

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

Who We Are

- **central idea**

There is a balance between rights and responsibilities that can be learned through interactions with different members of a community.

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 and Social Studies*
- *Formal Assessment*
- *Mini Project*
 - *Recycling*
 - *What is recycling?*
 - *Creating and implementing a recycling plan for the Justina community*
 - *Adopt-a-Road Program*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *"We Are Justina"*

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

Date: 9/14/09-10/30/09

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?

**Responsibility (rights, community)*

**Reflection: what would happen without rules, responsibilities*

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

- *Discovering our Rights*
- *Understanding our Responsibilities*
- *Interacting with our Community*

What teacher questions/provocations will drive these inquiries?

1. *Why is it important to have class rules?*
2. *What is a right?*
3. *What is a responsibility?*
4. *What is a citizen?*
5. *What is a community?*
6. *In what ways can students practice good citizenship?*
7. *How are interactions with peers and adults different?*
8. *What are some appropriate ways to resolve conflicts?*
9. *Why is it important for people to respect the rights of others?*

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.

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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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