

Wilton Manors Elementary – P3 Eco-Challenge 2015-16 Overall School Winner

Category 5 Administration Support

A.

Wilton Manors Elementary is a school with a culture, led by administration, that thrives on the understanding that we are just a piece of the puzzle that creates the world we live in. As an International Baccalaureate Primary Years Program school we create our own year long curriculum that focuses on how we as individuals impact humankind and the environment. Our major focus is on Sharing the Planet, How the World Works, and How we Organize Ourselves.

Our school campus is a canvas for all of our work. We have fresh growing vegetables and flower gardens planted and maintained by the students. We have a butterfly garden that attracts hundred of butterflies each year and was awarded the NWF Schoolyard Habitat. Our classrooms have seats made out of recycled tires and furniture that we have refurbished. We have a Recycling Club that ensures we keep our campus clean and minimizes the impact our trash has on the environment. Student Council leads initiatives such as the Pompano Beach Clean Up Day, Caps of Love, Turn It Off, and The Miami Heat's "How Low Can You Go" Energy Efficient Challenge. This year we will conclude our Mosaic Columns Beautification project that was created by the students as a solution to the exterior walls of our school that must be repainted each year.

Our school wide vegetable gardens, created by Kindergarten and maintained by all the students grade preK-5, support environmental units at each grade level. Our program concludes in fifth grade, where the students are required to participate in Exhibition. These students pick a topic of interest and follow the Action Cycle of choose, act, reflect. Students research their area of interest, create and implement an ACTION plan to address the concern, share their findings with the community, and reflect upon their work. Examples of some projects are climate change, decrease in bee population, pollution, and lack of clean drinking water in other countries.

B.

As the school principal, I recognize the fact that I have the greatest impact on Professional Development and that my commitment to our initiatives sets the tone for our success. I have made it a priority to provide my entire staff with both the resources and time needed for successful professional development. The staff at Wilton Manors Elementary is actively engaged in on-going professional development of the Action Cycle that is used in all classrooms to help promote students' understanding as active contributing citizens. Students learn that the Action Cycle is ongoing and a way they can impact the world around them. Professional development was provided for teachers to learn Intro to Computer Science and professional development for Flying Classroom. On her personal time, Melissa Martinez went to Naples Botanical Garden and returned with information to share with the staff. Cynthia Williams went to Morikami Japanese Gardens on her own time, learned the meaning behind a Japanese Garden and the difference between Japanese gardens and Botanical gardens, and then returned to provide

professional development on purposeful artistic landscaping. Our head custodian attended the NatureScape Broward Custodial Training on water usage which has positively impacted our school's ongoing conservation efforts.

C.

The staff at Wilton Manors meets at least twice a week for 50 minute sessions all year long to collaborate on the strategies that will be used to enhance the Green School Projects that are being introduced during each 6 week cycle. We work collaboratively to review our standards and integrate subject areas, including specials classes to support our projects. At the end of each year, staff meets for an extended week to reflect and plan for the upcoming school year's action plan.

D.

Everyone in the City of Wilton Manors is a part of our school community. We share our activities with the City Advisory Board and often reach out to the community for help and support. We have partnered with the Kiwanis Club for Caps of Love, worked with Lowes on a school beautification project and have a banner hanging at their store. We received donations from Eucalyptus Gardens and the Carbonara Family to support our vegetable and butterfly gardens. 2nd grade manages our school compost, prepares and delivers Public Service announcements, and displays posters for conserving natural resources. The whole school takes an action trip to Waste Management's Landfill and participates in their Earth Day contest. Community mentors provide support for 5th Grade Exhibition projects. We have provided countless tours for county elementary schools, prospective families, and community members to see our campus and showcase our efforts. Our website is updated monthly with pictures of our projects and ways we can all make the world a Greener Place! Our 20 page newsletter has gone to a digital format to save paper.



**Wilton Manors Elementary
is the first school in Broward County
to be authorized to offer the
Primary Years Programme - PYP (2007)**

Our Mission

The mission of Wilton Manors Elementary IB World School is to provide rigorous curriculum, where all students work collaboratively in a student centered learning environment. Our community of lifelong learners will develop real world knowledge and effective communication skills while embracing cultural diversity.



Student Organizations

Wilton Manors Elementary offers opportunities for student participation in activities including Student Council, Helping Hands, Art Club, TV Production, Step Dance, and Safety Patrol.

Special Recognition

The Five Star School Award is the Florida Department of Education's most comprehensive and prestigious community involvement award. Wilton Manors has been the recipient of this award for 12 consecutive years.

The Golden School Award recognizes schools that have exemplary volunteer programs. Wilton Manors has been honored with this award for 26 years.

The Little Red Schoolhouse Award is for recognition of exemplary programs in the areas of curriculum and organizational development. Wilton Manors received the highest honor, Little Red, the John Gardner Award, for our "Passport to Peace".

The State School of Character Award, sponsored by the Golden Rule Foundation, recognizes the Passport to Peace Program as an exemplary character education program.

The National School of Character Award recognizes the top ten character education programs in the nation. Wilton Manors earned this award for the Passport to Peace Program.

Wilton Manors Elementary has been named a 2011 and a 2012 Broward County Prevention School of Excellence.

Wilton Manors Elementary was named a National Bully Prevention School in 2012.



**International Baccalaureate
Primary Years Programme
Wilton Manors, Florida
USA**

**A community of learners
Una comunidad de aprendizaje**

**Students think critically
Los alumnos piensan analíticamente**

**Students demonstrate positive attitudes
Los alumnos demuestran actitudes positivas**

**Students take responsible action
Los alumnos toman acciones responsables**



**Melissa Holtz, Principal
Sheneka Blue, Intern Principal**

Lori Goldsmith, Magnet Coordinator

Telephone: 754-322-8950

Fax : 754-322-8990

email: lori.goldsmith@browardschools.com

www.wiltonmanorselementary.com



Introduction

Wilton Manors Elementary is the only public elementary school in the Island City of Wilton Manors and consists of students from over twenty five different countries. Our school promotes high expectations of student achievement. Learning is facilitated by the collaborative efforts of school, community volunteers, and business partnerships.

Within the Primary Years Programme (PYP) it is believed student learning is best done when it is authentic - relevant to the "real" world, and transdisciplinary - where the learning is not confined within the boundaries of traditional subject areas, but is supported and enriched by them. Wilton Manors has been actively involved in inquiry based learning for all students and supports student investigations with multimedia technology. The emphasis is on higher order thinking skills and outcome based learning that promotes academic success and excellence.

Technology

Students at Wilton Manors Elementary use internet access to connect globally when researching real-life topics and when communicating information. The Multimedia Center, Wireless Laptops, and numerous classroom workstations provide multiple opportunities for structured inquiry. Promethean Boards, ActiveSlates, ActiveVotes, LCD projectors and digital cameras further expand the learning environment. Students also participate in distance learning programs through our video conferencing system.

The Primary Years Programme Curriculum

The PYP is committed to structured inquiry as a vehicle for learning. At the center of the curriculum are five essential elements: knowledge, concepts, skills, attitudes, and action. Six transdisciplinary themes, shown on the outside of the curriculum model, help teachers and students explore knowledge in the broadest sense of the word.



Approaches to Learning

Through the PYP, students acquire and apply a set of skills known as approaches to learning: social skills, communication skills, thinking skills, research skills and self-management skills. These skills are valuable, not only in the units of inquiry, but also for any teaching and learning that goes on within the classroom, and in life outside the classroom.

International Baccalaureate Learner Profile
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

- Inquirers
- Thinkers
- Communicators
- Risk-Takers
- Knowledgeable
- Principled
- Caring
- Open-Minded
- Balanced
- Reflective

Foreign Language

In the spirit of internationalism, students are required to learn Spanish as a second language.

Citizenship and "A Passport to Peace"

Wilton Manors Elementary recognizes the importance of educating students who are sensitive to the experiences of others. Students demonstrate, through their own "Passport to Peace", the character traits which form our core: appreciation, creativity, cooperation, confidence, integrity, empathy, tolerance, enthusiasm, independence, curiosity, commitment, and respect. As peacemakers we can all make a difference in the world.



Wow! Our school year is flying by! We continue to work on reading strategies that will teach the students to read critically and become life long readers! Please make sure that you continue to read at home with your child(ren) daily, turn in reading logs every week, and look for reading strategy/skills homework. In math, we have been working on multiplication and division. PLEASE be sure your child knows their multiplication facts. Also, please check to make sure that your third grader is doing his/her math homework on a daily basis. All the children have been provided with their login information for the iReady program. This program allows each student to practice reading and math skills that will academically support a successful school year.

All third grade classes are well in to the geography unit. We are curious about Where We Are In Place And Time – this involves learning about tools used to analyze geographic information and countries and commonwealths of North America. The students will end this unit by making a travelogue of places they've chosen or places they've learned about during an inquiry into the United States, Canada, Mexico and the Caribbean. Our next unit of inquiry is animal adaptations. Please talk to your child about their day and ask them about the AWESOME things happening in 3rd grade! If you are on campus, please check out our gardens.



The second quarter of school is here and 4th grade is already off and running! We are busy learning different strategies for multiplying 2-digit numbers. Students are using place value and multiplication properties to multiply by tens. Please make sure that your child is practicing their multiplication facts at home. Fluency with facts 2 through 12 helps to easily work through the multiple steps that are involved with many of the strategies we are learning, and helps to pass our school wide multiplication minute challenge that occurs weekly.

During our Literacy block we are looking into finding the main idea and details in Historical Texts and in Technical Texts. When looking at a Historical Texts, students are using evidence from the text to determine "What happened?" and "Why?" When looking at Technical Texts, students will gain an understanding of how to do certain tasks. They will use evidence from the text to figure out what steps you have to do and why you have to do each step. As always, we are working on building our stamina when reading "good fit" books in class. This will better prepare your child for the longer passages that they will see on the FSA.

We are also working writing informational essays. Students read multiple texts and based upon the prompt, they create a main idea with supporting details to inform the reader about that topic. Students are required to use evidence from the texts as well as elaborate using their own schema. We will soon be moving on to writing opinion based essays.

As always, thank you for all the support you give us at home!



ART CLUB

Most grade levels have been working with types of lines. As the grades go higher, the projects increase in skill required by the students.

After the Thanksgiving holiday, students will begin working on the school-wide mosaic project. Students will be filling-in twelve pillars facing the courtyard area. The mosaic will be dedicated to our character education program, "Passport to Peace". Each pillar will contain two of the attitudes or two learner profile attributes.

Art has been very busy with two different projects. Members in third and fourth grade are working on a mural that is 10 foot by 5 foot. The painting is for the national competition, "Water is Life", sponsored by the Wyland Foundation. Students drew a picture that shows their individual interpretation of a coastal scene. Students researched underwater artworks by reviewing books and photographs of Wyland's paintings and murals. The individual pictures and information gathered was then combined into one complete mural.



Fifth grade members are preparing for the mosaic project. They have been glazing, rolling clay, cutting and breaking tile. All their hard work will soon become a teaching tool for character.



Sketchbook assignments for the 2nd quarter

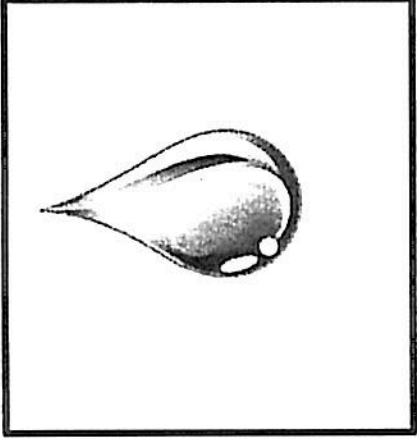
- #1. Draw an outdoor scene. Look at what you draw.
- #2. Draw and color your favorite cartoon. Put it in a complete picture.
- #3. Draw and color your family doing some activity. Fill the page and show action.
- #4. Draw and shade three objects in an arrangement. Draw large to fill the page.
- #5. Reflection: Choose one of the assignments in this quarter and write about what you learned when you did the work. Write about what you noticed when you were drawing and how you have improved as an artist from the assignment you chose.



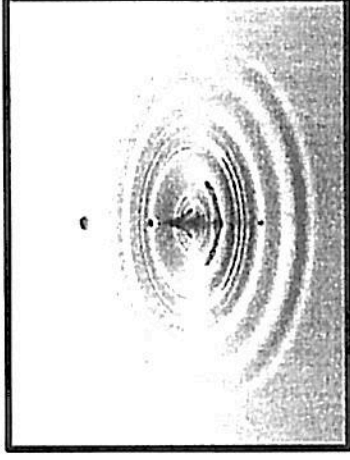
Sketchbooks will be due December 18th. Students can turn in their sketchbooks any time before that date if they are completed.

Ways to help:

- We can use highway signs that say “please help save the water in the world”
- We can send emails to friends, families & politicians.
- We can raise money and donate it to the water companies.
- We can use less water so more people have access to it.
- We can teach people how to make a well.
- We can use pure water pills to sanitize the water people drink.



Clean Water Group



Interesting Facts:

- 80% of the Earth's surface is water
- 1% of the water is clean
- More than 3.4 million people die each year from water related illness.
- Every 21 seconds, a child dies from lack of clean water.
- On average, women in Africa and Asia walk nearly 4 miles to collect clean drinking water.
- Nearly 1 billion people live without clean water.

Written & Researched by...

Mcaella

Janel

Jaysen

Written & Researched by:

Mcaella, Janel, Jaysen

How can clean water change lives?

- With clean water people will not die.
- People don't have to worry about sanitizing the water.
- Water can make you think better and make you healthy.
- Girls can get better education and do stuff they wanted to do when they find clean water.



How do people view clean water?




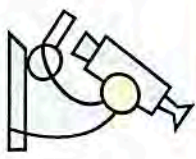


- Clean water is a big issue that can be solved with education and research.
- Water is a world wide problem that is able to be solved.
- People view clean water as water that we drink and we shouldn't drink any dirty water.
- Water is an important resource around the world. Everyone needs it to survive.
- Some countries don't have clean water.



What are the reasons people do not have clean water?







- Some places and people do not have clean water because factories dump waste into the water and it becomes unsafe.
- There is animal waste that always falls into the open rivers and oceans.
- People do not have access to proper medicine or tablet to clean the dirty water they drink.

Wilton Manors Elementary
2015-2016 Program of Inquiry

Who We Are	Where We Are in Place & Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing the Planet
 <p>An inquiry into:</p> <ul style="list-style-type: none"> • The nature of self • Beliefs & values • Personal, physical, mental, social & spiritual health • Human relationships including families, friends, communities and cultures • Rights & responsibilities • What it means to be human 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> • Orientation in place and time • Personal histories • Homes & journeys • The discoveries, explorations and migrations of humankind • The relationships between and the interconnectiveness of individuals and civilizations, from local and global perspectives 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> • The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. • The ways in which we reflect on, extend and enjoy our creativity • Our appreciation of the aesthetic 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> • The natural world and its laws • The interaction between the natural world (physical and biological) and human societies • How humans use their understanding of scientific principles and technological advances on society and on the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> • The interconnectiveness of human-made systems and communities • The structure and function of organizations and human-made systems • Economic activities; their impact on humankind and the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> • Rights & responsibilities in the struggle to share finite resources with other people, and with other living things • Communities & the relationships within and between them • Access to equal opportunities • Peace and conflict resolution
<p>Central Idea: Our five senses help us discover and process information</p> <p>Key Concepts: function, connection.</p> <p>Related Concepts: adaptations, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The five senses and related body parts • Ways our senses tell us about our surroundings • How senses help us learn 	<p>Central Idea: Students discover their identity through learning about themselves, their families and their culture.</p> <p>Key Concepts: form, function, perspective</p> <p>Related Concepts: identity, family, culture</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • My identity • Characteristics of families • My culture 	<p>Central Idea: Celebrations honor people, events, and cultures from past to present.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: communication, characterization, expression</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The characteristics and qualities of the people we honor • We celebrate our country's events based on its past • Holidays are celebrated differently by each culture 	<p>Central Idea: Our daily routines are influenced by Earth's natural patterns.</p> <p>Key Concepts: change, perspective, causation</p> <p>Related Concepts: patterns, distance, gravity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Patterns of day and night • Objects that are near and far • Law of Gravity 	<p>Central Idea: Successful communities are organized to promote positive participation by its citizens.</p> <p>Key Concepts: function, connection, responsibility</p> <p>Related Concepts: communities, citizenship, roles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different roles within communities • Importance and purpose of laws • Characteristics of being a good citizen, including conflict resolution 	<p>Central Idea: Plants are an important natural resource for living things.</p> <p>Key Concepts: Change, Connection, Responsibility</p> <p>Related Concepts: Observation, plants, growth</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • The conditions plants need to stay healthy • Plants as a natural resource • Collecting and recording data







KINDERGARTEN

Wilton Manors Elementary
2015-2016 Program of Inquiry







Who We Are	Where We Are in Place & Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing the Planet
 <p>An inquiry into:</p> <ul style="list-style-type: none"> The nature of self Beliefs & values Personal, physical, mental, social & spiritual health Human relationships including families, friends, communities and cultures Rights & responsibilities What it means to be human 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Orientation in place and time Personal histories Homes & journeys The discoveries, explorations and migrations of humankind The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. The ways in which we reflect on, extend and enjoy our creativity Our appreciation of the aesthetic 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The natural world and its laws The interaction between the natural world (physical and biological) and human societies How humans use their understanding of scientific principles and technological advances on society and on the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The interconnectedness of human-made systems and communities The structure and function of organizations Economic activities: their impact on humankind and the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Rights & responsibilities in the struggle to share finite resources with other people, and with other living things Communities & the relationships within and between them Access to equal opportunities Peace and conflict resolution
<p>Central Idea: Family, culture, media, and environment can influence our food choices.</p> <p>Key Concepts: function, connection, reflection</p> <p>Related Concepts: Well-being, balance</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Food choices around the world Influences on what people eat Goal setting 	<p>Central Idea: Migration may lead to new opportunities or greater freedom.</p> <p>Key Concepts: Change, Causation, Perspective</p> <p>Related Concepts: Geography, migration, culture</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Our personal journeys Causes of migration Cultural influences and contributions of immigrants 	<p>Central Idea: Fables and folktales from different cultures express a message, lesson or moral</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: interpretation, communication, culture</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Fables and folktales The reasons people share fables and folktales Ways fables and folktales express culture 	<p>Central Idea: Forces exist around us all the time and act on all objects.</p> <p>Key Concepts: form, function, change</p> <p>Related Concepts: solids, liquids, gases, chemical and physical change</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Force, motion and energy Forces can change the speed, direction and shape of objects Materials can be used in different ways to make forces more effective 	<p>Central Idea: Distribution of goods and services is necessary for the sustainability of a community.</p> <p>Key Concepts: Function, Connection</p> <p>Related Concepts: resources, production, distribution</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Wants and needs Goods and services How money is exchanged for goods and services 	<p>Central Idea: People can help our planet by taking care of its natural resources.</p> <p>Key Concepts: connection, responsibility</p> <p>Related Concepts: Conservation, interdependence, sustainability</p> <p>Lines of Inquiry :</p> <ul style="list-style-type: none"> Ways people use natural resources Ways human activity affects the environment Ways to care for the earth at home and at school

SECOND

Wilton Manors Elementary
2015-2016 Program of Inquiry

Who We Are	Where We Are in Place & Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing the Planet
 <p>An inquiry into:</p> <ul style="list-style-type: none"> The nature of self Beliefs & values Personal, physical, mental, social & spiritual health Human relationships including families, friends, communities and cultures Rights & responsibilities What it means to be human 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Orientation in place and time Personal histories Homes & journeys The discoveries, explorations and migrations of humankind The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. The ways in which we reflect on, extend and enjoy our creativity Our appreciation of the aesthetic 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The natural world and its laws The interaction between the natural world (physical and biological) and human societies How humans use their understanding of scientific principles The impact of scientific and technological advances on society and on the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The interconnectedness of human-made systems and communities The structure and function of organizations Societal decision-making Economic activities: their impact on humankind and the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Rights & responsibilities in the struggle to share finite resources with other people, and with other living things Communities & the relationships within and between them Access to equal opportunities Peace and conflict resolution
<h1 style="text-align: center;">THIRD</h1> <p>Central Idea: Communities dictate the rights, responsibilities and consequences for its citizens.</p> <p>Key Concepts: connection, perspective, responsibility</p> <p>Related Concepts: citizenship, rights, responsibilities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Meaning of Citizenship and responsibilities Recognition of rules, laws, constitutional mandates which protect citizen's rights How privileges and responsibilities of childhood vary from culture to culture 	<p>Central Idea: Location, natural resources, climate and vegetation influence how people live.</p> <p>Key Concepts: function, connection, perspective.</p> <p>Related Concepts: regions, geography, population</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Tools used to analyze geographic information The countries and commonwealths in North America How the environment influences diverse populations 	<p>Central Idea: Myths can explain the world and peoples' experience.</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: oral and written communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The purpose of myths Features of myths How to plan and create a myth 	<p>Central Idea: Energy creates change and has many uses.</p> <p>Key Concepts: Form, function, change</p> <p>Related Concepts: Concepts, energy, motion</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different forms of energy Uses of energy How energy changes 	<p>Central Idea: Measurement and data help us to organize, interpret and apply information in order to solve problems in the real world.</p> <p>Key Concepts: function, connection</p> <p>Related Concepts: interpretation, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways to solve problems using measurement Representing and interpreting data through graphs and line plots Measuring area and perimeter of plane figures 	<p>Central Idea: Plants and animals adapt or respond to environmental conditions in order to survive.</p> <p>Key Concepts: form, function, connection</p> <p>Related Concepts: adaptations, environmental conditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Classifying plants and animals into major groups Animals and plants within an ecosystem Ways plants and animals adapt or respond to their environment

Wilton Manors Elementary
2015-2016 Program of Inquiry

Who We Are	Where We Are in Place & Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing the Planet
 <p>An inquiry into:</p> <ul style="list-style-type: none"> The nature of self Beliefs & values Personal, physical, mental, social & spiritual health Human relationships including families, friends, communities and cultures Rights & responsibilities What it means to be human 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Orientation in place and time Personal histories Homes & journeys The discoveries, explorations and migrations of humankind The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. The ways in which we reflect on, extend and enjoy our creativity Our appreciation of the aesthetic 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The natural world and its laws The interaction between the natural world (physical and biological) and human societies How humans use their understanding of scientific principles and technological advances on society and on the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> The interconnectedness of human-made systems and communities The structure and function of organizations Societal decision-making Economic activities: their impact on humankind and the environment 	 <p>An inquiry into:</p> <ul style="list-style-type: none"> Rights & responsibilities in the struggle to share finite resources with other people, and with other living things Communities & the relationships within and between them Access to equal opportunities Peace and conflict resolution
<p>Central Idea: Active citizens create change by responding to needs or concerns of a community.</p> <p>Key Concepts: connection, responsibility, reflection</p> <p>Related Concepts: activism, aid, awareness</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The Action Cycle The 5 stages of service learning Inspiring others to action 	<p>Central Idea: People explore to gain resources, knowledge and freedom</p> <p>Key Concepts: causation, change, perspective</p> <p>Related Concepts: exploration, discovery.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Reasons people explore Explorations and discoveries in history Impacts of exploration 	<p>Central Idea: Native tribes preserve their culture and traditions through self-expression</p> <p>Key Concepts: form, connection, perspective</p> <p>Related Concepts: expression, traditions</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ways native tribes express themselves through art Ways native tribes express themselves through music and dance Ways native tribes express themselves through literature 	<p>Central Idea: Processes in nature continuously alter the composition and structure of earth's surface</p> <p>Key Concepts: form, causation, change</p> <p>Related Concepts: erosion, cycles, plate tectonics</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Minerals and rocks Weathering and erosion Natural Disasters 	<p>Central Idea: The structure of government systems determines citizen's roles, rights and opportunities.</p> <p>Key Concepts: function, connection, perspective</p> <p>Related Concepts: systems, rights, roles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Structure, function and purpose of government Citizen's role in government Government systems in our world 	<p>Central Idea: Conservation of the environment is dependent upon human interaction.</p> <p>Key Concepts: causation, connection, responsibility</p> <p>Related Concepts: interdependence, impact, locality</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Ecosystems The relationships between humans and ecosystems Protection of the ecosystems

FOURTH

Reflecting on the inquiry

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme
- Sharing the Planet
- central idea

People can help our planet by taking care of our natural resources.

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 research in groups of four a natural resource such as rocks, water, sun, soil, plants and animals, and fossil fuels (oil). Each student will plan and organize their information using a RAN chart book. This book will help them keep track of questions, new information, misconceptions, and confirmed thinking throughout their research. It will also help them organize the required information for the final product. Ex. Where can I find it, How do we use it etc. Each student will individually create a final product from the following choices: keynote presentation, pages (brochure), poem or song, or a big book (informational text). All of the above must address the central idea and will be graded on a rubric

Students will also include concerns in their presentations. This leads to students creating posters and Public Service Announcements (our school morning show) regarding information or tips people can do to help the environment.

Class/grade: Second Grade Age group: 7-8 years

School: Wilton Manors Elem. School Code: 002419

Title: Planet Patrol

PYP Planner

Teacher(s): M. Nazien, M. Martinez, N. Cuesta, S. Cruz, C. Salloum, H. Linker

Date:

Proposed duration: Number of hours 36 over number of weeks 6



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?

Responsibility and causation

Related concepts: Conservation and resources

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

- Natural resources
- Ways people use natural resources
- Ways human activity affects the environment

What teacher questions/provocations will drive these inquiries?

Provocations:

1. What is a natural resource?

How do people use natural resources? (Form)

How do people affect the environment? (Connection)

How can we care for the Earth? (Responsibility)

Reflecting on the inquiry

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 the students' prior knowledge and skills?
What evidence will we look for?**

Teachers read the picture book Just a Dream in a close reading/ interactive reading style. This includes the teacher reading a little bit each day, stop and jot, turn and talks, and grand conversation. During this read aloud, the teacher will observe what students think about a boy who throws his trash on the ground and doesn't think twice about it. The teacher will be looking for if the students even notice that. The teacher will also look for students who notice that the boy doesn't have any knowledge of the importance of trees.

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

Students will research ways people use natural resources. They will participate in cause and effect lessons about human's impact on the environment.

5. What resources are to be gathered?

What people, places, audiovisuals, related literature, music art, computer software, etc., will be available?

Videos from www.unitedstreaming.com "Learning About Natural Resources", and www.ecokids.ca, www.brainpop.com Natural Resources and www.soil.rocks.com, www.sun.books.com: Just a Dream by Chris Van Allsburg, and The Great Kapok Tree by Lynne Cherry. Time for Kids "A Way to Help Planet Earth, Promethan Planet Earth Day Flipchart. [Michael Recycle](http://www.michaelrecycle.com)
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Field trip to the Broward County Landfill (Waste Management)

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?

Natural Resources What are natural resources? After researching and viewing videos, students complete a circle map listing natural resources in their journals. A large class circle map with the title "Making Connections" is then displayed. Students add pictures of different natural resources to the middle circle on the map. Students choose their first and second choices of a natural resource they would like to research in depth. Teachers model how to pause informational videos and take notes to gather information.

Students then research their topic in small groups and create research books. Students will learn how rocks turn into soil and view samples of various types of soil. They will conduct experiments and observe how different soils hold water.

They will take part in a digital lesson "How Soils Differ". In Science Lab, students will view slides of rocks and minerals and write their observations in their journals.

Ways people use natural resources Read Aloud: Wangari's Trees of Peace
United Streaming Video: Learning About Natural Resources While viewing the video, students fill in a chart of Inexhaustible, Renewable and Nonrenewable Resources. They define and give examples of each.

Students continue creating their research books to include ways people use natural resources. Using their research books and informative writing rubric, they create an informative piece of writing (Keynote or Big Book) explaining their natural resource, why it is important, how it is used.

Ways that human activity affects the environment Students will read The Great Kapok Tree and sequence the events focusing on people's impact on the environment. Students create mini landfills containing banana skin, paper towel, apple, styrofoam and aluminum. They water it and observe changes over a four week period. They keep a record of their landfill observations, sequencing what happens to garbage. They create a mini-science board of the process and their findings.

Students will take a field trip to the landfill and learn how it operates. They will also learn about space needed to hold the amount of garbage created in the local community.

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

Communication skills- when researching about the Earth and its natural resources and during writing activities.

Thinking skills- Students will use thinking skills when they are learning new information about natural resources and they have to make connections to the environment.

Research skills- Students will use research skills when they use their RAN chart books. These books will keep their new information, wonderings, and misconceptions organized.

Self-management skills- while on the field trip and researching in small groups
Learner Profile: Being caring and principled will be demonstrated when students are given the opportunity to save paper and recycle in their classrooms.

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.

After studying natural resources and why we need them, students demonstrated ways they could care for the earth at home and at school. At school, they saved paper by making sure they wrote on both sides. They also recycled paper in their classrooms. Many said they turned off the water at home while brushing their teeth and washing their hands. Many placed signs around the classroom to remind people to turn off the lights in the bathroom, use both sides of paper, use scrap paper and use the pencil even if the eraser is gone.

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.

Teachers need to give students a better recording sheet for their landfill observations so they get accurate pictures of students' understanding of the central idea.

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

Students understood the relationship to the theme, Sharing the Planet. They realized that we all have a responsibility to care for our Earth. They also had interesting discussions about the following quote by Squanto- "The land does not belong to the people. The people belong to the land." Some students created "clean up" crews for the cafeteria and the school grounds. They would clean up any trash they saw around the school. Our grade level also kept a garden of cucumbers. Each class helped maintain the garden and helped harvest. Some students were very interested in compost as they learned about it through their research of soil. We were gifted a compost machine by our custodian because the students wanted to start one and asked him if they would help them make one. He bought one for them and they have been saving their apple cores, bananas, paper, leaves etc. They had to research how to maintain the compost and learned when it was getting stinky it was because we were putting too many "greens."

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled the students to:

• develop an understanding of the concepts identified in "What do we want to learn?"

Students developed an understanding of responsibility through reading activities, videos, class discussions and the field trip to the landfill. They understood that our actions are connected to taking care of the earth and that we need to make the right choices to help keep the earth clean.

• demonstrate the learning and application of particular transdisciplinary skills?

Communication skills were demonstrated through working in research groups and presenting their information on their natural resource.

Thinking skills were applied by creating a list of ways students can care for the earth at home and at school. Students also had to use thinking skills to show their concerns for the environment at school by creating a PSA or a poster.

Research skills were demonstrated when observing and recording information about their landfills. Students also used research skills when students researched natural resources.

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

In each case, explain your selection

Learning experiences such as the field trip to the landfill, creating mini landfills and observing changes in the contents over time, various reading activities and a home/school connection with ways to care for the earth, helped to develop the profiles and attitudes of being caring, principled and respectful. Creating our grade level compost also developed the attitude of caring for the environment. They understood that all our garbage goes to the landfill and they saw that was pretty large so the least they could do was make nutritious soil.

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.

Students asked, "What happens to our garbage?" This was incorporated throughout the unit.

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.

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act

Some students made posters about recycling and some voluntarily picked up trash on the school property. They shared information with their families on taking shorter showers, recycling and turning off water when washing hands or brushing teeth.

9. Teacher notes

[Please begin typing here]
FOR NEXT YEAR, TEACH MEASUREMENT FOR MATH DURING THIS UNIT.

Reflecting on the inquiry

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary Theme:**
Sharing the Planet
- **Central Idea:**
Conservation of the environment is dependent upon human interaction.

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?

After discovering man's positive and negative impacts on the Everglades, students will be given a choice to research an endangered ecosystem such as the Rainforest or Coral Reef. They must include information on the ecosystem, man's positive and negative impacts, an endangered species from that ecosystem and what action can be taken to preserve the ecosystem. They will create a keynote to present their findings.

At the end of the unit, students will reflect on their development of skills, attitudes, and profiles used while completing the unit of inquiry. The students will assess themselves on rubrics.

Class/grade: 4th grade

Age group: 10-11 years

School: Willon Manors Elem.

School Code: 2419

Title: Depending On Each Other



Teacher(s): A. Tuzzio, A. Simon, M. Scales, V. Quiles

Date: November 17, 2014-January 16, 2015

Proposed duration: Number of hours 36 over number of weeks 6

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?

Causation, Connection and Responsibility
Related Concepts: Conservation, sustainability, ecosystems

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

- ecosystems
- the relationship between humans and ecosystems
- protection of ecosystems

What teacher questions/provocations will drive these inquiries?

- What is an ecosystem?
- How have people impacted ecosystems?
- How are man and nature connected?
- Do we have a responsibility to protect ecosystems?

Reflecting on the inquiry

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 the students' prior knowledge and skills?
What evidence will we look for?

Students will illustrate a picture of what they think the Everglades is and what plants/animals are part of that ecosystem. After going on a field trip to the Everglades, students will illustrate another picture of what the ecosystem actually looks like, detailing specific animal and plant life.

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

Students will create maps contrasting the Everglades of the present and past. Evidence of learning will be shown through explanation of what has happened to this ecosystem over the past two centuries.

5. What resources are to be gathered?

What people, places, audiovisuals, related literature, music art, computer software, etc., will be available?

Everglades by Jean Craighead George;. Coral Reef Holiday Park Field Trip ; Pages software Chapter books: The Missing Gator of Gumbo Limbo and Charlie Pierce the Last Egret. The Storm in the Mangrove Poem: Ballad of the Lost Mangrove
United Streaming Video: National Parks: The Florida Everglades
The Last Egret video with Everglades information: <http://palmbeachschools.org/enr/>
Big Bad Wolf by Linda Zajac (Highlights Article)
How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?
Posters and books will be displayed in the classroom. Airboat tour guides at Holiday Park will talk with students, take them slogging and have them participate in a "Criter Lab". With critters found in the water.

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?
Frontloading: What is the Everglades?

- Students draw a picture of what they think the Everglades looks like including the plant and animal life. Compare this picture to a picture created after they have their field trip.
- Students view the video The Lorax-students write an alternate ending that changes the original impact into something positive. Display a seed to represent the last Truffula seed "What would you do if you had the last Truffula seed?"
- Action Cycle activity: Choose one negative impact from the video. What Action would you take to make the impact less harmful to the Truffula forest? **Reflect** on your feelings on how humans are impacting the environment today.

Ecosystems

- After viewing the video: National Parks: The Florida Everglades to establish prior knowledge, students take a field trip to the Everglades and participate in slogging, science labs and an airboat tour.
- Students will investigate a mini ecosystem at the school by roping off a small area and recording the living and nonliving things that can be found in that ecosystem. They will move to a nearby area and repeat the procedure comparing/contrasting their findings.
- Students will use resources to create maps contrasting the Florida Everglades of the past and present.
- Students investigate and compare/contrast peoples impact on the Everglades. Coral Reef and Rainforest through viewing videos from Brain Pop and United Streaming.
- Relationship between humans and ecosystems. Read aloud: The Last Egret (class set of chapter books)
- Using the science book as a resource, students create a food chain in Kidspiration and then expand it to a food web to show the interdependence of living things.
- In science lab, students wear name tags with animal names and they roll the yarn from one to another based on what they eat. They create a web of yarn representing a food web.

- Students will take a field trip to the Everglades and reflect on their experience. They will speak to park rangers, participate in a critter lab, Slog and go on an airboat ride to discover the fauna and flora of the ecosystem and test water for traces of pollution.
- Create a food web showing interdependence in the Everglades.

Protection of ecosystems

- Case studies of local issues depicting man's negative/positive impacts
- Students investigate their own impacts by calculating their daily water use and find out how increased water use in South Florida can harm us.
- Students read The Great Kapok Tree and chart how cutting down the tree will effect the animals dependence on that tree for survival.
- Water pollution/population activity: Jars of pond water are placed in the classroom and algae grows. Pollutants such as motor oil are introduced to each jar. Students observe and record their findings as the algae is impacted.

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

Research Skills: observing, collecting, recording data
Social Skills: group decision making
Self-Management Skills: time management, organization

Learner Profile: Caring, Reflective, Thinkers
Attitude Connections: Respect, appreciation, commitment

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.

Students understood the central idea of man having positive and negative impacts on ecosystems by researching and creating a power point presentation on either rainforests or coral reefs.

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.

The summative assessment was completed with the power point program. At times, students had a difficult time navigating through the steps it took to create each slide because they were acclimated to using keynote. A short training in the program before creating their presentations would be useful.

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

The students understood the theme Sharing the Planet through the discovery of the connection between humans and the ecosystem. They realized that we need a balance between human needs and animal/nature's needs.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled the students to:

• develop an understanding of the concepts identified in "What do we want to learn?"

Causation: through research into man's impact on an ecosystem

Connection: through the field trip to Holiday Park, students realized that what man does impacts the environment.

Responsibility: through the brochures created by students, they realized that people take action to save an ecosystem.

• demonstrate the learning and application of particular transdisciplinary skills?

Research Skills: when researching an endangered ecosystem (organizing data)

Social Skills: when working cooperatively in small groups (cooperation)

Self-Management Skills: when planning and using time effectively to complete the summative assessment. (time management)

Communication Skills: when working with in a team to create and present a power point presentation. (presenting)

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

The profiles of caring and reflective were addressed through out the unit. Students reflected upon their findings about an ecosystem, and showed care for the ecosystems around them.

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.

If animals were here first, why are people taking over?
Why do people hurt the environment?

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.

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

One class recycled cans, bottles and glass to buy an acre of rainforest or donate to Friends of the Everglades.

One class wrote letters to the Governor about protection of the Everglades and they questioned our county's name which is the name of a person who wanted to drain the Everglades and destroy it.

Students brought in books about ecosystems and made dioramas or posters about an ecosystem

Students created up cycling projects where they chose a used item and figured out ways to change it into something new.

9. Teacher notes

[Please begin typing here]



PLEASE HELP!

- These caps cannot be recycled in our trash.
- We can keep unnecessary trash out of landfills.
- It won't cost us a dime.
- Even the shipping charges are donated.

WHY SHOULD YOU HELP?

The caps will be sorted by student council and K kids at their weekly meetings and sent to Bluegrass Recycling in Kentucky by "CAPS OF LOVE". Approximately 8 tons of caps will bring "CAPS OF LOVE" \$3,200 which will be used to purchase wheelchairs for children across the country. Thus far, "CAPS OF LOVE" has provided 22 wheelchairs for handicapped children in need and **WE CAN HELP!**

Wilton Manors Student Council and K kids will be working with the Kiwanis to collect bottle caps for the "CAPS OF LOVE" non-profit charity.

PLEASE, DON'T THROW YOUR BOTTLE CAPS AWAY! INSTEAD, SAVE THEM AND BRING THEM TO SCHOOL SO WE CAN HELP CHILDREN BY RECYCLING THEM.



Atlantic West, Coconut Creek, Liberty, Margate, Norcrest,
 Park Trails, Quiet Waters, Riverglades, Sanders Park, Tradewinds,
 Wilton Manors & Winston Park Elementary Schools

3rd, 4th & 5th graders are
 invited to attend the

FREE Fun-filled

7th Annual Earth Day Celebration

FREE

**Saturday, April 9
 12 Noon to 3 p.m.**

MONARCH HILL

Renewable Energy Park

2700 Wiles Road

(1/2 mile west of Powerline Road, just north of Sample Road)

Please pre-register at

www.MonarchHillEarthDay.com

beginning March 1.

Space will be limited to the first 1,000 participants
 so register early! Younger siblings are invited.

Your school wins based on
 attendance of 3rd, 4th & 5th graders:

- \$3,000 1st place
- \$2,500 2nd place
- \$2,000 3rd place
- \$1,500 All others

**FREE
 HOT DOGS
 & DRINKS**

**BOUNCE
 HOUSES**



Think Clean,
 We run on clean
 ing gas

RAIN OR SHINE

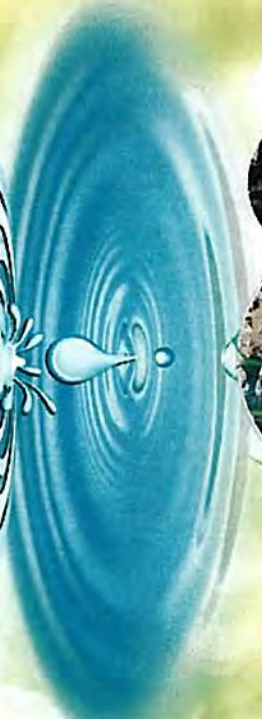
Don't forget to pre-register at
www.MonarchHillEarthDay.com.

Photos with former
 Miami Dolphins stars
 Young Art Museum
 recyclable art station
 Environmental education
 View the student-decorated
 Dumpster Art Contest entries
 See the new Waste
 Management
 Compressed Natural Gas
 fueled truck on display



14th Annual Broward Water Matters Day

Commit to Conservation



WATER MATTERS
IN BROWARD COUNTY

Presented to

Cindy Teach

Recognizing your outstanding professional and personal support

Marty Xiar
Broward County Mayor Marty Xiar

BROWARD COUNTY
FLORIDA