1. What is our purpose?

1a) To inquire into the following:
- Transdisciplinary Theme: How We Express Ourselves
- Central Idea: Our experiences with people are shape and define our perceptions.

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?

- Reader’s Response journal from all novels read. This response journal has chapter questions, inquiries, predictions, literary analysis, reflections, and summaries.
- Student commercials to raise awareness about social injustice issues, standing up for others, celebrating their differences. The students will use local community members as resources when creating their commercials.
  - Student Created Rubric

Class/grade: 4 Age group: 9-10
School: Wildwood School code:
Title: What is Normal?
Teacher(s): Banks/Wiedegreen/Sosa/Peters/Tanner/Navarro
Date: Sept. 2016
Proposed duration: 5 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?

**Change** - as a result of reading the books, students will change their outlook and judgments of what is normal. Students will change as a result of their experiences.

**Perspective** – students learn that perspectives are shaped by interaction with the people and the environment.

**Responsibility** – students learn to act independently and make decisions that parallel their values and perspectives.

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

- What is your definition of normal? (Perspective)
- How have your beliefs changed over time? (Change)
- How do you follow your moral compass? (Responsibility)

What teacher questions/provocations will drive these inquiries?
1. Are we all the same?
2. How do people of different backgrounds determine what is normal?
3. How can “normal” mean something different for everyone?
4. How does the concept of “normal” affect our daily lives?
5. What are the repercussions for people assuming what “normal” means?

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?

- Identifying Our Emotions: Anger, Empathy
- Respecting Differences
- Consequences of Anger – Student Created Rubric
- The Power of Words
- Eyes on Bullying: What Can You Do?
- Introverted vs. Extroverted - Both Have Value!

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

- Differentiated Instruction:
  - Classroom Accommodations/Modifications:
    • Give verbal directions in clearly stated steps.
    • Ask student to summarize information to check for understanding.
    • Provide extra examples when teaching new vocabulary/concepts.
    • Provide extra response time: 1 minutes
    • Explain directions and give concrete examples.
    • Maintain frequent eye contact.

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 be able to make connections to their identity and to the world around them by being exposed to different viewpoints found in literature and videos from the second step curriculum.

- Students will use current social issues to analyze people’s perceptions and perspectives. Students will then create a commercial that makes the social issues data visible.

- Students will receive and annotate articles indicating evidence of two perspectives in regards to US gun control, bullying in schools and people with disabilities. Students identify the main idea using key details that will allow them to summarize each articles most important argumentative points.

- The Spanish teacher will have students communicate about Open-Mindedness, respect, and being caring.

- The art teacher will…

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

- Social Skills and Self-Management:
| **•** Ask student to repeat directions back to confirm understanding. | **•** Respecting Others – Students demonstrate understanding of respect by citing evidence in text and videos. |
| **•** Provide motivation and verbal rewards on a daily basis. | **•** Accepting Responsibility- By using a dollar bill, students discuss ways in which they spend money. What do we use money for? Briefly discuss needs and wants. Teacher exemplifies the problem of holding money too close. If we hold money so close to me (hold dollar in front of the eyes) and that’s all I can see or care about. If we love money too much, that can lead to trouble. Students are guided about making irresponsible purchases, thinking only of themselves instead of making responsible choices and thinking about the needs of others. Having money is not a problem. But if you love money too much- and hold it too close—it becomes a problem. What are some good and responsible things we can do with money? (Object Talks for Any Day, by Verna L. Kokmeyer) |
| **•** Provide preferential seating near source of instruction. | **•** Codes of Behavior – students will learn and develop behavior codes which they will apply and model throughout the year. |
| **•** Extend time on task for completion of class assignments by 50 percent. | **Open Minded** – By being exposed to many different viewpoints and characters through literature, students will learn to be open to others’ ideas and uniqueness. |
| **•** Test one concept at a time. | **Respect** – Students will learn to respect themselves and others by respecting differences, similarities and uniqueness. |
| **•** Checklist/guide for independent practice. | **Integrity** – Students will learn that having integrity and morality is how a balanced society/community functions and that they must stand up for others. |
| **•** Implementation of reward system. | |
| **•** Allow access to assistive technology devices and programs | |
| **•** Encourage independence by using tools such as, a checklist of tasks to complete | |
| **•** Environmental accommodations are highly recommended to help increase attention including: Decreasing auditory/visual distractions, use of a desk barrier, dimming of lights | |
| **•** Allow opportunities to increase self-regulation through movement and sensory experiences | |
| **•** Adaptive paper | |
| **•** Allow use of audio books. | |

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

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


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

The classroom environment will reflect different perspectives and multiple strategies to cope with the many personalities that may differ from our own. After students have collaborated to pick a social injustice, they will use their families and local community resources to gather vital information. They will apply the Design Cycle Model to problem solve.

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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.

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