Important

There is no need to ask the IB to share a copy: **you must download and share it through your own google drive.**

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Planning the inquiry

1. What is our purpose?

To inquire into the following:

- **Trans-disciplinary theme: Sharing the Planet**
  An inquiry into rights and responsibility in the struggle to share finite resources with other people and with other living things; access to equal opportunities

- **Central idea :** Availability of resources and opportunities are dependent on our actions.

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 will create a landform made from reused/repurposed items and materials found in their everyday lives.
- Students will create a map showing where their landform can be found.
- Students will research the natural resources(animals, freshwater, plants) found in their landform and write an informative essay about how their project connects to the central idea.

Projects will be displayed and evaluated using a rubric.

Class/grade: 3rd Age group: 7-8

School: Briscoe Elementary School code:

Title:

Teacher(s): S. Christal, A. Franco, J. Mata, C. Rodriguez

Date: 1-22

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?

Reflection, form and responsibility.

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

Available resources provide opportunities for humans and society.

Land is shaped and formed in different ways.

Different type of landforms provide different natural resources.

Natural resources provide benefits for humans.

What teacher questions/provocations will drive these inquiries?

- Reflection-
  - Is it possible to control our environment? Why/ why not?
- Form-
  - How is the rock cycle connected to the formation of soil?
- Responsibility-
  - What are some ways we can conserve natural resources?
  - How can we reuse our natural 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: First and Final Thoughts Strategy.
- See, Think, Wonder- Fraction representations, and pictures of items created out of reusable materials.
- SURVEY: How Certain Are You Strategy.
- Student questions collected as an initial response to the central idea:
- QFT
- Read aloud a mentor text, have the students write the main idea on a sticky note.
- Think-Pair-Share- What is the difference a topic and a main idea?

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

Journal Entries - Across subject areas showing student understanding

Exit Tickets - Varied

Response boards - Students demonstrate understanding of systems and component functions within a system across subject areas.

Formative assessments-see Eduphoria

Hands-on science lab investigation - "What happens to Rocks in extreme weather?"

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?

Key Concept: Responsibility

Sci/SS- Speaker from Edwards Aquifer Feb 6th at 10:15

Sci/SS- Speaker from Waste Mag. Feb. 14th at 10:15

Sci/SS- Speaker from SARA Feb. Feb. 21th at 8:30 am

Key Concept: Form:

Sci/SS- Weathering/Erosion activity with chalk to test how water, freezing conditions and wind affect the rock cycle.

Student will take a nature walk to compare/contrast different types and rocks.

Draw conclusions as to how these rocks formed.

Drawing, labeling and discussing the rock cycle in the INB.

Students will learn a song and movements about the rock cycle that includes weathering, erosion, and deposition.

Landform foldable

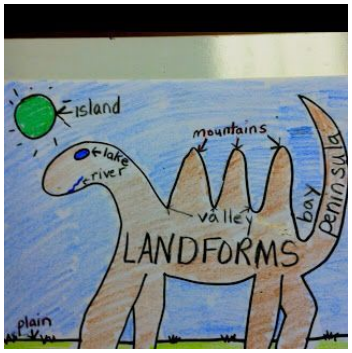
ELAR- Reading expository books and articles about landforms, environment, recycling, resources, and applying comprehension skill of main idea, drawing conclusions, and summarization.

100's day activity - students will write 100 ways to "care" for our planet.

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

Transdisciplinary Skills

- Self-management : Students will pace themselves, manage time, manage materials, and complete by due date. They will accept responsibility for their own thinking and decisions in order to become more independent. They will also gain self organizational skills.
- Research(collect and interpret data): Students will use and cite different resources to research landforms natural resources, the rock cycle, and draw conclusions about how landforms are formed.
- Communication: Students will participate in discussions with partners, groups and



Landform creature- students have to apply their knowledge of landform characteristics to create an imaginary continent.

teacher during the learning process. Students will become better communicators as they read and respond (speaking and writing) about their understanding.

Learner Profile

- Caring
  - Integrity
- Principled
  - Respect
  - Appreciation
- Knowledgeable
  - Independence

5. What resources need to be gathered?

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

People:

Sci/SS- Speaker from Edwards Aquifer Feb 6th at 10:15

Sci/SS- Speaker from Waste Mag. Feb. 14th at 10:15

Sci/SS- Speaker from SARA Feb. Feb. 21th at 8:30 am

Audio-visual:

Video : Weathering, Erosion - "Break...Move… Drop.." https://youtu.be/jFU6jh3R1vg
Another Video : Weathering and Erosion : https://youtu.be/qGZa1n-9e6o

Related Literature:
Geography Zone (bundle from school science lab)

National Geographic: Pathfinders and Pioneers

Art:

Landform foldable

Powerpoints, social studies texts, science texts, science lab, classroom presentations, field trip,

Video : Weathering, Erosion - "Break...Move… Drop.." https://youtu.be/jFU6jh3R1vg
Another Video : Weathering and Erosion : https://youtu.be/qGZa1n-9e6o

6. To what extent did we achieve our purpose?	7. To what extent did we include the elements of the PYP?
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. What was the evidence that connections were made between the central idea and the transdisciplinary theme?	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.

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

Stand alone Math concepts

- Fractions
  - Week 1-2- Unit 6
  - Week 3-4- Unit 11
  - Week 5-6-Unit 14