



<p>1. What is our purpose? 1a) To inquire into the following: • transdisciplinary theme Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human. central idea Human choices, actions, and contributions bring about change in a society.</p>	<p>Class/grade: 2nd Grade Age group: 7 – 8 yrs School: Willard School code: 7202 Title: Who We Are (Heroes) Teacher(s): Grabis, Yee, Torres, Teran, Jaramillo, Hughes, Tam Date: 11/06/17- 1/12/18 Proposed duration: 90 number of hours over 6 weeks</p>
<p>1b) 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?</p> <p>The students will demonstrate their understanding of the central idea by participating in a living museum. They will include: the birth date, place of birth, death date, why he/she is an important historical figure, obstacles he/she faced and how what impact they had on the world. They will also choose three interesting facts and what IB traits and attitudes he/she demonstrated in their lives.</p> <p>Teachers will assess students understanding through their living museum presentations. Students will be assessed using a presentation rubric based on the above mentioned criteria as well as presentation skills.</p> <p>Through the completion of the unit, teachers will expect students to demonstrate their ability to take personal action by doing things such as:</p> <ul style="list-style-type: none"> • making good choices that help others • demonstrating the IB attitudes and the learner profile • developing a peer mediation program where they can assist other students in resolving conflicts • findings ways to help the community or the school • writing a letter(s) to people that they admire and thanking them for their contributions 	<p>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?</p> <p>Key Concepts: Reflection, responsibility, perspective Related concepts: Character, courage, interaction</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • How personal choices and actions affect society. • How and why role models are chosen. • How individuals develop into people of character. <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What are the impacts of our choices and actions? 2. What traits are admirable? 3. How is character developed? 4. Who possesses the character traits we admire and why? 5. What traits do we possess and how do we demonstrate them? <p>Provocations</p> <ul style="list-style-type: none"> • If you were designing a certificate for a person who is notable, how would you design it and what would be the things that you would be looking for. • OTQ – Pictures of notable people try to figure out who they are and why they are part of the group.

Planning the inquiry

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?

- Teachers may use graphic organizers.
- Survey who/what a character is?
- Powerpoint presentation of heroes and see if the kids can identify them.
- Teachers will find out what students think are admirable traits in a person.
- Students will participate in a identification game indicating people they recognize or know about.
- Through discussion, photographs, or a list of names, teacher will assess which notable individuals students know about.
- Students should know the difference between heroes and people of notoriety
- Students will know the difference between being famous and infamous.

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

- Through observation, teacher will assess students' character and actions and their ability to reflect on the choices they make.
- Through role-playing, teacher will assess students' ability to demonstrate making good choices.
- Through PowerPoint project, teacher will assess students' ability to research a notable person and summarize the important contributions and character traits listing examples.
- Through research and discussion of important historical and present day individuals, students will be able to distinguish character traits and actions that positively affected society,

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?

1. The teacher/student will use various resource materials including, selections of biographies, the internet, videos, articles to research people of character.
2. Teacher will model research and writing skills needed to use and produce expository text.
3. Teacher/students will investigate and identify the IB attitudes and the learner profile, discuss and create definitions, determine the attitudes and profile characteristics people of character exhibit.
4. Students will identify and produce a product that displays their own character traits (can include the IB attitudes and learner profile) They will then set goals based character strengths and weaknesses.
5. Students/teachers will investigate how the time, the culture, and the circumstances of the era played a part in people's decisions to take action.
6. Students will sort information based on character traits, using various graphic (Venn Diagram, Circle Map, Double Bubble, Cluster Map, etc) organizer across time and contexts..
7. Students will research a person of character and investigate his/her history, accomplishments, what they are most famous for, and the attitudes and profile characteristics and make a presentation to the class.
8. The grade level will explore the Japanese American History Museum and the heroes it celebrates.

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

Thinking Skills: Analyzing character traits of others and self

Social Skills: Cooperating and respecting others in personal relationships

Self-Management: Making choices that positively affect others

Integrity: Showing honesty and doing the right thing when no one is looking

The Learner Profile: tolerance, principled, open-minded- as students learn about people of character and work to develop positive character traits.

The IB Attitudes: commitment, integrity, and empathy as students analyze their strengths and weaknesses and set personal goals.

5. What resources need to be gathered?

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

Library books of notable individuals, My First Book of Biographies by Jean Marzollo, Character building Books, Power Kids Press, videos: Edison, Einstein, Helen Keller, Wright Brothers, Abraham Lincoln, Pocahontas, Martin Luther King, , internet, social studies text, Open Court Book,

web-sites and computer resources: www.brainpopjr.com (biographies), hyperdocs- inquiry of self paced research with websites, Britannica Encyclopedia, Ducksters

"I Am" (Ordinary People Change the World) books by Brad Meltzer (Robinson, Lincoln, Earhart, Parks, Einstein), Super Dog- video to show how a normal dog can make choices that helped his friends

IB purchased Biography Books

Library has VHS of notable people & accompanying workbooks; Has some diversity in biographies (ex. Wangari - an environmental activist from Kenya)

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

- Posters of various individuals will be posted around the room.
- Speakers from the local environment will be asked to speak to students about their responsibilities and how they impact the community. Speakers could include firefighters, police officers. Mrs Daniel could come and share her experience about marching with Martin Luther King Jr.
- Referring to IB Learner Profile and IB Attitude posters that are posted around the room.