1. What is our purpose?

To inquire into the following: How We Express Ourselves

- Transdisciplinary theme (Science, Social Studies, Writing)

**How We Express Ourselves:** An inquiry into the ways which we *discover and express ideas*, feelings, nature, *culture*, beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

- **Central Idea**

  Our ideas and feelings come from discovering the world around us.

**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?

<table>
<thead>
<tr>
<th>Task</th>
<th>Scholars will create a mobile representing their culture/a celebration that their family values and partakes in.</th>
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<tbody>
<tr>
<td>Criteria</td>
<td>Mobiles must include a picture of the family, a traditional food, a celebration activity and traditional dress.</td>
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<tr>
<td>Assessment Tool</td>
<td>![Assessment Tool Image]</td>
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2. What do we want to learn?

What are the key concepts to be emphasized within this inquiry?

**Key Concepts:** Function, perspective, and connection

**Related Concepts:** Inferences, Connections, exploration, magnetism, communication, senses, organization, *others (not on POI)* movement, cultures and celebration, choose and explain math strategies, physical characteristics of place

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

- LOI 1. Take in information using senses
- LOI 2. Organize information to better understand
- LOI 3. Use knowledge to make inferences about new information

What teacher questions/provocations will drive these inquiries?

- How does my culture influence the way I celebrate holidays?
- How do our senses help us learn about the world around us?
- Why do people think differently?

**Provocation(s):**

Class will review the cultural celebrations PowerPoint. The teacher will lead a discussion about the different clothing and foods related to each culture represented. Scholars will share out connections they have or holidays that they celebrate.
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?

- LOI 1: SW explore what their five senses tell them about what they observe (Science)
- LOI 1: Teacher & SW highlight observations made using adjectives (All Content Areas)
- LOI 2: SW illustrate and write about different holidays and traditions (Humanities/Writing)
- LOI 3: SW illustrate, write about, and explain similarities and differences with their own lives. (Humanities)

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

- SW practice presenting an artifact by describing an object using their 5 senses. (Science)
- SW create KWL charts describing culture and each holiday (Humanities)
- SW illustrate and label journal entries (Writing)
- TW give opportunities for scholars to explain their thinking (i.e. Why do you think that? How did you get that answer? What if…?) (All Content Areas)

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?

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
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</thead>
<tbody>
<tr>
<td>Provocation</td>
<td>- Watch Brainpop Video on 5 senses. (Science)</td>
<td>- Watch Brainpop Video on Thanksgiving. Read Thanksgiving books. (Humanities)</td>
<td>- SW use adjectives to describe a turkey we decorate. (Writing)</td>
<td>- CW make connections to our own lives and to other books we have read, noting similarities and differences between us. (ELA)</td>
<td>- Watch Brainpop on Winter Holidays and discuss similarities/differences between holidays/celebrations. (Humanities)</td>
</tr>
<tr>
<td>- SW practice presenting an artifact by describing an object using their 5 senses. (Science)</td>
<td>- Work with library to get Holiday read aloud/traditions and the art/music teacher about how we can express ourselves through art/music. (Specials)</td>
<td>- CW make connections to our own lives and to other books we have read, noting similarities and differences between us. (ELA)</td>
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</tr>
<tr>
<td>Summative Assessment</td>
<td>- SW create KWL charts describing culture and each holiday (Humanities)</td>
<td>- Read Winter Holiday books. (ELA)</td>
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What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**Transdisciplinary Skills/Approaches to Learning:** Communication, Self-Management, Social skills

**Learner Profile attributes:** Open-minded, Risk-Taker, and Inquirer

**Attitudes:** Tolerance, appreciation and curiosity

5. What resources need to be gathered?

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

Read aloud, Brainpop videos, talk to the Librarian about books and specials teachers about expressing yourself with the five senses through art, music, drama, or language.

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

Use the classroom technology to seek out videos and online books about cultural celebrations. Ask a family/staff member to come share about their experiences and traditions.

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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.

Teachers brought up the trait of open-minded in classroom discussion when ideas and feelings differed amongst scholars.

(MM) SW able to express how they celebrated holidays and how it differed from others (she goes to church on Christmas, others just exchange gifts)

(VJ) S expressed that she celebrate Hannukkah as a family tradition because some cousins are Jewish even though she is not. A expressed that it’s ok to do things differently because they are family traditions.

(KB) S shared that they speak different languages at home and that that makes them special and not weird. S said hello in a variety of languages.

(ER) S shared what country their families originated from. NW expressed that we have kids from all over the world but we are all friends.

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.

We were very satisfied with the assessment tasks and got a strong idea of the scholars’ understanding of the central idea. We realized that this central idea/LOI will likely need re-writing next year. See below.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

-How We Express Ourselves-
Scholars had a difficult time relating to this central idea. They understood that cultures expressed themselves differently depending on where they were in the world. They needed a clearer perspective on how ideas and feelings really develop based on what we see in the world around us. We think the central idea is a bit too abstract for kindergarten. It related to individual components of our teaching such as observational skills in science, but didn’t easily lend itself to lessons that show how “we express ourselves” is linked to discovery of the world. We need to revise this central idea for next year to clarify for scholars true connections can be related to this theme.

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.

<table>
<thead>
<tr>
<th>Key Concepts focus:</th>
<th>Transdisciplinary Skills focus:</th>
<th>Learner Profile/Attitudes focus:</th>
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<tr>
<td>Function – Focused on the origins of different holidays and why they are what they are (Hannukkah last 8 days whereas Christmas lasts 1)</td>
<td>Transdisciplinary Skills/Approaches to Learning: Communication: Scholars presented their summative assessments. Self-Management: This was an area that needs to be improved on next year. Social skills: Focus- respect others- we strongly focused on respecting others’ cultures and religions. Doing things differently makes us special not weird.</td>
<td>Learner Profile attributes: Open-minded: we strongly focused on respecting others’ cultures and religious beliefs. Doing things differently makes us special not weird. Risk-Taker: Scholars needed to be brave and speak in front of the class about personal beliefs that could be seen as weird for being different. Inquirer: Scholars had to research at home and ask their family questions about why they celebrated holidays the way they do. Attitudes: Tolerance: Scholars needed to be accepting of the fact that traditions and holidays can be celebrated differently and that doesn’t make them wrong. Appreciation: Scholars sought value in others’ traditions. Curiosity: Scholars asked questions about others’ cultures, countries, and traditions.</td>
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<tr>
<td>Perspective – We focused on how we all celebrate holidays differently. Connection – We connected holidays to different religions and countries of origins as well as environments.</td>
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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.

The provocation discussed to look at the people’s clothing and where they may come from and their culture. Scholars seemed to understand parts of the culture but don’t understand it holistically.
- Scholars focused on what kind of weather they think each type of clothing belonged in
- How are people’s clothes connected to their religious beliefs
- Why do some people celebrate holidays and some don’t?
- Asked scholars during international fall festival: What country are your clothes from?

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.

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.
- Scholars independently asked if their parents could come in and present to their class about their culture and the holidays they represent.
- Scholars asked teachers to watch videos that taught them about different holidays because they were really enjoying learning about them from family members coming in to speak.

9. Teacher notes

Date, Teacher Names Present
Burton, Murphy, Jones, Ray on maternity leave (sub present)

Single-subject teacher (Specialists) integration:
Reach out to specials teachers about incorporating world studies in art, music, PE, etc. before the unit starts since this lends itself to specials nicely.

Technology (ICT) integration:
Powerpoint, Brainpop, Google Maps Street view

Overall reflections for next year:
- Before this unit starts (last week of Unit 2), have parents discuss with scholars the types of dress, songs, foods, etc. from the country where they originate. Send home a half sheet that scholars can bring back to school for the provocation of this unit. Teachers will then break scholars up into groups to discuss what their parents have informed them about the variety of cultures they were from before they review the powerpoint.

- We need to order/arrange:
  - Many of our scholars are born in the United States and they do not understand the traditional clothing aspect of American culture.
  - Provocation change above
  - We can incorporate our read aloud time in the morning to have more relation to the Unit of Inquiry through books on celebrations, holidays, etc.
  - We need to consider re-writing the central idea for this planner, as scholars had a difficult time relating to it. We want to create a planner that better relates to “how we express ourselves” in a way that is more kindergarten friendly (focusing on feelings, creativity, etc.)