



Summary

Sharing The Planet - Exhibition

Subject

English, Mathematics,
Science Lab, Social Studies,
Music, Visual Arts

Year

Fifth Grade

Start date

Week 3, December

Duration

18 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

The Central Idea

Global issues connect humans

Lines of Inquiry


- relevant global issues
- awareness of global issues
- impact of global issues

Teacher questions



- What are global issues?
- How do we increase awareness of global issues?

Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Related concepts	Subject Focus
 Connection	How is it linked to other things? The understanding that we live in a world of interacting systems in	systems, pollution	Science Lab



Key Concepts	Key questions and definition	Related concepts	Subject Focus
	which the actions of any individual element affect others.		
 Perspective	What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.		
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.		



Developing IB Learners

☆ Learner Profile



Inquirers



Thinkers



Open-minded



Caring



Reflective



ATL Skills



Approaches to Learning

Description

Transdisciplinary Skills: Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data,



Interpreting Data, Presenting Research, Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition, Listening, Speaking, Reading, Writing, Non-verbal, Viewing, Presenting.



Thinking Skills

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

Analysing

Observe carefully in order to recognize problems.

Analysing and evaluating issues and ideas, and forming decisions

Consider meaning of materials.

Take knowledge or ideas apart by separating them into component parts.

Use models and simulations to explore complex systems and issues.

Evaluating

Organize relevant information to formulate an argument.

Evaluate evidence and arguments, and associated decisions.

Recognize unstated assumptions and biases.

Consider ideas from multiple perspectives.

Synthesize new understandings by finding unique characteristics; seeing relationships and connections.

Test generalizations and conclusions.

Identify obstacles and challenges.

Forming Decisions

Develop contrary or opposing arguments.

Propose and evaluate a variety of solutions.

Revise understandings based on new information and evidence.

Draw conclusions and generalizations

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

Use discussions and diagrams to generate new ideas and inquiries.

Practise “visible thinking” strategies and techniques.

Make unexpected or unusual connections between objects and/or ideas.

Design improvements to existing products, processes, media and technologies.

Considering new perspectives

Ask “what if” questions and generate testable hypotheses.

Apply existing knowledge to design new products processes, media and technologies.



Consider multiple alternatives, including those that might be unlikely or impossible.

Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments.

Practise “visible thinking” strategies and techniques.

Generate metaphors and analogies.

- Information Transfer - Using skills and knowledge in multiple contexts

Use memory techniques to develop long-term memory.

Inquire in different contexts to gain different perspectives.

Make connections between units of inquiry and between subjects.

Transfer conceptual understandings across transdisciplinary themes and subjects.

Combine knowledge, conceptual understandings and skills to create products or solutions.

Apply skills and knowledge in unfamiliar situations or outside of school.

Help others develop conceptual understandings and skills.

- Reflection and Metacognition - Using thinking skills to reflect on the process of learning

Identify strengths and areas for improvement.

Consider new skills, techniques and strategies for effective learning.

Record thinking and reflection processes.

Reflect on their learning by asking questions.



Research Skills

- Information literacy - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating

Formulating and planning

Ask or design relevant questions of interest that can be researched.

Outline a plan for finding necessary information.

Evaluate and select appropriate information sources and/or digital tools based on the task.

Data gathering and recording

Gather information from a variety of primary and secondary sources.

Use all senses to find and notice relevant details.

Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.

Synthesizing and interpreting

Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams.



Use critical literacy skills to analyse and interpret information.

Evaluating and communicating

Draw conclusions from relationships and patterns that emerge from data.

Present information in a variety of formats and platforms.

Understand the significance of academic integrity and intellectual property rights.

Create references and citations, use footnotes/endnotes and construct a bibliography according to recognized conventions.

- Media literacy - Interacting with media to use and create ideas and information

Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks.

Compare, contrast and draw connections among (multi)media resources.

Seek a range of perspectives from multiple and varied media sources.

Demonstrate awareness of media interpretations of events and ideas.

Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.

- Ethical use of media/ information - Understanding and applying social and ethical technology.

Use media ethically to communicate, share and connect with others.

Differentiate reliable from unreliable resources.

Understand the impact of media representations and modes of presentation.



Self-management Skills

- Organization - Managing time and tasks effectively

Plan short- and long-term tasks.

Set goals that are challenging and realistic.

Use time effectively and appropriately.

Bring necessary equipment and supplies to class.

Keep an organized and logical system to document learning.

Understand and use learning preferences.

Use technology effectively and productively.

Take on and complete tasks as agreed.

Delegate and share responsibility for decision-making.

- States of mind - Using strategies that manage state of mind

Mindfulness

Use strategies to support concentration and overcome distractions.



Be aware of body–mind connections.

Perseverance

Demonstrate persistence.

Use strategies to remove barriers.

Emotional management

Take responsibility for one's own actions.

Use strategies to prevent and eliminate bullying.

Use strategies to reduce stress and anxiety.

Manage anger and resolve conflict.

Self-motivation

Practice positive thinking and language that reinforces self-motivation.

Resilience

Manage setbacks.

Work through adversity.

Work through disappointment.

Work through change.



Action

Student-initiated Action

Students developed web sites, created posters, supported game play to feed the hungry, created children's literature books and wrote to local, state and national politicians in an effort to demonstrate a human connection on global topics.



Assessment & Resources

Ongoing Assessment

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Exhibition

November/December: Introduce global issues. Identify topics. Complete questionnaire. Identify groups.

January/February: Begin research/central ideas/lines of inquiry. Meeting once a week: goal.

March/April: Finalize research, complete essay and technology component.

May: Post Milestones: Practice. Prepare final project details.



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Learning Experiences

Designing engaging Learning Experiences

Music:

Central Idea: Music persuades an audience.

Learner Profile: Students will develop their communicator, reflective, and risk-taking attributes during this unit.

Key Concepts: Connection, Responsibility, Function

Activities: Sing, play, analyze, research, and/or create songs about global issues

Science Lab Activities:

Key Concepts: Connection, Perspective, Responsibility

Provide students with resources and expertise to help students take responsibility and actions to complete their IB exhibition goals.

Art Instruction

Central Idea: Artists can make

Key Concepts: Connection. responsibility, perspective

Students will focus on IB profiles: inquirers, thinkers, open-minded, reflective, caring, reflective

Spanish -

??

Literary Titles:

Plastic Ahoy (Newman)



Should There Be a Zoo A Persuasive Text (Stead)

Welcome to Mars (Aldrin)

Global Warming (Seymore)

Reflections

General Reflections

Looking Back



Erica Pease May 11, 2022 at 2:27 PM

Students gained a deeper understanding of troubles faced locally and globally. Students were able to share their perspective through their action item of exhibition.

Looking Forward



Erica Pease May 11, 2022 at 2:29 PM

We would like to start planning exhibition with the students earlier in the year so students have more time to reflect on what is truly important to them.