

<p><b>1. What is our purpose?</b>  <b>1a) To inquire into the following:</b></p> <ul style="list-style-type: none"> <li>● <b>transdisciplinary theme</b></li> </ul> <p><b>How we organise ourselves</b>  An inquiry into the <b>interconnectedness human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <ul style="list-style-type: none"> <li>● <b>central idea</b>  People embrace various roles which support the function of a community.</li> </ul>	<p>Class/grade: 1                      Age group: 6-7</p> <p>School: Willard                      School code:7202</p> <p>Title: How We Organize Ourselves</p> <p>Teacher(s): Elaine Kaiteris, Marisela Figueroa, Dianne Cahir, Donna Irie, and Lindi Killen</p> <p>Date: 1/8/18-2/16/18</p> <p>Proposed duration: number of hours: 90                      over number of weeks:6</p>
<p><b>1b) Summative assessment task(s):</b>  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>The students will demonstrate their understanding of the central idea by choosing a job and develop or design something of their own choice to include all of the elements such as: why it is important to the community, training and preparation of jobs, and how jobs support other jobs.</p> <p>Teacher will assess students' ability to include: all of the elements (training, why it is important to the community, tools, responsibilities and uniform).  Presentations may be throughout the unit. Teacher will assess student ability to take personal action such as:</p> <ul style="list-style-type: none"> <li>● Creating and carrying out the duties of jobs within our classroom/school/home to improve the community.</li> <li>● Deciding to be a custodian, reader, nurse, etc. for a day in our class or school community.</li> <li>● Work with parents at home on different jobs on the house.  done in the form of: puppets, living museum, dress up etc.</li> </ul>	<p><b>2. What do we want to learn?</b>  What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?  Key Concepts: Responsibility, Function, and Connection  Related Concepts: Community and Roles.</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> <li>● Different types of jobs.</li> <li>● Training, preparation, and responsibilities of various jobs.</li> <li>● How jobs affect communities.</li> </ul> <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> <li>1. What are jobs and why do people have them?</li> <li>2. What jobs do each of us have?</li> <li>3. How do people learn to do their jobs?</li> <li>4. What types of jobs exist in our community?</li> <li>5. How do different roles or jobs support or affect a community?</li> </ol> <p>Provocation</p> <ul style="list-style-type: none"> <li>● Have the custodian not come for a few days and discuss what is different without those services.</li> <li>● Place various tools of different careers on table and have students do OTQ.</li> <li>● Place various pictures of different careers on table and have students do OTQ.</li> </ul>

## 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?

- Class discussion of jobs they are familiar with, graphic organizers (KWL Chart, web), discussion of parents jobs

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

- Through guest speaker presentations, field trips, student questions and inquiries and/or response sheets the teacher will monitor the students understanding of main roles and responsibilities of each occupation.
- From the "Guess Who Activity" teachers will assess students' ability to correctly guess the job based on clues.
- Through the job research project and presentation the teacher will use a rubric to verify if students can identify a job, its uniform, training, responsibilities and how that job impacts our community.
- Through double bubble maps and graphic organizers the teacher will monitor the students' discussions to verify understanding of job differences.
- Through the use of a T-chart or other thinking maps, teachers will informally assess if students can identify whether a job provides a good or service.
- Through students' inquiry logs teachers will assess students knowledge of the jobs studied in class, and their ability to name the equipment needed and responsibilities of those careers.
- Throughout the unit, teachers will assess students' ability organize information related to various jobs using brace and tree maps.
- Through a self reflection rubric students will assess their behaviour, work habits as a student. Students will also reflect on their demonstration of the I.B. attitudes as a global citizen.

### 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. The teacher and the students may visit various job locales in the school community. The class will generate questions to ask the workers during the walking tour.
2. In an inquiry journal, students will create appropriate questions for guest speakers and family members prior to the actual visit. During the visit, students will listen for and/or inquire about answers to their questions about various jobs.
3. The students may create a "Guess Who?" book based on a job's required tools and its services or goods. Students will guess what job is being described.
4. Students may do research projects and visual representations on desired future occupations/ or occupation of interest. Including, how their job affects the community, the training, preparation, and responsibilities, and uniform for this job. This inquiry project will be presented in a method of their choice.
5. Students will work together in cooperative groups to make a thinking map (double bubble) that will compare and contrast two different types of jobs throughout the world. Each group will present their chart to the class. Students will sort jobs based on whether they provide a good or service.
6. Students create their own classroom jobs that represent community jobs and write an explanation of why the job is needed in the class
7. Research global organizations and how they take action and support the needy.
8. Research/discuss what makes a job important to communities? Intrinsic and the extrinsic rewards for jobs.
9. Students will present their research in various formats regarding a chosen career .

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

**Social Skills:** accepting responsibility, respecting others, cooperating, resolving conflict as students work in cooperative groups as they gather information about careers and adopting group rules as they apply to a career..

**Research:** collecting information, formulating questions, organizing and presenting data through career research project and interviews.

**Communication:** listening, speaking, presenting as they interview career specialist and as they listen and present career projects.

Students will demonstrate: commitment, cooperation, risk-takers, and communicators as they research, present, and discuss careers.

**Attitudes -**

Commitment and cooperation - as students research and discover about different careers and how they are important to the functioning of a community

Independent -Students will demonstrate independence as they research careers of interest to them and develop projects related to those careers.

**Profile - Communicator:** Students share, listen, and to ideas and information from books and guest speakers. Students ask and answer questions ,and are able to speak in front of peers and interact with people of various careers.

**Courageous (risk taker):** Students communicate their point of view about jobs and their importance. They defend opinions and are courageous as they present information before their peers

**Open-Minded-**Students will be open-minded to the variety of opportunities and career paths that they can choose from and be open to change the world in different careers.

**Research:** Students collected, analysed, presented and organized information

### 5. What resources need to be gathered?

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

Guest speakers representing various aspects of the local job community, Field trips to local establishments to conduct on the job interviews, community job puppets, and Who Am I book?, posters or pictures representing different occupations, Websites used Brain Pop, Jr., kids.gov.org, and Bill Nye The Science Guy – community helpers, goods and services, needs and wants) Fiction/non-fiction literature representing various occupations related to student interests Books: When I Grow Up by Al Yankovic, kidzsearch.com-weeds out inappropriate info and teacher paid teacher found in activities by unit.

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

Classroom will be conducive for cooperative group project, and auditorium will be used for guest speakers and final presentations, community volunteers with different careers may visit classrooms, and children parents are invited into the classroom to discuss their jobs.