

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

How We Organize Ourselves

- **central idea**

People work to meet personal, social, and financial goals

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*

**Monetary System (Jobs and Earnings)*

**Students will be able to explain what money is, the purpose of money, and be able to demonstrate being responsible with their earnings.*

**Classroom jobs*

**Students will be able to reflect on their current classroom job and reapply for a position to understand the importance and responsibility of that job.*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *"What are you working for?"*

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

Date: *11/2/09-11/24/09*

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?

**Function (Purpose of Job)*

**Responsibility (Job Duty and Performance)*

**Connection (Connection to your Community)*

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

- *Understanding the importance of goal setting*
- *Working to meet our personal, social, and financial goals*
- *Understanding our responsibilities*

What teacher questions/provocations will drive these inquiries?

1. *What is a goal?*
2. *Why is it important to have goals?*
3. *What is cooperation?*
4. *Why is it important to perform a job?*
5. *How can you show responsibility with job earnings?*
6. *Why is it important to contribute to your community?*
7. *How can you contribute to the community?*

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 is a job – rating jobs)*

**Job Applications*

**Monetary materials*

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

1. *Goal setting chart*
2. *Participate in literacy centers*
3. *Using job earnings responsibly*
4. *Job Performance*
5. *Formative assessment*

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*

**Community speakers*

**Discussions*

**Read Aloud*

**Reading Theme 3: Incredible Stories*

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

Thinker: *Students will think about choices to help meet personal, social, and financial goals*

Principled: *Students learn to take responsibility for their own actions*

Reflective: *Students will reflect about job performance during classroom meetings*

Balanced: *Students will maintain academic and social goals*

5. What resources need to be gathered?

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

School personnel including custodians, resource teachers, administration

Community speakers

Videos

Guided Reading and Social Students Leveled Readers

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

The Justina community will be used to facilitate the inquiry. Students will observe school personnel at work. Students will visit a local bank in the community to learn about money and finances.

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.

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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.

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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

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