

1. What is our purpose?

To inquire into the following:

- How the World Works

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- central idea

Basic Scientific Principles provides a foundation for technological development

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?

We are going to divide jobs. Oki will explain about our first lines of inquiry which is Different climates around the world and in Oki's place, there will be earth and sun model to show how there are different climates in the earth and there is another experiment about water cycle and which impacts does it give to, is it weather or season or climate. There will be some pictures about the earth and sun rotation and revolution. Oki is the scientists while Fenny will be reporter telling about factors which causes climate change to change and there will be power point showing about climate change problems around us based on the movie we watched. There will also be some articles and photos around Fenny's place. Celine will be the applied science scientists more focusing about the technology development applied to cope with climate change. There will be poster about tools that has been invented to help us predict weather, air pressure and temperature based on the outing we had to BMG. There will also be tool model like Anemometer and Barometer to help show how it works. We also made our own technology planning in paper that people can understand to help cope climate change in the future. There will be some pictures about the tools that help us cope climate changes. We also give messages through our exhibition about climate change.

Class/grade: 6

Age group: 11-12

School: Sekolah Ciputra

School code: 7179

Title:

Teacher(s): Mr. Yudi, Ms. Ani, Ms. Yulita

Student(s): Celine, Fenny, Oki

Date: 18th February 2008

Proposed duration: 66 hours over number of weeks: 8 weeks



PYP planner

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?

Concepts : Function, Causation, Form

Related concepts : Differences, Similarities, Impact, communication, role and systems

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

- Different Climates around the world
- Factors which causes different climates around the world
- Technology development to cope with different climates

What teacher questions/provocations will drive these inquiries?

1. What will happen to earth if there's no season?
2. Can we still live without revolution? How?
3. What are the importance of season and weather?
4. How can we make change so places have predictable weather and season change?
5. How did the world revolute?
6. What are the impacts of climate change?

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?

1. Assessment rubric about how students are able to choose the appropriate media for their prior-knowledge, how students are able to show their recorded data and have a very good note-taking skills.

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

2. Continuum Assessment about how students are able to collect information for finding info stage, how student are able to choose the appropriate media to find info and how student present their data in summary, journal, etc

3. Checklist on how well student are able to use kinds of media for sorting out their info, how students are able to publish their works and how student uses creativity in the work published.

5. What resources need to be gathered? (see attachment)

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

- Trans TV Channel
- BMG (Badan Meteorologi dan Geofisika Juanda)
- http://news.nationalgeographic.com/news/2008/02/080221-mongolia-herders_2.html
- http://news.nationalgeographic.com/news/2008/02/080229-seaurchins_2.html
- Jakarta Post 6th December 2007

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

Make experiment at science lab, display the model of earth and science, put pictures around that explain about climate and make our corner interesting using some crepes paper to make trees.

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 teacher provides the context for inquiry

Leading and facilitating student inquiry

1. We made a group mind-map and discussed it with the mentors and watched a movie called "Twister".

2. We meet an expert in High-School, Ms. Ani which is expert in geography, watched a movie about Earth's report, analyze some articles about climate change impacts towards living things and made some experiments about water cycle and earth rotation +revolution

3. We analyzed the experiment we did in the finding-info stage, made a power point based on earth's report movie, made a poster about our outing to BMG (Badan meteorologi dan Geofisika Juanda) in the sorting-out stage. We also answer our key questions based on the information we got from the expert on geography, Ms. Ani.

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

Skills: Research, Self management, thinking, communication, social
Learner Profile: Inquirer, Communicator, Thinker, Risk taker, Principled, Knowledgeable, Caring, Open-minded, Balanced, Reflective
Attitudes: Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance

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.

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

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.

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.

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

5. What resources need to be gathered? (see attachment)

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

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- http://news.nationalgeographic.com/news/2008/02/080221-mongolia-herders_2.html
- http://news.nationalgeographic.com/news/2008/02/080229-sea-urchins_2.html
- Jakarta Post 6th December 2007
- Ms.Ani (expert on geography) from High School
- Earth Report movie, National Geographic 2006
- BMG (Badan Meteorologi dan Geofisika Juanda)
- <http://www.energyquest.ca.gov/projects/thermometer.html>
- <http://www.energyquest.ca.gov/projects/anemometer.html>