


<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> ● transdisciplinary theme Who We Are ● central idea <p>NEW: Shared values, principles, and beliefs unite citizens within a society.</p>	<p>Class/grade: 3rd Grade Age group: 8 – 9 yrs. old</p> <p>School: Willard School code: 7202</p> <p>Title: Citizenship</p> <p>Teacher(s): Nhem, Novelo, Beaumont, DeGroof</p> <p>Date: 8/14/17- 9/25/17</p> <p>Proposed duration: 90 hours over 6 weeks</p> 
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <ul style="list-style-type: none"> ● By the completion of the unit, students were asked to develop their own summative assessment task to demonstrate their knowledge of the central idea. Some of the tasks included: to compose and act in a play, to create a puppet show, to write a Google Slides book, to make a Poster, to conduct a survey, or to create a book with illustrations. The teacher assessed students' ability to collaborate in groups using a classroom rubric. Students also used this rubric to self-assess and peer assess one another's progress. To assess students' understanding of the central idea, the teacher used a class checklist to monitor how students presented solutions on how to resolve conflicts, knowledge of government systems and the role of a citizen. 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts: Change, perspective, responsibility.</p> <p>Related Concepts: Relationships, communication</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> ● the role of the citizen ● how various government systems work ● how citizens can resolve conflicts <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. How does government work? 2. How do you resolve conflicts as citizens? 3. What characteristics make a good citizen? <p>Provocations</p> <ul style="list-style-type: none"> ● OTQ different government systems and acts of citizenship. ● Classroom role playing of problematic situations reminded children of other conflicts in their own lives.

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 will chart what students know about citizenship, what they want to know, and they want to learn by using a KWL chart/ circle map during discussions at the beginning of the planner.
- Teachers will introduce vocabulary terms to see if students recognize and can define terms related to citizenship.
- Using the Learner Profile (IB Profiles) and Essential Elements (Attitudes), teachers will assess students’ understanding of the attributes of a good citizen.

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

- Using anecdotal records of students’ conversations regarding citizenship among people with different abilities, interests, and backgrounds, the teacher will evaluate students’ understanding of how to be a good citizen and how to make appropriate choices.
- Through student-generated inquiries and concepts posted on the Question / Concept board, the teacher will assess students’ ability to formulate and revise deeper questions as part of their research.
- During discussion and research, the teacher will assess students’ understanding of how government works, what makes a good citizen, and how to resolve conflicts that arise.

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 will build background by reading stories about how to evaluate the characteristics of good citizenship.
2. After reading stories about citizenship, the class will discuss the attributes of a good citizen using the Learner Profile and Attitudes, factors that influence relationships, and how to resolve conflicts that arise among people in societies.
3. Students will post inquiries about citizenship to guide their exploration about the theme.
4. Students will use the internet, the library, encyclopedias, newspapers, magazines, etc to answer questions they have posted.
5. Students will interview one another and their parents about citizenship, conduct surveys around the school, and make connections using their own personal experiences.
6. Children may choose to make up different role-playing scenarios to investigate what makes a good citizen, from expert panels for a debate on how to agree on laws, .make Venn diagrams analyzing characteristics between better and worse citizens,, make a video, make a scrapbook, puppet show, posters, write a play, write a poem, make a book, or make a commercial presenting their findings on the characteristics of a good citizen, how rules and laws change over time, factors that influence how we make decisions, and how to resolve conflicts in society.
7. Explore NGSS standards related to inheritance and traits, social interactions, and group behavior, evidence of common ancestry and diversity as we examine familial, social, and political structures.

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

- **Self-Management Skills:** Fine Motor Skills, Organization, and Time Management as students develop their friendship projects.
- **Research Skills:** Planning, Collecting, Organizing, and Presenting Data as they research the components of a good friend.
- **Thinking Skills:** Dialectical Thought, Synthesis, and Application as students learn how to choose and be a good friend.
Metacognition Skills: Students spend time reflecting on aspect of who they are, how they might improve and grow.

5. What resources need to be gathered?

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

Internet; *Amos and Boris*, *Charlotte’s Web*, teacher generated worksheets; current events; “Our Friend, Martin” video; Jackie Robinson’s autobiography, Open Court book, *Martin Luther King, Jr., a Big Book.*, Sit-In: How Four Friends Stood Up By Sitting Down, Big Words for Little People, Swimmy, Big Book: Teamwork, Songs: We Are the World, We Shall Overcome, Gandhi
https://www.youtube.com/watch?feature=player_detailpage&v=mb5Z6MRBQ3U

OTQ pictures of different types of government and acts of citizenship. Read “Teammates”, “ Angel Child, Dragon Child” as a class to conduct a character analysis using the IB attitudes and profiles.

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

Classrooms will be rich with vocabulary and realia about Who We Are and human interactions. Examples of projects will be displayed.