

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

Sharing The Planet

- **central idea**

Humans are dependant on—and affect the natural world we share.

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?

Subject Focus: Language Arts, Science

**Pre-assessment (filling in the pieces of the life/water cycles)*

**Students will design a poster showing different life cycles*

**Students will design a model of a water cycle*

**Students will plant seeds and observe life cycle process of plants*

**Science Formative assessment*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *"We're All In This Together"*

Teacher(s): *P. Davis, J. Yingling, M. Broughton*

Date: *3/22/10-4/23/10*

Proposed duration: number of hours over number of weeks 4



PYP planner

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?

**Function (how does the life cycle work)*

**Causation (why is the life cycle the way it is)*

**Change (how does life cycle change over time)*

**Responsibility (what is our responsibility to natural world)*

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

- *The natural world functions independently of human influence*
- *Humans are dependant on the natural world*
- *Understanding how humans affect the natural world*
- *Discovering how we share the natural world*

What teacher questions/provocations will drive these inquiries?

1. *What is a life cycle?*
2. *What are the different life cycles?*
3. *What are the conditions needed for plant growth?*
4. *How do we affect the balance of nature?*
5. *What is the water cycle?*
6. *How are humans dependent on the natural world?*

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?

**Pre-assessment (filling in the pieces of the life/water cycles)*

**Graphic organizers*

**Models of life/water cycles*

**Planting a garden*

**Formative assessment*

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

1. *Complete graphic organizers*
2. *Participate in literacy centers*
3. *Design posters showing different life/water cycles*
4. *Plant an outdoor garden*
5. *Formal assessment on life cycles*

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?

**Create posters*

**Literacy Centers*

**Read Alouds*

**Science Experiments*

**Discussion*

**Reading Theme 5: Voyagers*

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

Inquirers: *Students will acquire skills to conduct purposeful, constructive research on life cycles*

Caring: *Students will show sensitivity towards needs of nature*

Balanced: *Students understand the importance of nature*

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

**Non-fiction books/Materials in the media center)*

**Videos demonstrating life cycles*

**Seeds and garden materials*

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

**The classroom environment will be used to facilitate the inquiry. The inquiry includes how humans are dependant on and affect the natural world. The students will visit the science laboratory and use outside areas of the school to conduct life and water cycle experiments.*

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.

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.

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

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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.

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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.

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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.

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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.

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9. Teacher notes

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