### How We Organize Ourselves 2

(Week 2, 7 Weeks)

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
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<tr>
<td><strong>3. How might we know what we have learned?</strong></td>
<td>My Community Presentation</td>
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<tr>
<td>This column should be used in conjunction with “How best might we learn?”</td>
<td>Summative: Oral: Presentation</td>
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<td><strong>Assessment Strategy:</strong></td>
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<td><strong>What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?</strong></td>
<td>Students will create a “My Community” presentation about ASF to demonstrate their understanding of how community members depend on each other to help the school work. They will mostly focus on the Lower School and based on a scavenger hunt or guest speakers, students will choose between 2-5 people to present in a small group using the media of their choice. They will present each person, name, role, and responsibility within the school and how that person depends on/or another community member to fulfill their role.</td>
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<td><strong>ENGLISH:</strong></td>
<td><strong>Assessment Tool:</strong> Rubric</td>
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<td>- Read Swimmy and Franklin Plays the Game to see what they know about how/why people organize</td>
<td>Evaluación Sumativa Como Nos Organizamos Summativ: Project: Personal</td>
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<td>- Have students identify people’s roles and responsibilities in the LS to see how accurate their ideas are</td>
<td><strong>Estrategia de Evaluación:</strong> Proyecto personal sobre su desempeño dentro de una comunidad.</td>
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| - Make a mind map about students’ roles/responsibilities at home, school, clubs, etc. Looking for evidence that students understand that people can have different roles in different community groups | Los estudiantes trabajarán de manera grupal e individual en su proyecto personal el cual evaluará su comprensión de la idea central - *Miembros de la comunidad dependen del uno*
| - Invite parents to come and talk about their jobs/companies and how they are organize. Make a mindmap/web and there’s an easy and fast formative assessment. |                                                                                      |
| **SPANISH:**                                                                       |                                                                                      |
| - Read Historia de México para niños to discuss why people had the need to work together to separate Mexico from Spain. |                                                                                      |
What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Make a Community Collage. Students define *community*. Read *People Together* big book. Re-define *community*. Looking for awareness that there are different kinds of communities, which are made up of groups of people who fulfill different roles, and who can be members of more than one group.
- Show students some organizational charts and see if they can figure out their purpose or what they represent. Ask students to make an organizational chart of ASF or the Lower School. Looking for evidence that students are aware of some organizational hierarchy and different roles at ASF (knowledge), and that they are able to demonstrate their thinking visually (skills = thinking: synthesis/application).
- Make Community Awards with letters on the back to see if students can identify people who are helping our community (responsibility; application; open-minded; communication).
- Journal about teacher questions every week (synthesis; application; open-minded).

Uh oh! What happened here… We have to fill this out next year!

- [Evaluacion PrimerPeriodo 2015.docx](#)
- [Summative Assessment My Community Book](#)

al otro para cumplir con diferentes roles y responsabilidades.

Elaborarán un libro sobre identificación de diferentes comunidades, roles, responsabilidades, organización y la importancia del trabajo en equipo. Además, identificarán algún problema que se pudiera dar en una comunidad determinada y así mismo plantearán la solución adecuada.

Para finalizar escribirán una reflexión sobre cómo les ayudará lo que aprendieron a desempeñar mejor un rol dentro de una comunidad. Actualizar con el cambio

Herramienta de Evaluación: Lista de cotejo.

- [Instrucciones del Proyecto de la unidad 1 segundo.docx](#)
- [Libro de Evaluacion Como Nos Organizamos.ppt](#)
- [Lista de cotejo Unidad 1 segundo.docx](#)
- [Reflexion final Como Nos Organizamos segundo.doc](#)

CCSS: ELA & Literacy in History/Social Studies, Science, & Technical Subjects K–5

**CCSS: Grade 2**

Speaking and Listening

**Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2.2a. Capitalize holidays, product names, and geographic names.

CCSS: Mathematics
CCSS: Grade 2
Geometry
2.G.A. Reason with shapes and their attributes.
2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

NGSS: Science Performance Expectations (2013)
NGSS: Grade 2
2. Interdependent Relationships in Ecosystems
Performance Expectations

PYP: Transdisciplinary Skills
Skills
Application: making use of previously acquired knowledge in practical or new ways
Synthesis: combining parts to create wholes; creating, designing, developing, and innovating
Social Skills
Skills
Respecting Others: listening sensitively to others; making decisions based on fairness and equality; recognizing others’ beliefs, viewpoints, religions and ideas may differ from one’s own; stating one’s opinion without hurting others.
Cooperating: working cooperatively in a group; being courteous to others sharing materials; taking turns.
Group decision making: listening to others; discussing ideas; asking questions; working towards and obtaining consensus

Adopting a variety of group roles: understanding what behavior is appropriate in a given situation and acting accordingly; being a leader in some circumstances, a follower in others

Communication Skills

Skills
Listening: listening to directions; listening to others; listening to information
Writing: recording information and observation; taking notes and paraphrasing; writing summaries; writing reports; keeping a journal or record

Self-management Skills

Skills
Organization: planning and carrying out activities effectively

PYP: Learner Profiles

Learner Profile

Attributes

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

PYP: Attitudes

Attributes

Cooperation - Cooperating, collaborating, and leading or following as the situation demands.
Respect - Respecting themselves, others and the world around them.

PYP: Arts (2009)

PYP Phase 2

Responding

Conceptual understandings
We can reflect on and learn from the different stages of creating.

Music Learning outcomes
sing individually and in unison
share performances with each other and give constructive criticism.

Visual arts Learning outcomes
investigate the purposes of artwork from different times, places and a range of cultures including their own
Creating

**Overall expectations**
They are aware that their work can provoke different responses from others.

**Conceptual understandings**
We solve problems during the creative process by thinking critically and imaginatively.

**Music Learning outcomes**
collaboratively create a musical sequence using known musical elements (for example, rhythm, melody, contrast)

**Visual arts Learning outcomes**
identify, plan and make specific choices of materials, tools and processes
demonstrate control of tools, materials and processes
make predictions, experiment, and anticipate possible outcomes

PYP: Language (2009)

**PYP Phase 3**

**Oral language—listening and speaking**

**Overall expectations**
Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique.

**Conceptual understandings**
People interpret messages according to their unique experiences and ways of understanding.

**Learning outcomes**

Learners:
listen attentively and speak appropriately in small and large group interactions
follow multi-step directions
participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatization of familiar stories and poems
use language to explain, inquire and compare

PYP: Science (2008)

**PYP**

**Overall Expectations**

**Overall expectations in science: 7–9 years**
Students will develop their observational skills by using their senses and selected observational tools.
Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships.
Students will communicate their ideas or provide explanations using their own scientific experience and that of others.
PYP: Personal, social and physical education (2009)

**PYP Phase 2**

Interactions

**Overall expectations**

Learners recognize the value of interacting, playing and learning with others.
They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed.

**Conceptual understandings**

Relationships require nurturing.

**Learning outcomes**

value interacting, playing and learning with others
understand the impact of their actions on each other and the environment.

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PYP: Social Studies (2008)

**PYP**

**Social studies strands**

Social organization and culture

- Show details

Continuity and change through time

- Show details

**Skills**

Social Studies Skills

a. Formulate and ask questions about the past, the future, places and society
d. Identify roles, rights and responsibilities in society
e. Assess the accuracy, validity and possible bias of sources

**Overall Expectations**

**Overall expectations in social studies: 5–7 years**

They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups.

They will recognize connections within and between systems by which people organize themselves.

They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people’s activities influence, and are influenced by, the places in their environment.

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ISTE: Educational Technology (2007)

**ISTE: All Grades**

ISTE Standards for Students
1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
a. apply existing knowledge to generate new ideas, products, or processes.
b. create original works as a means of personal or group expression.
c. use models and simulations to explore complex systems and issues.

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
b. communicate information and ideas effectively to multiple audiences using a variety of media and formats

5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems and operations. Students:
a. understand and use technology systems.
b. select and use applications effectively and productively.
c. troubleshoot systems and applications.

NSAE: Music
NSAE: Grades K-4
Content and Performance Standards

Content Standard #1: Singing, alone and with others, a varied repertoire of music
Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music
Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
Students perform independent instrumental parts (e.g., simple rhythmic or melodic ostinatos, contrasting rhythmic lines, harmonic progressions, and chords) while other students sing or play contrasting parts

Content Standard #6: Listening to, analyzing, and describing music
Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices

Content Standard #9: Understanding music in relation to history and culture
Students identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures
Students demonstrate audience behavior appropriate for the context and style of music performed