

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

*Where We Are In Place And Time*

- **central idea**

*Students will understand what makes up the solar system, what it looks like, and how it operates.*

### 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*

*\*Students will design a visual display showing all the planets*

*\*Students will research and present on the sun, the planets, and other objects in space.*

Class/grade: 03

Age group: 8-10

School: *Justina Rd Elementary*

School code: 921810

Title: *"Space Jam"*

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

Date: *2/1/10-3/12/10*

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*

*\*Change*

*\*Perspective*

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

- *Gaining a global perspective*
- *Discovering areas outside our world*
- *Exploring the differences between the planets*

What teacher questions/provocations will drive these inquiries?

1. *What is the solar system?*
2. *What are the parts of the solar system?*
3. *What are the planets?*
4. *What are stars?*
5. *How does the solar system operate?*
6. *What does the solar system look like?*

### 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?

*\*Pretest (space misconceptions)*

*\*Students will be able to explain what the solar system is and its function (KWL chart, written response, display, other graphic organizers)*

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. *Complete KWL chart*
3. *Participate in literacy centers*
4. *Make a solar system display*
5. *Written responses*
6. *Formative assessment*

### 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?

*\*Read Alouds*

*\*Field trips*

*\*Science level readers*

*\*Discussions*

*\*Reading Theme 4: Animal Habitats*

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

***Inquirers:*** *Students will conduct purposeful, constructive research*

***Thinkers:*** *Students will exercise thinking and skills to research and create presentations*

***Communicators:*** *Students will communicate to their peers what there display means*

### 5. What resources need to be gathered?

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

*\*Fiction and non-fiction books/Materials and videos in media center/Guided Reading*

*\*Jacksonville University observatory*

*\*Telescopes*

*\*Science Level Readers*

*\*MOSH (planetarium)*

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

*The local environment will be used to facilitate the inquiry. Students will visit the Jacksonville University observatory as a field trip to view the sun through a telescope. Visit the Museum of Science and History.*

**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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