

Pre-IB Inquiry Skills
Summer Assignment- 2017-2018

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Framework: What is Inquiry Skills? It is a CORE class that unifies your 9th grade experience in the Land O'Lakes International Baccalaureate Programme. The goal for our Inquiry Skills class is to help support you in your other academic classes through learning study skills, questioning yourself and your abilities, and learning how to overcome barriers you will face as you become more engrossed in your studies. This class is called "Inquiry Skills" because we want you to "inquire" about the world around you, how and why that will make you a better global citizen, and acquire the necessary skills to make you a stronger IB student as you progress in the program.

Directions: Please address the following information below.
Please make sure you address **ALL** parts of each assessment **AND** have everything ready to go for the **first day** of school.

Part One

- **Learner Profiles**- Read the description of each Learner Profile (attached below), afterwards, write **at least** one paragraph explaining your strengths and weaknesses **for each profile** based on your learning experiences **and** personal experiences. This should be a thorough self-reflection/investigation of your own experiences. Please use specific examples to support your insights.

Use the following links to help you:

IB Learner Profile (click on the links to help you understand the IB Learner Profile further)

<http://www.ibo.org/benefits/learner-profile/>

<http://www.ibo.org/globalassets/publications/recognition/learnerprofile-en.pdf>

Part Two

- **FIRST, Design/create a "study space"** in your house (somewhere you will designate as "your" space...the kitchen counter is probably not the best place for you to have all of your things...) What do you need in this space so you can be successful? Supplies you will need? (sticky notes, a lamp, pens/pencils, paper, music, a computer, snacks, facing a window? Facing a hallway?, etc...the sky is the limit!)
- **THEN,** once you have your place "set up," make sure you take a picture of it OR draw it out (if you are artistically inclined) and give a rationale (explanation) for how/why you decided to include everything and place it accordingly in your "study space." **NOTE:** this space is meant to prepare you for all of the work that is upcoming, but don't forget to add your own "flare" to it to make it peaceful for all of your needs.

Examples from Google...

https://www.google.com/search?q=study+space+set+up&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjn8213IPUAhWG7SYKHY4FCc4Q_AUIBigB&biw=1280&bih=616

Part Three

- **Set up a planner (hard copy or electronic):** What method will you use to keep you on track? Why did you choose this method? Explain why this will help you in the process **and** what you will do if you find this method is no longer effective. **Be specific.**

Planners (some examples can be found through the link below)

https://www.google.com/search?q=high+school+student+planners&safe=strict&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjKqOWXrPzTAhVHKiYKHaTWBLkQ_AUICygC&biw=1238&bih=586

<http://www.schoolmate.com/student-planners/features/?planner=hs>

Part Four

- **Create “Graphic Organizers” (in any capacity you wish) for EACH of the following:**
 - 1) **Your morning routine.** What are you going to do to physically and mentally prepare you for the day? How can you keep track if this is working or not?
 - 2) **Homework.** How will you remember it? (hint, your planner should be a big part of this!) What materials do you need to make sure you have at home and at school/in your backpack to make sure you are successful?
 - **After school routines.** How will you accomplish your homework? Extra curricular activities? Time with family? Friends? Sports? What kind of routine can you set up to help you achieve success? Remember, you do need to account for some “down time” in your routine.

Graphic Organizers (examples to help you)...NOTE: these are just examples, you DO NOT need to use them directly, but they can be used to kick-start your own ideas for how you will organize yourself!

Morning Routine Examples:

https://www.google.com/search?q=morning+routine+graphic+organizer&safe=strict&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiy2u_A3YPUAhUD8CYKHQK3AAAQsAQIlg&biw=1280&bih=616

Homework Example: <https://www.worksheetworks.com/miscellanea/homework-planners/five-day-week.html>

After School Routine Examples:

https://www.google.com/search?q=morning+routine+graphic+organizer&safe=strict&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiy2u_A3YPUAhUD8CYKHQK3AAAQsAQIlg&biw=1280&bih=616#safe=strict&tbm=isch&q=after+school+routine+graphic+organizer

PLACE YOUR GRAPHIC ORGANIZERS ON A POSTER AND LABEL EACH ONE. **On a separate sheet of paper**, please make sure you explain your rationale for why you decided to create the graphic organizers the way that you did and how it will benefit you in your success as an IB student.

NOTE: You will be presenting this information to the class within the first week of school, so please be prepared to do so!

Pre-IB Inquiry Skills Summer Assignment- 2017-2018

Directions: Use the following checklist to make sure that you have completed all of the necessary components for your Pre-IB Inquiry Skills Summer Assignment.

Part One: Learner Profiles

- Student writes one complete paragraph for each of the pillars on the IB Learner Profile.
- Student includes both personal strengths and personal weaknesses for each pillar.
- Student uses specific examples from their own experiences in their reflection.

Part Two: Study Space

- Student creates a study space in their house that will help them be most effective.
- Student writes a rationale (explanation) for how/why they decided to include everything and place it accordingly in their study space.
- Student includes a visual of their study space (printed photo or drawing).

Part Three: Planner

- Student has evidence of a planner they will use to stay on track throughout the year.
- Student has a written explanation with specific details for each the following aspects:
 - what method they chose (hard copy or electronic)
 - why they chose that method
 - why this will help them in the process of staying on track
 - what they will do if they find their method is no longer effective.

Part Four: Routines

- Student has a poster with the following graphic organizers, labeled respectively:
 - Morning Routine
 - Homework
 - After-school Routine(s)
- Student shows evidence that they have considered the following questions:
 - Morning Routine: What are you going to do to physically and mentally prepare you for the day? How can you keep track if this is working or not?
 - Homework: How will you remember it? (hint, your planner should be a big part of this!) What materials do you need to make sure you have at home and at school/in your backpack to make sure you are successful?
 - After school routines: How will you accomplish your homework? Extra curricular activities? Time with family? Friends? Sports? What kind of routine can you set up to help you achieve success? Remember, you do need to account for some “down time” in your routine.
- Student has a separate piece of paper with a written explanation of their rationale for:
 - why they decided to create the graphic organizers the way that they did
 - how it will benefit them in their success as an IB student.

Part Five: Presentation

- Student has ALL information ready on the first day of school.
- Student is prepared to present their summer work during the first week of school.

IB LEARNER PROFILE

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience..

Caring

We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change..

Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live..

Reflective

We thoughtfully consider the world and our own ideas and experiences. We work to understand our strengths and weaknesses in order to support our learning and personal development..

IB LEARNER PROFILE

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

Reflective

Give thoughtful consideration to your own learning and experience.
You are able to assess and understand your strengths and limitations in order to support your learning and personal development.

Open-minded

Understand and appreciate your own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

You seek and evaluate a range of points of view, and you are willing to grow from the experience.

Risk-takers

Approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies.

You are brave and articulate in defending your beliefs.

Caring

Show empathy, compassion and respect towards the needs and feelings of others.

You have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Balanced

Understand the importance of intellectual, physical and emotional balance to achieve personal well-being for yourself and others.



Principled

Act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities.

You take responsibility for your own actions and the consequences that accompany them.

Knowledgeable

Explore concepts, ideas and issues that have local and global significance. In so doing, you acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Inquirers

Have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. You actively enjoy learning and this love of learning will be sustained throughout their lives.

Communicators

Understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. You are willing to work in collaboration with others.

Thinkers

Exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.