1. What is our purpose/overall goal? (UbD Stage 1)

To inquire into the following:

- **transdisciplinary theme:** How We Organize Ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

- **central idea:** A community is made up of people and places, and the tools they use.

**Summative assessment task(s):** (UbD Stage 2)

What should the students eventually be able to do as a result of this unit? What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for? How will students REFLECT and SELF-ASSESS their learning? Consider performance tasks and other evidence.

Students will design a community on butcher paper and show they understand how the community is organized to support members as they converse about the roles members play.

Evidence of student understanding:

- Add and are able to identify important elements of the community and their roles.
- Can identify why those roles are important and how they are connected to their own lives and the lives of others.

Tool: anecdotal records. Teachers will observe students while they are “building” the community and during the discussions and observations once the community is completed. Teachers will also be observing how students work together on their own “jobs” while designing and building the community.

2. What do we want to learn? What are our established goals? (UbD Stage 1)

Consider what you want your desired results to be. What KNOWLEDGE/UNDERSTANDINGS do you want students to walk away with? Content standards to be addressed? (See complete list in box 9)

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key concepts: form, function, connection

Related concepts: roles, identity, needs of a community

What language functions will support student learning in the scope of the inquiry into the central idea?

Classifying, explaining, identify

What lines of inquiry will define the scope of the inquiry into the central idea? (Students will understand that…)

1. People play different roles in a community.
2. Places have different functions in a community.
3. People use specific tools to do their jobs in their community.

What teacher questions/provocations will drive these inquiries? (What essential questions can we ask to spark meaningful connections, provoke deep thought and inquiry, encourage transfer of knowledge by our students?)

- What is a community?
- What are the jobs in a community?
- What are wants and needs in a community?
- What happens if a community does not meet our needs?
- Why do people live where they do?
- What is a need?
- Why do people need help?

Provocation- discuss what a community is. Then tour the school to relate to “jobs” people do. We begin to associate “roles” with the people doing them.
Planning the inquiry

### 3. How might we know what we have learned? (UbD Stage 2)

*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?

Assessing through conversation to gauge the understanding of unit vocabulary/physical response to prompts, “Put your hand on your neighbor”, answer questions, “What do you think a neighborhood is? A community?”

Teacher records responses on chart paper. Then the class will return to the chart throughout the unit to add to as new understandings and clarifications are reached. We will focus follow up discussions as we make changes on the idea that we are “learning”- this is showing our new learning. We want the students to see themselves as learners.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for? (We will know students understand/know are able to do … By…)

- Students will illustrate pictures of what they have seen in their community and what they think should be in their community. Also students draw pictures of themselves and their roles at home. This helps to establish if students can define roles and jobs.
- Students will role play various roles and jobs within a community. Through the role playing, teachers will look for their ability to demonstrate an understanding of purpose of the role/job as well as what would happen if the job were not performed. Teachers will also note appropriate use of tools for that job.

#### 5. What resources need to be gathered? (UbD Stage 3)

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

- **People:** mail carrier, teachers, administrators
- **Places:** Home Depot, CiCi’s Pizza, Library, school building, fire house
- **Literature:** see book list
- **Photo posters of people in their jobs**

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

Centers set up in the classroom to facilitate role playing, including hats and tools of jobs. Community map rug, sand table, floor puzzle.

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### 4. How best might we learn? (UbD Stage 3- Performance Tasks)

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? (Consider the WHERE TO prompting listed in box 10.)

- Discuss what a community (the people in it) need to survive- what businesses, services, etc. (1,2)
- Read books about various jobs that people do in a community. Select a "job" a day to really focus in on that job. (1,2,3)
- Use community "figures", puppets and dolls to add to learning centers in the room so that students can interact with them and apply their reading knowledge to their play. (1,2,3)
- Set up centers as a dentist office, dr’s office, store, etc. So that specific tools are organized with the community place that uses them. (3)
- Act out scenarios like “stop, drop and roll” or how to speak to a fire fighter. (1)
- Take tours of the school and other community places to see them in action, who has jobs there- fire station, Home Depot, the public library, King Soopers, US Bank, CiCi's Pizza, the gas station, etc. On the walks we really focus as well on environmental print. (1,2,3)
- Use pictures of community workers and their tools. Have students sort the tool pictures so they go with the correct worker. (3)
- Generate a list of community helpers and how they help the community. (1)
- Invite community members to visit the classroom (principal, fire fighter, mail carrier, nurse, etc.) for a question and answer session. (1,3)
- Role play in the classroom (post office, archaeology dig in sand pit, blocks as construction zone, costumes of different jobs in the community). (1,3)
- Jobs in classroom: line leaders, class helpers, weather person, calendar person, counter… (1)

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile? What key SKILLS will students acquire as a result of this unit?

**Transdisciplinary skills:**

- **Social Skills:** Group decision making/adopting a variety of group roles- working together while role playing various jobs, observing this skill in action during community visits
- **Self-management:** codes of behavior- safety during field trips, acceptable behavior on tours of various settings,
- **Communication:** Speaking/Non-verbal- role playing jobs, asking questions of guest speakers and community members during tours

**Learner Profile:**

- **Knowledgeable:** develop an understanding of the community around them through field trips, speakers and tours
- **Thinkers:** Role playing different jobs
- **Principled:** learning acceptable behavior on tours, showing up at "work/school" every day to do your "job"

**Attitudes:**

- Cooperation community helpers work together
- Respect: themselves and others on the field trips
- Curiosity: the jobs topic is more interpersonal, so they are curious abecause they might want to be that some day
6. To what extent did we achieve our purpose?

Refer back to Box 1 to answer these questions.

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.

When students built the community map as the final assessment, they were able to put many individuals and business in the community. (bank, cleaners, grocery stores, etc.) They were really generating the ideas. They added some tools to the pictures, but there were fewer examples. On some of the puzzle work, students demonstrated a clearer understanding of the idea that there are appropriate tools for people’s jobs. Also, when students were role playing with puppets, they were giving verbal requests for specific tools.

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 like the assessing we did. It really evaluated student’s cooperation as well as their knowledge. There was evidence through student oral language during the completion of the assessment which demonstrated different levels of understanding. If anything, we would add a portion when students dress up in roles and other students guess what they are, but this would be an add-on to our current assessment.

What opportunities were there for student self-assessment/reflection?

When they are playing and role play jobs with the clothing, the students receive a lot of peer support/reflection for picking the right things, and taking on the correct role. Also, students often talk about wanting to be a fireman after visiting the firehouse, etc. shows the student application of the ideas. Having students periodically draw what they want to be, helps them demonstrate their change of ideas over time.

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

Again, the summative assessment really was an opportunity for the students to demonstrate their understanding that there is a structure to human made systems and that roles and businesses within a community have a specific function. We need to be more explicit with bringing up the theme with the students, but we feel the connections were there just in the ideas already shared by the students.
Reflecting on the inquiry

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.

Do police officers only put people in jail?
Are all “states” communities the same?
Does everybody have a job?
Do you have to pay to do a job?

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. How did the students show their transfer of understanding?

Students participated in role playing after our field trips— as fire fighters, teachers, police officers, nurse, etc.
Student drawing and “storytelling” individually reflected transfer of their knowledge from the unit to other situations.
Individuals suggested contributions to the class community map (which the class voted to accept or decline).

9. Teacher notes (To do list before teaching this unit again):

We need to line up the field trips much further in advance—store/personal visits if need be.

Content standards addressed through this inquiry:
10. How will the language functions needed to understand this unit be developed?

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