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**Important**

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**Planning the inquiry**

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| 1. What is our purpose?  To inquire into the following:  Transdisciplinary theme:  **Sharing the planet**: Inquiry into rights and responsibilities in the struggle to **share** finite resources with other people and with other living things; communities and relationship within and between them; access to equal opportunities; peace and conflict resolution  Central idea :  Sharing and understanding resources helps maintain communities and relationships.  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?   * Canvas test on classification * Canvas test on physical/chemical changes * Canvas informational writing test * Writing science informational paper * Science checks-common assessments (paper) * Create a zoo project includes multiple project components to include: advertising activities, math tables, and drawn out project plans * <file:///C:/Users/Mailhyv/Downloads/Create%20a%20Zoo%20Project%20(1).pdf>   Art/Mahon - Students will be learning about sharing the planet and artist who use recycled materials to create art. Students will be creating their own artwork out of recycled materials. It is my hope that students become more cognizant of what is recyclable and even bring in recycled supplies on their own as they continue to work.  Spanish/Garcia - Ss will learn about different ways to help the environment: “recycle, reduce, and reuse” | Class/grade: 5 Age group: 10-11  School: Copeland School code:  Title:  Teacher(s): Jackson, Medlock, Rivera, Wallace, Yeldell, Garcia, Mahon  Date: March 16-April 8  Proposed duration: 4 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?  -causation- physical/chemical changes, economics  -responsibility- community, sharing, impact  -connection- organization, classification  What lines of inquiry will define the scope of the inquiry into the central idea?  -causation – change can be understood by looking at the cause of events  -responsibility- communities have a responsibility to maintain their environment, resources, and relationships  -connection- humans organize the world through science  What teacher questions/provocations will drive these inquiries?   * What does it mean to share the planet? * What does it mean to classify? * How would you classify? What are some things you classify in your daily life? * How can organizing things help us to understand them? * What does it take to make a change? Run a company? * What purpose does a zoo serve? * Why do we learn about science? * Why is money important to taking care of the planet? Science? * What is the difference between chemical changes and physical changes? * What does it mean/take to change? * How do we use chemical changes in our daily life? * Art/Mahon What happens when you throw something away? How does it impact the planet? How does it impact animals and other species? * Spanish/Garcia - What are the different ways to maintain our environment and resources? |
| **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 about classification  -Give animals and have students sort them into categories with no prior teaching  -informational writing pretest on canvas  Art/Mahon - Class will collaboratively create a KWL to assess their prior knowledge. I will also speak with classroom teachers to assess what has already been covered.  Spanish/Garcia - s will make a thinking routine: “I see, I think, I wonder” after watching a video about how to save our planet.  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?   * Inquiry notebook ongoing notes * Zoo project reflections, assignments, discussions and ongoing work * Class discussions * Art/Mahon - Students will be creating wildlife sculptures of animals that are impacted by the supplies they are using if thrown away. Students should be able to identify the importance of recycling and recycled art. * Spanish/Garcia - Ss will make a poster and present different ways to save our planets and to maintain our resources. | **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?  Week 1 (4day week)  Classify the animals on your own- what does it mean to classify?  Look at the classification for animals/plants- what would you change? What would you do differently?  Introduce classification/economics project-create a zoo  Step 1-brainstorming/pre-thinking (1day)  Step 2-budget, planning, and layout (3 days)  Introduce informational writing- how do we cite sources? Why do we cite sources? What makes informational writing different from narrative and opinion writing?  Writing about individual animals in the exhibit and how to best set up an exhibit for these animals. How can other people's experiences help us to develop the best exhibit for our animals? Tying into scientific sharing of resources (information being a huge resource)  Week 2  Continue create a zoo project  Step 3- daily operating cost (1 day)  Step 4- revenue (1day)  (step 3 and 4 requiring previous knowledge of decimal addition, subtraction, and multiplication while introducing new economic concept)  Step 5- hiring the right people and filling out classification chart (1day)  Step 6-advertising (2days)  Start research paper- pick an animal, begin research by finding 2-3 good sources, and begin taking notes utilizing the cambridge note-taking strategy, focusing on short pieces of useful ifnormation  Week 3  Finish create a zoo project  Step 6- advertising (1day)  Step 7- reflection (1 day)  Move into physical and Chemical Changes  Research paper-start using notes to write a rough draft, peer review rough drafts  Week 4  Continue Physical and Chemical Changes  Make your own snow lab  Slime –eww no  Research paper- Write final draft and print final copy to publish, informational writing test on canvas  Art/Mahon - Students will be making art from recycled materials  Spanish/Garcia - Ss will make a poster about the 3 R’s: “Recicle, Reduce, and Reuse”  -informational writing is a method for sharing resources from community to community, discuss scientific journals, importance of sharing research  What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   * Encouraging questioning * Group work * Independent research * Hands on activities * Class discussions * Short research projects with presentations inviting choice * Art/Mahon - Students will be thinkers as they plan creative ways to utilize unconventional supplies in their artwork. * Spanish/Garcia - Caring/Communicators |
| **- 5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  Art/Mahon - PowerPoint, Exemplars  Spanish/Garcia - Videos/Songs  How will the classroom environment, local environment, and/or the community to used to facilitate the inquiry?  Spanish/Garcia - Posters will be displayed in the school  EIP – Benchmark Universe Leveled Readers  NewsELA differentiated passages  ReadWorks differentiated passages  Common Core Progress Reading Passages | |

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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.   * Yeldell on leave for the duration of unit 5   Art/Mahon - Students reflected on the impact they have on the environment and the impact that can be made through recycling. Students learned about artists who create art using recycled materials and reflected on the impact that has on their local communities. Then students created their own recycled art.  Spanish/Garcia - Ss reflected about the different ways to save the planet by reducing, reusing, and recycling. They also learnt new vocabulary about the Earth and the environment.  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.  Jackson- The assessments were great however, I would like them to be more centered around what the standard is requesting from us since students are being tested on them. The zoo project was a great component for learning about the different types of animals, however, it did not meet the requirement of our standards.  Wallace – The Zoo project/assessment was a great component. I think it does need some tweeking and focus a little more on the classification part. I would have students choose a certain number of animals that fall under each category. The economic/budget part was great. Also, this was a great review for all our decimal skills.  Art/Mahon - - Students learned about their responsibility to the environment and the impact of recycleding and reusing supplies  Spanish/Garcia - -Ss learnt the concepts of responsibility, environment, and impact.  What was the evidence that connections were made between the central idea and the transdisciplinary theme?  Jackson- Students were able to make a connection between classifying plants and animals by making models and completing inquiry activities to understand how the planet is shared between living and nonliving things.  Wallace - Students were able to make a connection between classifying plants and animals by making models and completing inquiry activities to understand how the planet is shared between living and nonliving things.  Ferguson (EIP) - When working in small groups, my eip students would read passages related to the unit. During the unit, students got a chance to inquire to get their questions answers. | **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.  Jackson- Students were introduced to the topics of classification and chemical/physical changes by using their understanding of knowing how to classify items into groups and making mixtures. The students used the ability to classify random items within into a group using the set requirements( minimum of 3 items in a group and evry group must have a name) and eventually using the knowledge from the activity to learn how to classify animals using the requirements. Student developed the attributs  Wallace – I asked several students to “line up” according to different characteristics, then to sit again. Told them I could make up mind, and asked for suggestions to group together. Then we had activities to group/classify items. Building their knowledge on looking for characterisctic that help describe a group or parts of group. The students love and now want to classify everything.  Art/ Mahon Students were caring and communicators as they cared for the environment and communicated a visual message through their recycled art.  Spanish Garcia - Caring, reflective and communicators by making a poster and describing the different ways to save our resources and to take care of our planet. |
| **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.  **Wallace - Students wanted to know what they needed to classify. They wanted to classify everything and come up with a system. I allowed them to explore around the room and even outside on campus. Students recorded and explained their data. They then presented to other classmates and compared/contrast their lists.**  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?**  Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act. | **9. Teacher notes** |

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