

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

How the World Works

- **central idea**

Societies have structures designed for specific functions.

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?

**Subject Focus: Language Arts, Social Studies*

**Pre-assessment (facts and myths about government)*

**Persuasive unit (written responses)*

**Social Studies Formative Assessment (students understanding of the U.S. Government, including Judicial, Legislative, and Executive branches)*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *"ABC, It's Easy as 1-2-3"*

Teacher(s): *P. Davis, J. Yingling, M. Broughton*

Date: *12/14/09-1/21/10*

Proposed duration: number of hours over number of weeks 4



PYP planner

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?

**Form (what is the government)*

**Function (how does the government work)*

**Connection (how does the government connect to the community)*

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

- *Understanding the impacts of a governments functions on society*
- *Government is designed for a specific function*
- *The influence members of society have on government*

What teacher questions/provocations will drive these inquiries?

1. *What is a government?*
2. *What is the purpose of the government?*
3. *What are the types of governments?*
4. *How does our government work? (Democracy)*
5. *How do the decisions of the government affect our community?*
6. *What is our role in government?*
7. *How do we influence the way our government functions?*

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 (facts and myths about government)*

**Post-assessment (students understanding of the U.S. Government, including Judicial, Legislative, and Executive branches)*

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

1. *Complete graphic organizers*
2. *Participate in literacy centers*
3. *Polished writing pieces*
4. *Classroom discussions*
5. *Quizzes*
6. *Formal assessments*

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?

**Literacy centers*

**Discussion*

**Read Alouds*

**Reading Theme 2: Celebrating Traditions*

**Social Studies Chapter 8*

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

Thinkers: *Students will apply thinking skills to make sound decisions and solve complex problems*

Communicators: *Students will express ideas and information confidently*

Risk-takers: *Students will explore new roles, ideas and strategies*

Open-minded: *Students will respect the views and values of their classmates*

Reflective: *Students will give thoughtful consideration to their learning and analyze their decision-making*

5. What resources need to be gathered?

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

Fiction and Non-fiction books/Material in the media center

Videos featuring government processes

Literature dealing with government

Social Studies Leveled Readers and Guided Reading

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

The local environment will be used to facilitate the inquiry. Having local community officials speak to the students about service to our government.

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.

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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.

- 1.

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.

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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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9. Teacher notes