### Planning the inquiry

#### 1. What is our purpose?

1a) To inquire into the following:

- **Transdisciplinary Theme:** HOW WE ORGANIZE OURSELVES

- **Central Idea:** Understanding the value of money can lead to good financial management.

#### 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?

**Content:** (eg. Test, quiz, presentation) KeyNote Presentation: Vacation Budget for Plan – Student made rubric – (Social Studies 15B2c, 15C2c)

**Process:** (eg. Demo or explanation, movie, presentation, written, visual or verbal) Detailed Description of Vacation Budget Plan - rubric – (Writing 1.2)

**Product:** (eg. model, poster, movie, presentation) Vacation Brochure – Rubric - (Social Studies 15B2c, 15C2c).

#### Class/grade: 4  
**Age group:** 9-10

**School:** Wildwood  
**School code:**

**Title:** Money Talks

**Teacher(s):** Mathis/Wiedegreen

**Date:** October/November

**Proposed duration:** 6 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, Perspective, Responsibility, Form, Function

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

- How forms of exchange have evolved over time around the world. (Form, Change)
- The importance of having an income. (Perspective)
- The importance of spending and saving wisely. (Function, Responsibility)
- Traits that lead to good financial management. (Perspective)
*** Teacher Checklist and Class Created Rubric: Students will also be assessed on their first person presentation of their billionaire for Inquiry Fair. They must present in first person, and show evidence of a PYP unit connection in their presentation. For example, they can address the central idea, the lines of inquiry or the learner profile attributes or attitudes (character traits).

*** Teacher Checklist to assess transdisciplinary skills during unit.

<table>
<thead>
<tr>
<th>What teacher questions/provocations will drive these inquiries?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why do we have and use money? (change and form)</td>
</tr>
<tr>
<td>2. How does something acquire a value?</td>
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<tr>
<td>3. Why is there a certain value system and why isn’t it the same all over the world? (function)</td>
</tr>
<tr>
<td>4. Why is it important to have a financial plan for your money? (responsibility)</td>
</tr>
<tr>
<td>5. What does it mean to make a living? (perspective)</td>
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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?

Students will use their Inquiry Journals to formulate as many inquiries they have about money.

Students will participate in a discussion about what makes money so important or why money is necessary.

Students will get into groups and complete a “What I SEE, What I THINK, What I WONDER” inquiry activity about a picture teacher displays of money/economics.

A KWL will be used throughout the entire unit and displayed in the classroom.

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

- Written Task: Math book test - money
- Written Task: Money Word Problems

**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 explore the classroom PYP library about money/economics. Students will view and research various billionaires and their character traits.

Learning Activities:

1. Math Book and Singapore Math Lessons for Content (Book: multiplying and dividing money. Singapore Math chapter)
2. “How is Money Made” step by step (Research and Investigation)
3. “What is valuable? Is it the same for everyone?” activity (Student Driven Inquiry)
4. “Hard at Work: Child Labor” short response question on value of money. (Student Driven Inquiry)
5. “Money Timeline” activity (Student Demonstration)
6. “Exchange Rate” activity (Student Demonstration)
7. “Traveling with a Budget” activity/plan (Student Presentation)
8. “Needs and Wants” activity (Investigation)
9. “SMART Goals” activity (Student Demonstration)
10. “Spending Log” checkpoint activity (Student Demonstration)
Checklist and Rubric: Weekly Family Meal Budget Plan - calendar/meal plan and itemized list.

Teacher Checklist: Analysis of different forms of exchange and values of money. Global connection.

Teacher Check-in: Vacation Budget Plan sloppy copy

Written Task: ReadWorks non-fiction articles and book reviews

Essay and Rubric: Billionaire Biographies

Budget and Entrepreneur Word Study

Class Novel “Lemonade War” literacy binder activities

9. “Decisions, Decisions” checkpoint activity (Student Demonstration)
1. “Strategies for Financial Plan” checkpoint activity (Student Presentation)
2. Comprehension Toolkit: “Hard at Work: Child Labor”, “How Much is Enough” and “The Money Game” (non-fiction short text)
3. CCSS Literature: Lemonade Wars whole class novel
4. CCSS Informational Text: Various non-fiction texts from library on Money, Budgets, Financial Planning, Economics for classroom display and use.
5. CCSS Writing: A descriptive, detailed essay on Vacation Budget Plan (descriptive) and Billionaire Biographies
6. 21st Century/MIRTL: Research for vacation budget plan. Investigate and analyze money from all around the world.

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

RESEARCH SKILLS:

• Formulating Questions: What it takes to start a successful business and billionaire inquiries
• Planning: researching and planning a business plan and billionaire presentations notes and plan.
• Collecting, Recording, Analyzing, and Interpreting Data: researching entrepreneurs/billionaires, economy, financial decisions and planning for business plan.
• Presenting Findings: final presentation of business plan, financial forum, brochure of business, billionaires projects

COMMUNICATION SKILL:

• Speaking: speaking in first person while presenting their billionaire inquiry fair project.

5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?
1. Federal Reserve Bank Field Trip Scavenger Hunt and Money Museum  
3. Spending and Saving Wisely DVD  
6. Readworks articles and menus on Google Drive  

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

1. Resources displayed around the room such as, books in the PYP library, play money, math money posters, character traits
2. Student made info boards around the room
3. KWL chart
4. Vocabulary cards displayed
5. Examples of itemized list displayed
6. Money math problems displayed around room
7. Lemonade War novel board displayed in room
8. Field trip to the Federal Reserve Bank of Chicago and the Money Museum

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**Reflecting on the inquiry**

| 6. To what extent did we achieve our purpose? | 7. To what extent did we include the elements of the PYP? |
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.

This unit was probably one of the meaningful and most enjoyable both for the students and the teacher. One of the main reasons for this is because money is a very important concept students must understand. In the beginning of the unit, students admitted they don’t really think about money because its just there and their parents have it. Then, they all were staring to realize how money plays an important role on the way a society/people organize themselves. The budgeting activities really helped bring this one home.

Some of the best activities were exploring foreign money. The students were given foreign coins from all over the world, sketched the coin, and used a computer program to identify which country that coin belonged to. This was very meaningful not only because it was hands-on, but because the students were really able to see that there are different kinds of money around the world and different values for money. It was remarkable to see how much the students learned about money and world geography. This was the activity that students liked best.

Another fun and relevant activity was creating the dream vacation and family food plan budgets. The students were so excited that they actually get to plan and stay within a certain budget. It was very interesting to see students over budget and then have to go back and problem solve about where they are going to spend and where they are going to save. It really hit the line of inquiry better than any other activity.

Through the lessons and activities, they have admitted that now they have a better idea of how money works, its value, and that it is important in life. The amount of money an individual should have varied in opinion. Issues like these were brought up by the numerous discussions we had in class.

The Inquiry Fair Billionaire projects went well as always. I believe having that IB Connection component on their presentations was definitely a good idea. Students used attributes and attitudes and related them to their billionaires and provided evidence. Finally, they also provided evidence on how they addressed the unit’s central idea or lines of inquiry. Some students decided to provide evidence on how they addressed everything in the unit.

Next time, I would like to start off the unit by asking the students a few questions about what they think about money. I am thinking of possibly giving them a questionnaire to get a feel of where they stand. This will help lead to their own

What were the learning experiences that enabled students to:
• develop an understanding of the concepts identified in “What do we want to learn?”

Function - We discussed other forms of exchange before money and why we need money.

Form - Discussing and exploring different forms of money at Federal Reserve presentation and through class discussions.

Change - We discussed other forms of exchange before money, such as, bartering, trading, etc. Students were also able to see how the U.S. currency has changed over time at the Money Museum.

Perspective - Throughout the entire unit most of the discussions led to how important money is to live and sustain a “normal” life. The students also acknowledged the fact that money can’t buy everything. We discussed needs and wants and how our billionaires are spending and saving wisely (investing) and budgeting activities also took place.

• demonstrate the learning and application of particular transdisciplinary skills?

RESEARCH SKILLS:
• Formulating Questions: What it takes to start a successful business and billionaire inquiries
• Planning: researching and planning a business plan and billionaire presentations notes and plan.
• Collecting, Recording, Analyzing, and Interpreting Data: researching entrepreneurs/billionaires, economy, financial decisions and planning for business plan.
• Presenting Findings: final presentation of business plan, financial forum, brochure of business, billionaires projects

COMMUNICATION SKILL:
• Speaking: speaking in first person while presenting their billionaire inquiry fair project.
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.

I would like to have students prepared when they attend the field trip to the Federal Reserve. At the Fed, students attend a 20 minute presentation and they get to explore a money museum for about 45 minutes. During both of those times, students can be going on some sort of scavenger hunt so the trip is purposeful and focused. They have fun exploring, but I've noticed that they are mostly playing and not paying attention to the amazing resources they could be reading.

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

Students were able to make the connection because now they better understand the value of money and how that leads to managing money wisely, which also has a lot to do with organizing your financial situation. When we went to the Federal Reserve, students finally understood why society needs money and a value system to function properly and organize ourselves. Through the budgeting activities, they created organizational plans for spending and saving wisely and really seemed to internalize that people cannot just spend frivolously. They understood that people have expenses, and things have certain values in order to get what you need. This is how society organizes itself.

- develop particular attributes of the learner profile and/or attitudes? In each case, explain your selection.

Risk Taker: Students discussed running a business (Lemonade War novel) and what risks can be involved when doing so. Character trait analysis on billionaires, proving how they were risk takers (Inquiry Fair presentations component).

Knowledgeable: Students wrote reflections about being knowledgeable about your money (needs/wants, spending/saving). The vacation budgets also allowed students to “shop” around for the best deals in order to stay within their budget. Character trait analysis on billionaires, proving how they were risk takers (Inquiry Fair presentations component).

Confidence: Character trait analysis on billionaires, proving how they were risk takers (Inquiry Fair presentations component). How entrepreneurs have to be confident when they are running a business or selling something they invented. How our characters in the novel were confident when selling their lemonade in the “war”.

Creativity: Character trait analysis on billionaires, proving how they were risk takers (Inquiry Fair presentations component). How people are creative when budgeting or running their own business. Discussion with novel and how characters were creative for their lemonade stand to be successful.

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.

1. Why do exchange rates exist?
2. Is money valued the same in all parts of the world?
3. How do rich people make so much money?
4. Where does the money go when you put it in the bank?
5. What is economy?

9. Teacher notes

For DL students, minimize the Family Food Budget activity to 3 days instead of 5 days.

Next time we go to the Fed Reserve, students will be doing something in the money museum. I want to pre-make a scavenger hunt for them to fill out and take a grade for it. I wanted to do it this year, but didn’t get the chance.
6. What are taxes and why do people have to pay them?
7. Why can’t the government just make more money if they need it?

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.

The provocation “Why is it important to have a financial plan for your money?” related to the concept “responsibility” was the most effective in driving the inquiries. This was the most effective provocation because this was the provocation related directly to the central idea of the unit, the point of the entire unit. I know this because when I read students’ end of unit reflections and asked them “what was the point of all of this learning”, they all were able to reflect on having the responsibility to spend and save wisely. I was also able to see that students understood both of our budgeting activities because they were doing such a great job with planning their spending. After numerous class discussions about billionaire character traits, students were able to make the connection between people who have successfully planned their money and what it takes to have good financial management. This is exactly what I wanted my students to grasp. It takes certain character traits (confidence, risk taker, communicator, creativity, commitment, etc.) to financially accomplish what these billionaires accomplished. Finally, I believe they also have a fine understanding of managing money wisely, whereas before they didn’t understand that it takes responsibility and careful planning.

**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.

- One student started their own business to save money for Christmas gifts for their family.
- After speaking with a parent, I learned that one students asked to open up a saving account at their bank.

Ask Science lab teacher to do an experiment involving money, such as, looking at money under a microscope, what money is made of, studying nickel and copper, etc.

Be A LOT more mindful and thoughtful when giving students billionaire partners from the other classroom. This year, it was not planned so well because we left it all up to chance. We ran into many issues.