

PYP planner

Planning the inquiry

**Class/grade:** 5th Grade **Age group:** 10-11

**School:** Fienberg Fisher K-8 **School code:** 004356

**Title:**

**Teacher(s):** 5th Grade Team

**Date:** October-November

**Proposed duration:** 140 hours 6 weeks

**1. What is our purpose?**

**To inquire into the following:**

* **transdisciplinary theme**

**Who We Are**

An Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationship including families, friends, communities, and cultures; rights and responsibilities; what it means to be human

* **central idea-**

Early history contributed to the development of nations.

**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 stamp on an explorer of their choice that demonstrates their understanding of how early history contributed to the development of a nation. They will work in small groups to research the explorer and identify one place they have explored and their contributions (negative and positive) to the development of that nation. They will include specifics dates, names, and places that were a part of their journey. The stamp will be created on the canvas of choice for each student then placed in the school’s classrooms.

**Assessment tool: Rubric**

**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?**

Causation, Perspective, Connection

*(Related concept: exploration, beliefs, systems)*

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

* Early history
* The development of nations
* Conquerors and explorers

**What teacher questions/provocations will drive these inquiries?**

* What defines early history?
* What is the difference between conquerors and explorers?
* How did explorers contribute to the development of current nations?
* What factors caused explorers to set out on their journeys?
* What other factors contributed to the development of nations?

**Provocation:** Watch the video The Age of Exploration.

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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?**

* Fiction and Non-fiction books available through the media specialist.
* Complete progressive timeline of how Early History contributed to the development of a nation.
* Write an essay describing the journey, struggles and victories of a selected conqueror or explorer.
* Create a picture dictionary using specific vocabulary.
* Examine maps of early history and make comparisons to current maps.
* Trace the routes of various explorers

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

**Transdisciplinary Skills:**

**Research skills** – Students will have opportunities to organize various data for their timeline.

**Thinking skills** – Students will learn specific facts about the history of various nations.

**Social Skills** – Students will explore differing beliefs, viewpoints, and ideas that led to the building of a nation.

**Learner Profile:**

**Inquirers –** Students will display their natural curiosity by asking questions about the struggles and challenges of explorers.

**Open-Minded –** Students will begin to develop an appreciation for the values of others by reading literature about the sacrifices that were made by others.

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**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?**

Students will participate in an anticipation web activity sharing their understanding of exploration and early histories’ impact on the development of nations.

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

* Students create a time-line using notes from The Age of Exploration video.
* Students create “selfie” projects where students take a picture of themselves as the explorer and share to teacher who will then project it for the class. Students will have to guess who the explorer is. We will call this game, “Historical People Guess Who.”

**5. What resources need to be gathered?**

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

Horizon Harcourt, Volume 1 “Who *Was Ferdinand Magellan?”*

Computer technology: online encyclopedias through Fienberg.dadeschools.net

Books about Historical Time periods, Native people, Conquerors and Settlers. “Early\_Explorers\_ The\_Age\_of\_Discovery” Readers and Writers Workshop: The Reluctant Traveler, The Magical Lost Brocade. Literature Anthology: Westlandia

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

**Classroom Environment:** Visual aids, vocabulary word wall, student work

**Local Environment:** Museum Guest Presenter, Possible Native guest speakers, History through Music Presentation

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1. **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?”**

**Causation:**

**Perspective:**

**Connection:**

**demonstrate the learning and application of particular transdisciplinary skills?**

**Research skills:**

**Thinking skills:**

**Social Skills:**

* **develop particular attributes of the learner profile and/or attitudes?**

**Inquirers:**

**Open-Minded:**

**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.**

Early history contributed to the development of nations.

**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?**

Early history contributed to the development of nations.

what it means to be human

Reflecting on the inquiry

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1. **Teacher notes**

Selfie or Dubsmash video and they printed the portrait and had their picture next to it

Read text

Video on Discovery Ed – The Age of Exploration

Americo Vespucci

The Silk Road

Reflecting on the inquiry

**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.**

* What factors caused explorers to set out on their journeys?
* What other factors contributed to the development of nations?

**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 factors caused explorers to set out on their journeys?
* What other factors contributed to the development of nations?

**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.**

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