**Planning the inquiry**

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| **1.  What is our purpose?** **To inquire into the following:** * **Transdisciplinary theme:    Sharing the Planet**

 * **Central idea :  Awareness and human actions impact the environment in which we live**.

  **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?  *Public service announcement , Landfill Rules(student will come up with rules to prevent pollution)* *Ideas- Morning News 3rd graders as guest sharing their Landfill rules and starting a Copeland Cleanup Project* Spanish/Garcia - s will make a craft activity about different ways to help our planet to stay safe.4   | Class/grade:  3rd grade                         Age group: 8-9 School:      Copeland Elementary                       School code:   Teacher(s):  Gist, Denson, Brace, David. Garcia, OBrien  Date: through May 24 2021 Proposed duration: 70 hours of hours over 6  weeks  **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? What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry? **Key Concepts**:  perspective, responsibility, reflection **Related Concepts:**  beliefs, responsibility, values  What lines of inquiry will define the scope of the inquiry into the central idea?  * Pollution
* Conservation
* Recycling
* Georgia Habitats

  What teacher questions/provocations will drive these inquiries? * What is pollution?
* How does pollution occur?
* How does pollution effect our environment?
* What can we do to reduce pollution?
* What are the sources of pollution?
* What is litter?
* What effect does pollution have on plants and animals?
* Why it is important to protect natural resources?
* Why is it important to stop the landfill from filling up quickly?
* Why is it important to recycle?
* What are the three R’s of conservation? And what do they mean?
* How does conservation actually protect plants and animals?
* What are some ways I can participate on the conservation effort?
* What human activities affect pollution?
* How does pollution effect the habitats/regions in Georgia?
* What plants and animals are in each habitat?
* Spanish/Garcia - atch a video and ask about the different ways to save the Earth and the environment. What are the 3 R’s? What does Reduce, Reuse, and Recycle mean?
* PE/OBrien - Use the jump rope example above but extend that exercise by asking students to think of an activity that does not affected by having enough materials like basketballs or jump ropes.

 Students are given a bucket of clean water.  Pollutants are added into the water (oil, trash, food, etc.).  Students are then asked to clean the water.  |
| **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 students’ prior knowledge and skills?  What evidence will we look for?  * KWL

·       Note take notes   ·       What do you already know  * Pre-Assessments
* ELA Test ID
* Math
* Science
* Spanish/Garcia Thinking routine about the video.

    What are the possible ways of assessing student learning in the context of the lines of inquiry?  What evidence will we look for?           Students will be given the breakdown of the theme Sharing the Planet and they will add what it means to them using the key concepts as guiding questions. GA Frameworks Reflection Journal  Culminating Task- Create Landfill Rules (Copeland Clean Up day) /Public Service Announcement on the Morning Broadcast covering a region of GA  Spanish/Garcia - Make a poster and describe different ways to save the planet.    | **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? Spanish/Garcia - Ss will make a craft activity and describe some ways to reduce, reuse and recycle.  Week One:  **Pollution**      **TUNING IN** * Pollution Activity: Clean bucket Water Activity
* Watch video “The Great Pacific Garbage Patch?”  <https://www.youtube.com/watch?v=1qT-rOXB6NI>
* Students will be given a Theme Chart to analyze each component of Sharing the Planet
* Teacher will play a Myon book called “Green Park” - To  gain a better understanding of how important it is to take care of their environments.

   **Finding Out/Sorting Out** * Students will be provided materials to investigate how to clean polluted water
* Through discourse teacher/students we will focus on the key concepts to drive inquiry
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* In groups the students will create 3 rules following the “Green Park” in how they can clean up their community and Copeland.

 **GOING FURTHER** * Students will look around their school, neighborhood, rivers or lakes to determine if they see litter and air pollution.

        **DRAWING**CONCLUSIONS**/REFLECTING AND ACTING** (Week 2/3)Ongoing.... Students will work with Ms. Shoemaker to make a public announcement to get others involve to have a Copeland Cleanup Day.    Week Two:**Recycling**      **TUNING IN** * Gallery Walk of recycling, reducing, reusing
* Students will Think-Pair-Share about the importance of recycling

     **FINDING OUT/SORTING OUT** * Students will add one of their wonderings on the Wonder Wall
* Discuss the importance of recycling as a method of protecting the environment because it saves resources and landfill space

     **GOING FURTHER** * Students will research and explain the 3 R’s (reduce, reuse, and recycle) (print GPS book)
* Students will sort magazine cut outs into 3 categories reduce, reuse, and recycle

      **DRAWING CONCLUSTIONS/REFLECTING AND ACTING** (Week 2/3)Ongoing.... Students will work with Ms. Shoemaker to make a public announcement to get others involve to have a Copeland Cleanup Day.     Week 3: Habitats      **TUNING IN** * KWL chart about Habitats: Focus on K and W
* Jigsaw Each group will be given a habitat to explore the different plants and animals associated with their Habitat

 **FINDING OUT/SORTING OUT** * Students will research their habitats in a small group setting
* Students discuss in pair share or small groups of four ways that humans have negatively impacted the habitats(environment)
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**GOING FURTHER** * Students will research ways that humans can positively impact plants and animals in the habitats in Georgia

 **DRAWING CONCLUSIONS/REFLECTING AND ACTING** * Students will use the information they have learned in class, at home, and in the media center to work on their culminating project.

School Project: Daily News broadcast about Protecting the Planet (reduce, reuse, recycle)    Week 4 Habitats       **TUNING IN** * Review L of KWL chart.
* Continue Jigsaw. Students will focus on the features and adaptations and how the animals use these to survive in their habitats

 **FINDING OUT/SORTING OUT** * Students will continue researching information for culminating project. (Environment Choice Board)
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**GOING FURTHER** * Students will participate in cooperative group task.

**DRAWING CONCLUSIONS/REFLECTING AND ACTING** * Students will write a letter to a community or government leader about the importance of protecting plants and animals in the Georgia habitat of their choosing.

  Week 5 Habitats **TUNING IN** * Two Facts and a Fib activity: Student teams will identify the habitats and the animals that are associated with each.

**FINDING OUT/SORTING OUT** * Students can participate in a Graffiti Board activity---Key Word or Key Question of the day is posted and students will draw or write ideas related to the key word.

**GOING FURTHER** * Students will continue working on and finalizing individual projects**.**

**DRAWING CONCLUSIONS/REFLECTING AND ACTING** * Students reflect in their Inquiry journals about key words or question(s) of the day.

   Week 6 Conservation     **TUNING IN** * (Wed.) Protecting Our Planet

        https://www.youtube.com/watch?v=sMvZURCDlWA **FINDING OUT/SORTING OUT** * Students create a water usage chart in their Inquiry Journal

**GOING FURTHER** * Students continue working on and finalizing individual  project.

**DRAWING CONCLUSIONS/REFLECTING AND ACTING** * Students will generate a list of ways to conserve water. Participate in Collaborative review and Reflection.

    What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?      **Transdisciplinary Skills:** * Communication skills – Students will present on the GA habitats
* Social Skills – Students will participate in collaborative group and partner discussions.
* Self-Management Skills – Students will
* Research Skills – Students will research the habitats of GA
* Thinking Skills – Comprehension

  Spanish/Garcia - Caring, reflective, and good communicators.  |
| **5.  What resources need to be gathered?** What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? Websites  [http://nationalgeographic.com](http://nationalgeographic.com/) <http://lcweb2.loc.gov/ammem> [http://www.pollution.com](http://www.pollution.com/) [http://www.recycle.com](http://www.recycle.com/) <http://www.epa.gov/recyclecity/> <http://www.thomasrecycling.com/kids.html> <http://www.epa.gov/kids/> [www.brainpop.com](http://www.brainpop.com )Spanish/Garcia - Video, songs, flashcards, matching games, cardboard, and markers. Books Saving Earth’s Resources Pollution and Conservation Protecting Resources Recycle, Reuse Smoky Mountain Mystery  Regions of GA Virtual Fieldtrip [www.gpb.org/blogs/education-matters/](http://www.gpb.org/blogs/education-matters/)  Mrs. Shoemaker – Media Specialist       How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?  Spanish/Garcia - Display Ss work in the hall. |

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| **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.****Denson, Gist, Brace, David**Students were able to recognize in ways we as a society cause damage to the planet as a whole. Some discussions were about real world connections they saw on tv in regards to a turtle and plastic straws by humans polluting the ocean. They were able to realize how important recycling is for not only humans but all species of animals. **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.****Denson, Gist, Brace, David**One way that we could have improved on the assessments were to not have so many. Again the timing always gets the best of us, so maybe stretching out a few assessments over a time period will allow us to complete everything we set out to do in the beginning of the unit. Another idea is to just have one culminating huge project where the students work on it weekly. This allows more time for us to get the best product. This unit also had some of our State testing included such as GMAS, I’ready EOY diagnostics and School Climate surveys. **What was the evidence that connections were made between the central idea and the transdisciplinary theme?** Students were able to make real world connections to things that were affecting the habitat of animals such as turtles, whales and dolphin. Mainly their viewpoint was focused on the ocean and sea life. They were also able to identify the need to start recycling at home, in which they shared with their parents. Although no actions were made, they were able to identify the lack of recycling in our school.  | **7. To what extent did we include the elements of the PYP?**What were the learning experiences that enabled students to:* develop an understanding of the concepts identified in “What do we want to learn?”
* demonstrate the learning and application of particular transdisciplinary skills?
* develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.  |
| **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.****Some of the questions that arose from this unit?*** What is pollution
* Why do trash have to go to the Sea
* Why does pollution affect us?
* Why is pollution bad?
* How does the pollution get in the air?

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. **What student-initiated actions arose from the learning?**  We were able to discuss ways that we could assist in helping the planet. They also realized that doing their part and sharing what they know would cause a big impact as a whole. Some students through discussion talked about how they recycle at home and encouraged them to try recycling as well.  | **9. Teacher notes****Gist, Denson, Brace, David**This unit was very interesting to hear the students ideas on how to stop pollution. One thing I would mention is to not only focus on the Ocean, but try and turn the conversation to more types of pollution. Even after being introduced to the air pollution they still always went back to the ocean and saving the turtles, whales and dolphins. |

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**Resources**

* Textbook----My World Interactive, SAVVAS Learning Company
* Georgia Department of Education----Georgiastandards.org
* Local Newspaper
* Local and National News
* Benchmark Literacy
* Library Books---poetry