



Summary

Sharing The Planet - Exhibition

Subject	Year	Start date	Duration
English, Mathematics, Science Lab, Social Studies, Music, Visual Arts	Fifth Grade	Week 2, December	18 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

The Central Idea

Decisions can contribute to challenges and consequences

Lines of Inquiry

- Decisions can impact quality of life
- Consequences reflect decisions
- challenges are not always handled responsibly

Teacher questions

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

Learning Goals

Scope & Sequence

Mathematics

[CCGPS] Geometry [G]

Learning Outcomes

CCGPS Cluster #1: Graph points on the coordinate plane to solve realworld and mathematical problems.



CCGPS.5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate)

CCGPS.5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the Situation.

CCGPS Cluster #2: Classify two-dimensional figures into categories based on their properties.

CCGPS.5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles

CCGPS.5.G.4 Classify two-dimensional figures in a hierarchy based on properties.

 Social Studies

[CCGPS] Historical Understandings

Learning Outcomes

SS5H8 The student will describe the importance of key people, events, and developments between 1950-1975.

- a. Discuss the importance of the Cuban Missile Crisis and the Vietnam War.
- b. Explain the key events and people of the Civil Rights movement; include Brown v. Board of Education (1954), the Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Rosa Parks, and Martin Luther King, Jr.
- c. Describe the impact on American society of the assassinations of President John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- d. Discuss the significance of the technologies of television and space exploration.

SS5H9 The student will trace important developments in America since 1975.

- a. Describe U. S. involvement in world events; include efforts to bring peace to the Middle East, the collapse of the Soviet Union, the Persian Gulf War, and the War on Terrorism in response to September 11, 2001.
- b. Explain the impact the development of the personal computer and the Internet has had on American life.

Standards and benchmarks

Georgia State Standards: GSE: Physical Education (2018)
Motor Skills and Movement Patterns (Grade 5)

PE5.1 The physically educated student demonstrates competency in a variety motor skills and movement patterns.
Locomotor



- a. Demonstrates mature patterns of various locomotor skills in a variety of small-sided games, dance, and educational gymnastics experiences.
- b. Creates a repeatable dance, gymnastics, jump rope, or exercise routine when combining locomotor movement patterns using correct rhythm/patterns with a partner or group.

Non-Locomotor

- c. Combines balance and weight transfer in a gymnastics and/or dance sequence with a partner.

Manipulative Skills

- d. Throws underhand and overhand using a mature form utilizing a variety of objects with accuracy.
- e. Throws accurately while both partners are in motion.
- f. Catches an object with both partners moving.
- g. Combines hand dribbling with other skills in small-sided games.
- h. Combines dribbling with feet and other skills in small-sided games.
- i. Demonstrates mature form of kicking and punting in small-sided games.
- j. Passes accurately and receives with the feet using a mature form as both partners travel.
- k. Volleys underhand using a mature form with accuracy in small-sided games.
- l. Volleys a ball with a two-hand overhead pattern, sending it upward accurately and demonstrating mature form.
- m. Consecutively strikes an object with a partner using a short-handled implement over a net, line, or against a wall in small-sided games.
- n. Strikes an object with a long-handled implement demonstrating mature form.
- o. Combines traveling with manipulative skills to successfully hit a target (soccer goal, hockey goal, and basketball goal).
- p. Creates and/or performs a jump rope routine with a partner or group.

Georgia State Standards: GSE: Science (2016)
Physical Science (Grade 5)


- S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.
- a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.
 - b. Construct an argument based on observations to support a claim that the physical changes in the state of water are due to temperature changes, which cause small particles that cannot be seen to move differently.
 - c. Plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (color, gas, temperature change, odor, new substance produced).



 **Key and Related Concepts**




Key Concepts

Key Concepts	Key questions and definition	Related concepts
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 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.	Values, Initiative
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 **Developing IB Learners**

Learner Profile

-  Caring
-  Principled
-  Balanced

 **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.

 **Communication Skills**

- Exchanging information - Listening, interpreting and speaking
 - Speaking
 - Speak and express ideas clearly and logically in small and large groups.
 - Give and receive meaningful feedback and feedforward.

 **Research Skills**

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



Formulating and planning

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

Data gathering and recording

Use all senses to find and notice relevant details.

Synthesizing and interpreting

Use critical literacy skills to analyse and interpret information.

Evaluating and communicating

Present information in a variety of formats and platforms.

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?

IB Exhibition

August/September: Introduce the concept of local/global issues (i.e., women's rights, animal abuse, water pollution).

October/November: Identify topics and have students complete the questionnaire. Create groups and introduce the IB Binder.

-- Begin teaching about the Lines of Inquiry. We may be teaching informational writing (IB Topics)

December/January: Continue research/central ideas/lines of inquiry. **Try to meet twice a month!** Continue working on essay.

February/March: Finalize research, complete essay, begin action plan research. (Technology)

April: Finalize action plan and begin work on presentations. (Tri-fold boards)

Making flexible use of resources



[RU_INFO_G5.pdf](#) Jun 1, 2022



CL_INFO_G5.pdf Jun 1, 2022



CL_INFO_G5-G6.PDF Jun 1, 2022



Learning Experiences

Designing engaging Learning Experiences

Music:

Central Idea: Music develops cooperation.

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

Key Concepts: Connection, Responsibility, Function

Activities: Students will perform songs and play music games that require cooperation (eg., listening, working with others)

Assessment: Students will develop cooperation criteria and rate themselves and class groups according to cooperation rubric and class rubric.

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 -

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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.



Erica Pease May 18, 2023 at 9:10 AM

Our goal was to start in August but we were not able to start in December. Our goal for 23-24 is to start essential agreements & routines in September.

Topics moving forward will be based on student interest. Teachers will also provide topics.



Rachel Bailey May 16, 2024 at 8:55 AM

Throughout this unit, students engage in critical thinking and reflection as they examine the ramifications of decisions in various contexts. Within the culminating activity, IB Exhibition, students explored how individual choices, whether personal, societal, or global, can shape the quality of life for oneself and others. By analyzing case studies, real-life scenarios, and historical events, students gain insights into the factors that influence decision-making and the potential consequences that may arise.

Team Members Present: All Team Members

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.



Erica Pease May 18, 2023 at 9:11 AM

Animal Rights groups will identified more specifically rather than a general topic (animal testing, cosmetic testing, puppy



mills, poaching, etc.)



Rachel Bailey May 16, 2024 at 8:56 AM

Engaging in the Exhibition process encouraged students to take action based on their learning and reflect on their experiences. Students identified opportunities to make positive community changes or advocate for causes they care about. Moving forward, they can continue to take action and reflect on the impact of their efforts, fostering a sense of agency and responsibility as global citizens.

Team Members Present: All Team Members

Additional Subject Specific Reflections



Rachel Bailey May 16, 2024 at 11:06 AM

We will work as a team next year to implement the following strategies to help improve the outcome of the PYP Exhibition.

Ideas for next year: Extended Preparation Period, Structured Planning and Goal Setting, Supportive Mentorship, Flexible Learning Opportunities, Access to Resources, Peer Collaboration and Feedback, Reflection and Revision.

Student expectations should include playing the part (dressing like a park ranger, etc.), facing the audience, providing the audience with handouts or take-homes, being aware of your audience, and beginning with an opening question or hook.

Team Members Present: All Teachers Present + Mr. Hulsing