

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary Theme:** Sharing the Planet
- **Central idea:** Expression of ideas, beliefs and values can inspire action

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea?

Goal: Students will create a Living Museum to explain what ideas inspired the Founding Fathers to create change and help shape our nation

Role: Historical Figure and writer

Audience: 5th Grade Parents

Situation:

Product, Performance, Purpose: (Products)

Speech: Autobiography

Create a speech to be delivered by a colonial Patriot leader trying to inspire other colonists to support the Patriot cause. The speech should include details about the British policies that upset the colonists.

Brochure: Biography

Create a brochure of American colonial leaders who contributed to the American Revolution. The brochure should include pictures and information about at least three individuals. The information in the brochure should detail how each individual contributed to the American Revolution.

Letter: Soldier

Write a letter as a soldier in the continental Army home to your loved ones. The letter will be dated at the end of the Revolutionary War and include details about the political changes occurring at that time.

Booklet: Tension with Britain (Informational Text)

Create a booklet for the museum audience about the tensions colonists had with Great Britain before the war. The booklet should include details of taxation without representation and other major events such as Boston Tea Party.

Class/grade: 5th

Age group: 10-11

School: Briscoe Elementary

School code:

Title: Sharing the Plane

Teacher(s): Monica Dubuque; Cecilia Munoz; Karen Li

Date: --

Proposed duration: 6 weeks 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, and responsibility, reflection) to be emphasized within this inquiry?

- **Perspective**
- **Change**
- **Form**

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

- The cause, effect and aftermath of declaring Independence (Form) SS: 5.2abc, 3ab, 5.16abc
- Classifying matter based on their properties (Form) Sci: 5.5abcd
- The Function of properties and their effect with whole numbers (Change) Math 5.3e

What teacher questions/provocations will drive these inquiries?

- How can the relationship to the division of whole numbers be used to solve for quotients of decimals?
- Why did people want Independence?
- What was needed to build a new country?
- How are the components of a system defined?

Students will be able to choose from the above four products

Standards: An inquiry into peace and conflict resolution; Rights and Responsibilities in the struggle to share finite resources with other living things.create the Constitution

What evidence, including student-initiated actions, will we look for?

Rubic in TEKS Resource System Unit 4&5 SS

- In what ways can properties be used to describe a system?
- What is the process for using the standard algorithm to solve for quotients of decimals?

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: Exploration Concept map: students will brainstorm reasons why we want to explore or travel to new destinations.

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

L1-You are taking a cooking class and are assigned the task of analyzing how the properties of the items found in a kitchen determine their use. From a teacher-provided assortment, choose five items to evaluate. Consider the following properties in your evaluation:

- Magnetism
- Physical state
- Relative density
- Solubility in water
- Ability to conduct or insulate thermal energy
- Ability to conduct or insulate electric energy
- Boiling and melting / freezing point of water (Form)

L2 - Create an illustrated timeline of the events surrounding the writing of the U.S. constitution. The timeline should start from the Articles of Confederation and go through to the adoption of the Bill of rights. The timeline should include at least five events with illustrations and corresponding explanations of the significance of the events in relation to the writing of the U.S. Constitution.

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?

The learning experiences will include:

Students will model:

Perspective:

Reading/Writing/Social Studies-Write a letter from your perspective of life in the colonies during the Revolutionary War.

Math- Students will solve for products of decimals to the hundredths, and the relationship to the multiplication of whole numbers.

Change:

Reading/Writing/Science-Make inferences based on textual evidence supporting the changes properties of matter undergo by reading a science article. (An Unusual Material-STEMscopes)

Math-Estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division through collaboratively groups.(Flipped Classroom)

Form:

Reading-Compare and contrast the form and structure of an autobiography vs. a biography.

L3-
A gallon of lemonade sells for \$3.40. Lucas' mom wants to purchase 9.5 gallons of lemonade for his birthday party.

Use an area model and another concrete or pictorial model to determine how much Lucas' mom spent on lemonade for his birthday party.

Lucas is selling lemonade for a school fundraiser. The large cup of lemonade sells for \$1.55 and the small cup of lemonade sells for \$0.75. Lucas sold 38 large cups of lemonade and 32 small cups of lemonade.

A. Estimate how much Lucas made for his school fundraiser.

B. Demonstrate and explain a strategy to determine how much Lucas made for his school fundraiser.

C. Write and simplify an expression that can be used to determine the total amount of money Lucas raised for his school fundraiser.

Science: Create a chart comparing the change a substance underwent when combined with water by investigating properties of matter. (STEMscopes)

Social Studies - SW explain the form of the government (three branches), the purpose of having a check and balance in place and the critical components of the Constitution.

4. cont'd

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

Learner Profile:

Inquirer:

Sci: Classifying and observing the changes in the properties of matter.

Communicator:

Reading/Writing/Social Studies: Writing speech/brochure/booklet/letter to explain the events that led up to the founding of the United States and the creation of the Constitution

Thinker

Math: Applying their thinking skills to approach complex problems and make reasonable decisions. Students through Dialectical thought will think about two or more different strategies capable of constructing a solution.

Attitudes:*Commitment:*

Committing to following through with their research and participation in the Living Museum Night.

Curiosity:

Questioning how water can affect different types of matter and change their properties

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Enthusiasm:

Expressing excitement in learning new concepts to present at the Living Museum Night.

Transdisciplinary Skills:

Self-Management/Research/Communication- Planning, researching and organizing Living Museum Night. Students will have to effectively communicate and present their topic to an audience.

5. What resources need to be gathered?

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

Reading-Journey's, Powerpoints, Readworks.org, classroom leveled libraries,

Math- Engaging Mathematics Vol. II, Step up to the TEKS Practice Book, STAAR Diagnostic Series (Kamico) Pictorial Models, Area Models, Frayer Models.

Science-STEMscopes

Social Studies - MyWorld Social Studies Textbook, TEKS Resources System Performance Assessment, History Channel Videos, Library Media Services (e.g. Britannica)

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

Students will participate in Google Classroom training to plan and organize their research.

Students will visit the San Antonio Museum of Art and create a "Museum in a Box".

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.

Utilize text during the planner that is more formatted towards the formative and summative assessments. (Dubuque)

Create detailed rubrics for the different projects that include research and final projects. (Dubuque)

There needs to be a balance between the time the teacher takes explaining and the time the students have to create their product. (Munoz)

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

Through their research for the Living Museum, students were able to identify and recognize how colonist in the 1700s rose to action to declare their independence from Britain. (Dubuque)

An in-depth discussion of the Oxygen and Carbon Dioxide Cycle leads students to understand that resources are shared among different parties in the world. (Li)

The Flipped Classroom approach during their math lesson led students

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.

expression of ideas to take on the action on what they thought was more appropriate solution to their problems. (Munoz)

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

The choices of the summative fit the needs of the students and their abilities (differentiated activities).

Students can build upon in a later planner their own personal beliefs in their speech.