Santillana Picture Cards; Scott Foresman Social Studies Curriculum, school photographs; school cameras; Books about school: Schools around the World, Magazines, Friends at School, and Schools like Ours.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? School employees will be interviewed to find out about their roles at school.