1. What is our purpose?

To inquire into the following:

- transdisciplinary theme Who we are

- central idea

  Knowledge of our heritage provides an insight into our culture and family and how we relate to others.

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 conduct research about their heritage, interview family members and present their banners to the class as well as a narrative essay.

1. Country Report - Students will use research to write a report on a country of choice to include all aspects of culture
2. Family Interview to include Cultural traditions within our families, Generational differences within a family. Similarities and differences between other cultures and our own. Heritage banner Students create a cultural banner to include all cultural aspects of their own family heritage. Students present to class

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?

What does your heritage look like? (Form)

How has your family changed since your parents and grandparents were children? (Change)

What are some of the similarities and differences between other cultures and our own? (Connection)

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

- One’s own heritage
- Cultural differences within our families
- Appreciating ones heritage and that of others
- Self-Identity

What teacher questions/provocations will drive these inquiries?

Teacher brings in school personnel from other countries to talk to the students about their country and their cultures.

(Balen, Ms. A, Ms. T)
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 on what students know about heritage. Responses should include key terms for (culture, traditions, religion, customs etc.).

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

Teacher will observe that the students identify the elements necessary for a successful interview by using the concept map responses to form questions.

To demonstrate students understanding of their personal history, they will create Heritage Banner, teacher will assess using checklist.

Using graphic organizer, students will compare similarities and differences between generations within own family.

Peer assessment: Students will journal similarities and differences between other cultures and their own.

After reading several selections on heritage, students will complete graphic organizer, comparing setting, homes, foods, ways people earn money, and other cultural differences.

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?

Learning Experiences: Student Tradition

Frontloading activities: Using classroom resources, (books, magazines, posters, bulletin board etc.) students will research several cultures.

Leading and facilitating student inquiries:
1. Students will respond to question: “What does heritage mean to me” and create a concept map.
2. Using the concept map, students will work in small groups, to prepare questions for parent interview.
3. Students will use interview questions to research parents’ personal heritage history.
4. Gathering information from the interview students will create a heritage banner using; construction paper, magazine pictures, photos, maps, flags, etc. The banner will be a representation of their heritage.
5. Students will compare similarities and differences between generations within family using student created questions to interview oldest living relative.
6. Students will work in small groups to share results from interviews in order to compare similarities and differences between other cultures and their own.
7. Students will be split into five groups, each group will chose one set of books Communities Around the World (Asia, Australia, Africa, Europe, and South Africa). Students will create questions on topic of heritage and answer questions using book, and other resources if needed.
8. Students will share their findings with the rest of the class.
9. Students will understand the meaning of genetics. Investigate: Genetics, information about their heritage, legacy of grandparents and parents. Students identify features of a culture and provide examples.
10. Novel Seedfolks - Each chapter introduces a character from a different culture. Students will compare the characters and their interactions with each other.

5. What resources need to be gathered?

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

Novel: Seedfolks

Material World – A Global Family Portrait by: Peter Menzel (Class set)
The Atlas of World Cultures by: Brunetto Chiarelli
National Geographic Reading Expeditions - The Communities Around the World-Author Elisabeth Leacock
Other: Photographs from families, interview sheets, maps, magazines, atlases.

Genetic websites:
http://www.bbc.co.uk/norfolk/kids/science/az_dna.shtml
http://www.bbc.co.uk/norfolk/kids/science/az_dna.shtml

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

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?

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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.

9. Teacher notes