1. What is our purpose?
To inquire into the following:

transdisciplinary theme: Sharing the Planet: An exploration of our rights and responsibilities as we strive to share finite resources with other people and with other living things; of communities and of the relationships within and between them.

central idea: People and animals live in communities with resources that need to be shared.

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?

Students research and present an animal organization (world life, or protective services) that demonstrate how resources are shared. Students will present their organizations at our Animal Protective Fair.

Using the trip to the Lincoln Park and Brookfield zoos, students will act as reporters and describe specific animal that they observed at the zoo and share out the animals behavior and characteristics.

Students will create a newspaper with the following information:
A feature story on how an animal is helping/saving a human
A feature story on an amazing animal traits/characteristics
A hero who saved an animal(s) life
A report on amazing zoo stories
A report on the status of the animal relative to extinction.

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?

Connection: Students explore what people and animals share in common.
Responsibility: Students learn why people should take care of animals.
Function: Students learn about the many ways animals help people.

What lines of inquiry will define the scope of the inquiry into the central idea?
- Features that animals and people share
- Needs that animal and people share
- Reasons why people need animals
- Ways animals help people
- Ways people help animals
- Ways people endanger animals

What teacher questions/provocations will drive these inquiries?
Why are animals kept in zoos?
What are the features that animals and people share in common?
Why do some animals have fur? Do humans have fur?
How do animals help people?
How do humans help animals?
How are peoples’ lives changed by having animals?
Are all animals friendly to people?
How should people act around animals?
### Planning the inquiry

#### 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?

We will create KWL charts, as well as a graphic organizer with students writing their prior knowledge in a specific color. Each time we have gone over a new topic, they will add their knowledge on the graphic organizer in a different color. This will be an assessment to take place throughout the unit as at the end the hope will be that we go from a small amount of information to the graphic organizer being filled in many different directions. The color differences will be dated at the top so we are able to track when they are grasping concepts.

Teachers listen how students talk about their favorite animal, pet, etc. and how students discuss how animals make them feel, how they take care of them. Teachers ask students if animals and people share resources. Teachers listen to students discuss whether differences and similarities between zoo resources and natural habitat resources.

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

Students use a Venn Diagram to demonstrate knowledge about animal/human features, needs and resources that are shared (Connection).

Students will create a newspaper that contains all they have learned about animals, people and 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?

(See teacher’s notes for weekly detail)

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

- **Observation:** In class field trips and guest speakers, students learn the importance of animal features and characteristics.

- **Analysis:** Students learn that different animals have inherent abilities that allow them to be used for people with certain types of disabilities. (i.e. seeing eye dogs, horses for autism, anxiety cats).

- **Organizing Data:** Students learn the impact of humankind on animals and habitat on the planet.

- **Research:** Students learn that animals can become extinct by exploring the conditions that put certain animals at risk.

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

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

We have been watching YouTube videos that relate to animals helping people and people helping animals. They are called hero series. We also have planned visits from service animal groups. Students are also going to be using the internet to research service organizations for animals.

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

We will be using public and school library books to help students as well as the internet. We have found sites that are student friendly and directed to animals. We are also planning on visiting the two local zoos so that we can compare the different ways that we as humans are preserving the animals’ habitats. We also have planned a visit from some service dogs in the area so students can experience the difference in these dogs and regular dogs we use as pets.

© International Baccalaureate Organization 2007
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.

Daresh: Students were very interested in why people hunt 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.

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

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.

   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.

9. 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.