****

**Important**

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

Please download a copy by clicking on the “File” menu (top left corner). Scroll down and click on “Make a copy”. Once you have downloaded your own copy, you will be able to name, save and share the planner appropriately.

**Planning the inquiry**

|  |  |
| --- | --- |
| 1. What is our purpose?  To inquire into the following:  Transdisciplinary theme:  Where we are in place and time  Central idea :   * Involvement in world affairs affects individual lives   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?   * + Sequence of Events Timeline   + Women and the War Effort Engineering Design Challenge   + Art - – By the end of this unit, students should be able to identify pop artists and pop culture as a vehicle for societal change. After studying a variety of pop artists (including Keith Haring, Andy Warhol, etc.) Students will create collaborative art projects that communicate a message about social change. Student artwork should seek to communicate a message with their audience.   + PE/O’Brien: Students will discuss how athletes influence society | Class/grade: 5 Age group:  School: Copeland School code:  Title:  Teacher(s): Jackson, Medlock, Rivera, Wallace, Yeldell, Garcia, Mahon, O’Brien  Date: Feb 16, 2020  Proposed duration: number of hours over number of weeks 4 weeks (1 buffer week) Feb 16—Mar 12  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?  -change  -causation  -connection  What lines of inquiry will define the scope of the inquiry into the central idea?  -Popular culture can be a reflection of global affairs (change)  -One moment can alter the sequence of events throughout history (causation/connection)  What teacher questions/provocations will drive these inquiries?   * How did individuals such as Henry Ford and Charles Lindbergh change the face of American transportation? * How did Herbert Hoover and Franklin D. Roosevelt handle the problems facing Americans during the Great Depression? * How did individuals such as Louis Armstrong, Langston Hughes, Babe Ruth, Duke Ellington, Margaret Mitchell, and Jesse Owens influence American culture? * How does war affect society? * What changes and remains the same after war? * How did life change for African-Americans or Blacks in the 1920s? * What is propaganda * How does it feel when you lose? * What should the government do to help? * Art What message is the artist trying to communicate? Why did the artist paint this? Do you think their artwork created change? What impact does art have on social change? * **PE/O’Brien - Who are the most influential athletes of all time?** |
| **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?  -prior knowledge assessment- write what you know about...  -Kwl chart on war  -discuss sanford harmony conflict knowledge, relate to larger countries  Art - Class discussion about propaganda messaging (should be learning in their classroom as part of this unit). How propaganda applies to art of the past and present in both positive and negative ways.  PE/O’Brien Class will discuss what platforms athletes use to promote change and influence society  What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?  Wallace   * teacher observation * classroom observation * ongoing inquiry notebook * class discussions * Art – Does student artwork communicate a clear and concise message? * PE/O’Brien: Students will make a poster with an influential athlete and the changes they helped make. | **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?    Feb 16-19  Quarantine Buffer week  -reading on ww1  -reading on electricity  -sent home activities, discuss war as family members know it  Feb 22-26  WW1  -what is war?  -war from a journalistic/news perspective  -alliances and the domino effect  -propaganda- what and where is it?  -Lusitania sinking mystery activity, poem breakdown  -treaty of Versailles, make a treaty in your classroom! How do you feel when you lose?  March 1-5  Great Depression/New Deal  - 1920s of the Jazz Age (Louis Armstrong), the Harlem Renaissance (Langston Hughes), baseball (Babe Ruth), the automobile (Henry Ford), and transatlantic flight (Charles Lindbergh).  -play the stock market, market crash of 1929  -look at these images, great depression, write an article to go with them  -what could you do to help? Soup kitchens, dust bowl, relief packages (covid tie-in)  -New Deal- Civilian Conservation Corps, Works Progress Administration, and the Tennessee Valley Authority  -1930’s- Duke Ellington, Margaret Mitchell, and Jesse Owens.  March 8-11  WW2  -How did the treaty of Versailles lead to the rise of Hitler and militarized Germany?  - Pearl Harbor- attack on the US, from a news perspective, from a military perspective  -D-Day-beaches of Normandy, memorials and how we remember  -Holocaust- bringing it back to unit 1, how can discrimination and “othering” lead to damaging actions for millions?  -Dropping of the Atomic Bombs- would you have made the same choice?  - “Rosie the Riveter” and the Tuskegee Airmen- forging new paths  Art - Students will work collaboratively to communicate a message with their audience about a topic they are passionate about.  PE/O’Brien Students will share about an athlete that has made a change they find important to them.  What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?   * Encouraging questioning * Group work * Independent research * Hands on activities * Experiments that are not rail-roading the students to one answer * Class discussions * Short research projects with presentations inviting choice * Art - Students will need to be social during collaborative group work in this unit. |
| **5. What resources need to be gathered?**  What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?  LEARN@HOME-packets will be sent home with reading, links to videos, and hands-on reflection activities that can be accomplished in the home or local community safely and without strain on resources.  Art - I will need to gather images of different works of art (both past and present) that communicate a message about social change. I will need to plan for structured discussions around the message being communicated in different works of art.  Spanish - Spanish Reading material, Spanish Youtube Channel, websites, Duolingo, Spanish videos and songs.  EIP – Benchmark Universe Leveled Readers  NewsELA differentiated passages  ReadWorks differentiated passages  Common Core Progress Reading Passages  How will the classroom environment, local environment, and/or the community to used to facilitate 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.**  Wallace – students are able to identify animal characteristics and classify them into the scientific categories. They can tell or sing the parts of taxonomy.  Yeldell-students understood that categorizing plants and animals is a way that scientists can organize data but also a way that scientists can study animals that are similar to one another, and identify new species. Students are able to go outside and identify vascular and nonvascular plants, and vertebrate and invertebrate animals. Students also understood why multiple types of animals and plants are needed as they serve different functions in the ecosystem.  Students also understood the cause and effect components of WW1 and WW2, largely that alliances made powers on the European continent uneasy and divided into two larger powers, and that ww2 was caused by German aggression in the face of severe restrictions enacted by the Versailles treaty following ww2. Students also participated in a mock stock market to understand some of the highs and lows of the 20’s and the onset of the Great Depression.  Art/Mahon 5th Grade students were engaged in creating posters about topics that were important to themselves and their communities. This was presented as a group project, however many students elected to work independently in order to choose a topic that was important to them. On the first day that I presented the topic, students told me they were learning about the same thing in their classroom and asked me if I was spying on them.  PE/O’Brien - Students made reflections about professional athletes uniting people from different social backgrounds with their leadership and problem-solving skills.  **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.**  Wallace – Since the Assessment task(s) was incorporated into the their Zoo Project, it was broken into parts. However, I will make sure that I “transition” from one part to another in a more productive way. I will also probably take the finished part from them. I feel like by the end they were overwhelmed and some wanted to skip portions.  Yeldell- being able to finish the project would help with assessment, things were somewhat disjointed with the test prep for the state assessment. Next time we would plan this out better!  **What was the evidence that connections were made between the central idea and the transdisciplinary theme?**  Wallace - Students were able to see that there is a lot more work into how business operate.  Yeldell- students understood economic concepts through the social studies and science components of this unit and how they relate to their own community. | **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.**  **Art/Mahon** Students were all extremely engaged in this topic and actually have not finished their projects yet because they have been so wrapped up in creating a poster that can effect positive change in their community. Students were social in the planning stages of the assignment when they worked in groups, students were researchers as they chose a topic that was important to their community that they wanted to change, and students were communicators, using their artwork to send a message.  PE/OBrien - 5th Chande and connection: Students demonstrated an understanding of how human actions can create change. |
| **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.**  Ferguson (EIP) - When working in small groups, my eip students would read passages related to the unit. During the unit, students got a chance to inquire to get their questions answers.  Wallace – Students asked about other animals. They wanted to know if animals around the world were classified the same of if each country classified differently.  **Art/Mahon -** Students noticed that our lesson aligned with what they were already learning about in their classroom and asked if I was spying on them. Students built on their prior knowledge.  **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.**  **Art/Mahon -** Several students asked me if I could tell what their message was by looking at their posters. | **9. Teacher notes** |

© International Baccalaureate Organization 2011