1. What is our purpose?
To inquire into the following:

Transdisciplinary theme:

**How We Express Ourselves** - An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic

Central idea
Society recognizes and appreciates the unique nature and shared values of how people celebrate

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?

- Celebration poster and Report - Students choose a celebration and provide information about the celebration, including how it might relate to a belief, value, or to the culture. Students may focus on their own cultural backgrounds and the cultural celebrations they do.
  - Evidence: The celebration is named. Factual details of the celebration are given. A connection is given between the celebration and a value/belief and/or aspect of culture.
- Celebration Web: Students create a web for celebrations as the unit progresses. Words and pictures show things that make up a celebration.
  - Evidence: The web shows many aspects of celebrations in labels and drawings.
- The L of “KWL”: As the unit progresses, students add facts and information to “What I have Learned”.
  - Evidence: Factual information from items in the unit have been added to the KWL.

Class/grade: Kindergarten
Age group: 5-6
School: Wildwood World Magnet School
School code: 0577
Title: Celebrations
Teacher(s): Bafia, Stankus
Date: June 2016
Proposed duration: 5 weeks number of hours over number of 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?**

**Key Concepts:**
- **Perspective**: Students will understand that everybody celebrates in different and meaningful ways.
- **Function**: Students demonstrate understanding that celebrations function to recognize our accomplishments.
  - Related Concepts: beliefs, diversity, identity, culture, tradition
- **Reflective**: Students learn to identify the ways their family celebrates accomplishments.

**What lines of inquiry will define the scope of the inquiry into the central idea?**
1. Why do we celebrate accomplishments?
2. What are some of the ways we celebrate?
3. What do we communicate through celebrations?
4. How are celebrations expressed throughout the world?

**What teacher questions/provocations will drive these inquiries?**
- What is a celebration?
- What does a celebration look like? (eat, play, sing, dance, dress up, make presents, decorate, play music etc.)
- How and what does your family celebrate?
- What do events celebrated say about the values of the community? (Pride, elders,
Assessment Tools:
Checklists
Anecdotal
Performance (Live, video, photos)

honour, religion, etc.)

- What do various traditions or customs say about people’s values? (Prayer before meals, opening doors for others, saying please and thank you, etc.)

Learner Profile Focus
Attribute: Open-Minded and Balanced
Attitude: Enthusiastic

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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?

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

Use picture cards to wonder and note observations of various celebrations.
Brainstorm of celebrations we know and how we celebrate them, discussion and mind map of different celebrations.

Formative Assessment:
Students will bring in special events to list on the calendar
Planning of End of Year Kindergarten Breakfast Reception

Summative Assessment:
Planning of End of Year Kindergarten Breakfast Reception

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

Learner Profile Attribute:
- Open-Minded
- Reflective
- Communicator

Learner Profile Attitudes:
- Enthusiastic:

COMMUNICATION:
- Show and share home celebrations
- Role-Playing opportunities
- Participating in celebration traditions (birthdays, Halloween, 100 Day etc.)
- Pictures, charts, graphs for reflections and consolidating understanding

RESEARCH:
- Asking experts

THINKING:
- Organizing knowledge / Comparison sorts using graphs and charts
- Interpreting data collected
- Reflecting on how traditions are similar and different within same celebration

SOCIAL SKILLS:
- Being curious and courteous to traditions and celebrations that are new or different from our own.
5. What resources need to be gathered?

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

Wall calendar, books, artifacts and pictures, music, youtube videos

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

- Connect to community events such as ….(birthdays, WeDay, Peace Day etc.)
- Celebration Wall Calendar for visual of upcoming celebrations
- Indoor and outdoor games related to celebrations
- Artifacts/Decorations in community, assemblies, Show and Tell home traditions
- Listed elements of a birthday celebration and compared and contrasted with class and drew picture
- Venn Diagram: Choose 2 celebrations and compare and contrast (Kidspiration, draw or model)
- Writing/Drawing reflections after Celebrations: Birthdays, Holidays

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Reflecting on 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.**

The kids are really into their birthdays this year. It is probably due to still being in the self-centered age group. This has provided a great opportunity for discussion about the importance of celebrations. Having an “End of the Year Celebration” was a good first hand experience for understanding the planning process of a celebration. In technology they used signupgenius.com to plan out necessary supplies and treats. Next year, we might assign different committees to the End of the Year Celebration 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.**

We could talk more about different components of celebrations. We could have small groups or pairs of students plan a celebration and discuss its significance.

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?**

This unit allows students to develop in each of the five transdisciplinary skills. They are immersed in discussion about celebration and its purpose and process. They self-manage as the participate in calendar activities. They are thinking as they organize celebrations and as they debrief about their learning. They research as they look through books, search the newspaper and interview others.

- Develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

- **Open-Minded:** Students remained open-minded to the differences others displayed in the variety of celebrations that were spoken about.
- **Reflective:** The students were encouraged to be reflective regarding what is a
What was the evidence that connections were made between the central idea and the transdisciplinary theme?
(Communication) - Students are talking with peers about their personal experiences during different celebrations.
(Respecting Others) - Students try to understand that different cultures celebrate in different ways and that those differences need to be respected.
(Application) - Students apply the idea of celebration in the context of the classroom.

celebration worth celebrating, how and why do we think celebrations that are new to us might be important to others, and what is the significance of celebrations in general.
- **Communicator**: The students became communicators not only during presentation time but also through talking to each other and sharing their important celebrations.
- **Enthusiastic**: The students were enthusiastic when it came to sharing their presentations. They enjoyed asking questions during the process and talking about all the things they are learning.

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Reflecting on the inquiry

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?

9. Teacher notes
Relevant Vocabulary:

Uploads photographs of the work

Español- Language Acquisition PYP activity. Kindergarten students will learn of the Día de los muertos family celebration, tradition and customs. Students will create Papel Picado which is a traditional paper art form that represents the spirits and souls that return to visit their loved ones.

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