Planning the inquiry

1. What is our purpose?
1a) To inquire into the following:
   - transdisciplinary theme SHARING THE PLANET
     An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
   - central idea- Plants and animals depend on each other and their physical environment and can be affected by changes in the ecosystem.

1b) 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?
The students will be asked to either draw, create a mobile/diorama, talk or perform (role play) the assessment task. They are required to show three key stage of change within a chosen living thing’s life cycle.
What- change occur within life cycles
Why- part of growth, understanding of own development
How- Demonstrate an understanding of key stages of change within chosen things living cycle. Compare similarities and differences between one peers’ life cycle.

Class/grade: Third Age group: 7-9
School: Wildwood World IB School code:5577
Title: All Creatures Great and Small
Teacher(s): Kim, Mack
Date: May 2016
Proposed duration: number of hours over number of 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?
Function, Form, Change

What lines of inquiry will define the scope of the inquiry into the central idea?
- Structures of organisms and their function in survival and growth
- Physical characteristics of environments and the living things they supports
- Changes in food chain impact ecosystems

What teacher questions/provocations will drive these inquiries?
1. What are living things? (form) (Is this a living thing? Why/Why Not?)
2. What is a life cycle? (Change) (How do living things change and grow? How are life cycles similar/different?)
3. What supports the life cycle? (Connection) (What do all living things need? Why will it grow, not grow? What will happen if....what will happen next?)
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?

Pre-assessment: Children sort pictures into groups of living and non-living things, and be able to explain their reasoning for placement of the pictures.

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

Post Assessment: The students will be asked to either draw, create a mobile/diorama, talk or perform (role play) the assessment task. They are required to show three key stage of change within a chosen living thing's life cycle.

What- change occur within life cycles

Why- part of growth, understanding of own development

How- Demonstrate an understanding of key stages of change within chosen things living cycle. Compare similarities and differences between one peers' life cycle.

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?

- Walk around the school looking for things living and non-living
- Exploration of a variety of artifacts, books, puzzles, posters, and pictures pertaining to life cycles. Ask wonder type of questions.
- Look at yourselves and how we have change from a baby photo to adult. (Activity: match child’s photos to adult photos, noting similarities and differences)
- Having frogs/tadpoles, crayfish, chickens/eggs in the classroom to observe how they go through their life cycle.
- Videos and internet to watch different life cycles. Students should draw and write their observations.
- Planting beans or sweet potatoes in the classroom/outside with and without water. Discuss daily changes.

Spanish: Students will explore science terminology and vocabulary that relates to the ecosystems, plant and animal life. This opportunity will provide and enhance language acquisition.

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

Students will develop their research skills (observing, collecting and recording data) by formulating questions and then watching and waiting for answers. Their communication skills (listening and speaking) will be developed through the presentation of their summative task. Their thinking skills (acquisition of knowledge and comprehension) will be developed through gaining facts about different life cycles.

Learner Profiles: Principled and Caring

Attitudes: Respect and Cooperation
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

http://www.ohiorc.org/bookmark/view_a_folder.aspx?folderID=26868

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

Inquiry table: Area for plants to grow, frogs/tadpoles, crayfish

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Reflecting on the inquiry
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. Students will be able to construct or draw life cycles and describe the different stages of growth and change. Parents support of providing photos of children and adults for students to match.

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? Students acknowledge that living things around them go through a process of change.

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.

Reflecting on the inquiry
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.

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

https://docs.google.com/a/cps.edu/document/d/1B7yAHMTpH7l2RBDlv7EYccccTroKwXGUty6zDaW5zG0/edit