

PYP planner

Planning the inquiry

**Class/grade:** 1st **Age group:** 6-7

**School:** Fienberg Fisher K-8 **School code:**004356

**Title:** Where in the World Is….?

**Teacher(s):** First Grade Team

**Date:** April - May

**Proposed duration:** 140 hours over 4-6 weeks

1. What is our purpose?

**To inquire into the following:**

* **transdisciplinary theme –**

**Where We are in Place and Time**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries. Explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

* **central idea**

People use maps to locate points of interest.

**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?**

Students will design and label an imaginary map to show how to locate a specific point of interest. Students will determine a point of interest that is most meaningful to them. Their map must include a legend, a compass rose, and labeling of features (buildings, streets, geography, etc.). They need to include at least five realistic features leading to their point of interest. They will write using simple sentences to describe this point of interest and why it is meaningful to them. Students will then explain how to get somewhere utilizing their newly acquired vocabulary.

**Assessment tool:** Checklist

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?**

Form, Causation, Connection

Related Concepts: similarities, differences, relationships

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

* Various forms of maps
* Map elements
* How maps lead to points of interest

**What teacher questions/provocations will drive these inquiries?**

* What is a map?
* Why do people use maps?
* What are map elements?
* What is a map key?
* What is a compass rose?
* How do people use maps to locate points of interest?

**Provocation:** Show the Candyland board game map

© International Baccalaureate Organization 2007

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?**

Students will look at a variety of maps. The maps will be of places to which they can relate, such as the local zoo or park.

Virtual and possibly real walking tour of the local area.

Students will make a map of our classroom showing accurately the general location of objects in the room, e.g., furniture, windows, etc.

Students will take a tour of school campus and locate points of interest: main office, library, classroom, cafeteria, playground, park, etc. they will illustrate and write about what they saw noting the location and direction of each point of interest.

Role play with problems of how to get from one place to another using a sample map.

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

**TRANSDISCIPLINARY SKILLS**

**Social:** Students will listen to others respectfully during the presentation of maps.

**Communication:** Students will read and interpret maps using map keys and symbols and use these skills when creating their own maps.

**Self-management:** Students will understand about the position of objects in relation to space as they create the features on the maps.

**LEARNER PROFILES**

**Knowledgeable**: Students will explore local concepts and ideas using visuals (maps).

**Reflective:** Students will be able to support their learning by considering the accessible tools that are available when interpreting and reading a map.

**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?**

Use the Candyland game board to facilitate a discussion about maps and locating places of interest.

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

* Students will design and label a map of their home showing a point of interest. They will include a map key and compass rose.
* Students will compare and contrast maps to identify their similarities and differences along with their purpose.

Planning the inquiry

**5. What resources need to be gathered?**

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

-A House is a House for me, by Mary Hoberman -This is the Ocean, by Caroline House/Boyds Mill Press -Earth A First Look, Video

-The Town Mouse and City Mouse, by Jan Brett -Me on the Map, Dragon Fly

-From Here to There, by Henry Holt -Just a Dream, Houghton Mifflin

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

-Display table of books and pictures -Internet: Looking at Natural Resources

-World map globe: Children color maps, showing blue and green areas -Computers: Maps and globes

Field Trip to a nearby area where they can use a map to find a location, for example the P.A.M.M. or Lincoln Road Mall

© International Baccalaureate Organization 2007

Reflecting on the inquiry

**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**.

**What was the evidence that connections were made between the central idea and the trans disciplinary 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?”**

**Form:**

**Causation**:

**Connection:**

* **demonstrate the learning and application of particular trans disciplinary skills?**

**Social Skills**:

**Communication Skills**:

**Self-Management Skills:**

* **develop particular attributes of the learner profile and/or attitudes?**

**Knowledgeable:**

**Reflective:**

© International Baccalaureate Organization 2007

Reflecting on the inquiry

**9. Teacher notes**

* More examples of maps with points of interest would help.
* We will take a walk around the school campus using compass directions and identify points of interest.
* As a class, we will create a map of the school with a map key using the correct vocabulary and a compass rose and symbols.

**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.**

**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.**

© International Baccalaureate Organization 2007