

ALICE BIRNEY ACADEMY OF INTERNATIONAL STUDIES

2008-2009

Program of Inquiry Overview - Grade: 3 3/27/09

GRADE 3	<p>An inquiry into Who we are An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into Where we are in time and place An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into How we express ourselves An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into How the world works An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into How we organise ourselves An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into How we share the planet An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
	<p>Central idea: Looking at people who have had an impact on communities and cultures today.</p>	<p>Central idea: People develop national identities through religious beliefs, customs and various traditions.</p>	<p>Central idea: The beliefs and values of cultures are expressed through their traditional tales.</p>	<p>Central idea: Energy takes many forms and is stored and used in many ways.</p>	<p>Central idea: Local and global communities are interconnected through trade.</p>	<p>Central idea: The decisions people make affects the global world.</p>
	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>	<p>Transdisciplinary Skills: Social Studies, ELA</p>	<p>Transdisciplinary Skills: ELA, Social Studies</p>	<p>Transdisciplinary Skills: Science, Math, ELA</p>	<p>Transdisciplinary Skills: Social Studies, Math, ELA</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>
	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • An inquiry into what is the impact of geography on the native Americans culture? (Causation) 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What are the common elements of fairy tales? • How does one character's actions impact the Cinderella character? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • An Inquiry into how energy effects our lives. 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What impact does the global economy have on the local economy? • What impact does the local economy have on the global economy? • How do supply and demand effect trade? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT
	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: Where are the different locations of the tribes? Who were the early Native Americans in California? How did geography affect the way they lived? How did early Native Americans trade? How were they governed? What were some beliefs, customs, and stories of early Native Americans?</p>	<p>Teacher questions: How do the mothers/sisters' actions impact the Cinderella character? What about the male character's actions? How do they affect? Are these tales always the same? What are the commonalities/differences? (matrix) (this specific them common across cultures)</p>	<p>Teacher questions: What is energy? What are some sources of stored energy that people use? What is the source of most of the energy used by people? How does energy travel?</p>	<p>Teacher questions: What is a producer? Consumer? Goods and services? Human resource? Capital resource? Natural resource? What is import? Export? An Economy? A local economy? What do we need and how do we get it? Movie-How do we get what we need? What is a global economy? How is a local economy different from a global economy?</p>	<p>Teacher questions: IN DEVELOPMENT</p>
	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: Causation, perspective, form, function, connection</p>	<p>Key concepts: Form, Connection</p>	<p>Key concepts: Form, Function</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVELOPMENT</p>
	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Narrative writing skills • Comparison skills – Venn diagram instruction • Geography mapping skills • Quick write – how my actions impacted another • Social: group work to formulate ideas and generate double bubble • Communication: class discussions, oral presentation (summative assessment) • Thinking: connect theme throughout the stories • Self-Management: writing piece (summative assessment) • Students became knowledgeable about the different cultures by reading the 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Inquirers • thinkers • risk-taker • reflective • communicators 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Communication: presentation of individual businesses. The class writes their speeches for their presentation and presents to parents and classmates. • Social: Students work in groups to formulate ideas, webbing, mapping. • Inquirers - finding out which country produced the materials for their business. • Knowledgeable - finding out that products are produced else where. • Communicators - with their peers on a regular bases about their new discoveries. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT

		<ul style="list-style-type: none"> Students made connections to themselves through the stories and to the world. Students interacting more cooperatively together as a result of understanding the theme of the stories. They more respectful during class discussions 		<ul style="list-style-type: none"> Reflective- on their learning and wonderings by working on webbing together. Cooperative - with each other in understanding how money goes around. Enthusiastic - sharing their discoveries to their peers. Technology – students typed reports on Neos Science – students made a map amongst countries based on trade. Art – students illustrated export pictures ELA – Students wrote summative/reflective paper about individual business. Math – Children developed price lists for products. 	
<p>Summative assessment:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Summative assessment:</p> <p>1 - Label a map of California where the different tribes live.</p> <p>2 – Research the California Native People compare and contrast different tribes.</p> <p>a) Economy</p> <p>b) Government</p> <p>c) Folklore</p> <p>d) Traditions</p> <p>e) Culture</p> <p>3) Double bubble -</p> <p>Writing : multi-paragraphs about their research</p> <p>4) Culture Fair – presentations – celebrations - poster</p>	<p>Summative assessment:</p> <ul style="list-style-type: none"> Students write a comparison essay using their double bubble map 	<p>Summative assessment:</p> <ul style="list-style-type: none"> IN DEVELOPMENT 	<p>Summative assessment:</p> <ul style="list-style-type: none"> Final assessment (t/f multi-choice, open ended 10 questions) P. 141, 145, 149 class organizer, posters Student map of international trade routes (with TFK article) p. 430 in text plus student paragraph to explain their trade Sequential paragraph with rubric plus flow map 	<p>Summative assessment:</p> <ul style="list-style-type: none"> IN DEVELOPMENT