

IB Inquirer 1



Who Are We? - Unit 1



Transdisciplinary Theme:

Who We Are - rights and responsibilities

Central Idea:

Our actions impact our lives and the lives of others.

A study into (lines of inquiry):

- Developing a community (form)
- Responsibilities as a citizen and as a community member (responsibility)
- Classroom jobs (connection)

Background:

Students will be discussing what it means to act responsibly at home and school; and role playing possible situations. They will reflect on how their actions affect others. They will also learn how making good choices helps build a school community; and will use communication skills to solve problems.

Student Final Project:

Students will generate, choose, perform and reflect on classroom jobs. They will choose a learner profile that they have exhibited while doing their job, and tell how it has affected their performance. How does this show responsible citizenship; and what affect does it have on the lives of others around them?

Technology Tie-In:

During this unit, students will be working on basic computer skills and accessing programs in the media center lab.

Field Experiences:

Guest speakers from the Charter Oak Community will share their perspectives on their roles/responsibilities within our community, and tell how living the learner profile impacts their own lives and the lives of others.

Learner Profiles & Attitudes:

Students will confidently interview school personnel and family members as to their roles/responsibilities - and communicate their findings to the class. They will be caring citizens by cooperating with their classmates and showing empathy when placed in a difficult situation. They will be balanced in their actions and be enthusiastic and show appreciation as they create and carry out positive solutions to problems.

Key Concepts:

Students will examine form as they determine what it takes to create a classroom community; they will notice connections between their own actions and the well-being of others; and they will accept their responsibilities in both school and home settings.

Approaches to Learning:

Throughout the unit, students will use their social skills by accepting responsibility for their share of the work; respecting others; working cooperatively; and learning how to compromise when necessary for the good of the group.

They will also use their self-management skills as they make informed choices about responsible behavior in a group; organize their materials; make plans for work completion; and turn in assignments in a timely manner.

TRY THIS!

- Make a chart of family chores and keep track of how well they're done.
- "Switch" a job with your child for a day. Talk about what you've learned about the other person's responsibilities.
- Read books about people's jobs or a biography about someone famous; and discuss what contributions they make (made) to the community/world.

Website: www.brainpopjr.com (username: westhartford / password: learn)

Search for "Rights and Responsibilities" – watch the video & do the activities together

PARENTS: Additionally, on the Media Center webpage, for each unit there will be suggested titles for more reading on the topics and ideas in the units. These books are available in the school library.

IB AT HOME

Name _____

Teacher _____

Parents: please circle any of the elements your child is showing at home then share details below:

Approaches to Learning:

Social Skills

- Accepting Responsibility
- Respecting Others
- Co-operating
- Resolving Conflict
- Group Decision-making
- Adapting a Variety of Group Roles

Self-Management Skills

- Graces Motor Skills
- Fine Motor Skills
- Spatial Awareness
- Organizational Skills
- Time Management
- Personal Safety
- Healthy Lifestyle
- Codes of Behavior
- Asking Informed Choices

Learner Profile:

CARING
I help others, and I am nice.

I show empathy, compassion & respect. I try to make a positive difference in the lives of others. I take care of the environment.

COMMUNICATOR
I share my ideas with others.

I am confident when I share my thinking, and I listen to the ideas of others. I communicate in various ways, both verbally and non-verbally. I am able to express myself in more than one language.

THINKER
I connect the things I know.

I am thoughtful and creative. I try to solve problems and make good decisions. I keep persisting if work gets difficult.

BALANCED
I take care of myself.

I eat healthy food and I exercise. I like to challenge my brain. I feel good about myself, and try to work well with others. I make sure I balance work and play.

Attitudes:

Enthusiasm
We enjoy learning and willingly put effort into the process.

Empathy
We put ourselves in someone else's place in order to understand his/her thoughts, reasons, and emotions.

Commitment
We are committed to learning, persevering, and showing self-discipline and responsibility.

Appreciation
We appreciate the wonder and beauty of the world and its people.

Confidence
We are confident in our abilities. We have the courage to take risks, apply what we have learned, and make appropriate choices/decisions.

Integrity
We have a firm sense of fairness and honesty.

Co-operation
We cooperate, collaborate, and either lead or follow as the situation demands.

Key Concepts:

FORM
What is it like?
Everything has a form with recognizable features which can be observed, identified, described and categorized.

What is...?
What are...?
What kind of...?
What is it like?
What patterns do you see?
How do you describe...?

RESPONSIBILITY
What is our responsibility?
We are not passive observers of events; we can and must make choices and, by doing so, we can make a difference.

Why is it important to...?
Why should we respect...?
What might be the consequences of...?
Does everyone have the right to...?
How does... influence our view of...?

CONNECTION
How is it connected to other things?
We live in a world of interacting systems in which the actions of any individual element affect others.

How is... connected to...?
How is... related to...?
How does... help us understand...?
What are the similarities or differences between... and...?

My child has been demonstrating the **IB elements circled above** by:

My child has taken **action** (additional investigations, trying to make a difference, reading more about the subject, doing an independent project, teaching others, etc.) regarding this unit. Here's how:

*Continue on back if needed—OR—post to our padlet: www.padlet.com/COIA/ibathome