



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none">● transdisciplinary theme <p>How we organize ourselves</p> <p>An inquiry into the interconnectedness of human made systems and communities; the structure and function of organizations; societal decision-making economic activities, and their impact on humankind and the environment.</p> <ul style="list-style-type: none">● central idea <p>The availability of goods and services affects the global economy.</p>	<p>Class/grade: 4th Age group: 9-10</p> <p>School: Poe Elementary School code: 49497</p> <p>Title: Global Finance</p> <p>Teacher(s): Lauren Baldwin, Elizabeth Finch, Laura Gonzalez, Troy Hall, Mary Haden Harris, Emily Hartzog</p> <p>Date: March 1, 2021-April 9, 2021</p> <p>Proposed duration: 4 weeks (Spring Break week is not included)</p>
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1b) 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 an action plan. Students will identify a product that uses a limited resource like water or wood. They will think of a way to maintain/ produce the quality of the product without the limited resource.

- 1- Identify product
- 2- Determine resources used to produce product.
3. Identify the limited resource.
4. Find an alternative to the limited resource to produce the same product.
5. Action plan of what was chosen to replace the limited resource. Detail the actions taken to replace without degrading the quality of the product, and a reflection of the pros and cons of their new product and how effective they think their product will be.

Product is identified	/ 5 pts
Resources used are listed	/ 10 pts
Limited resource is identified	/ 10 pts
Alternative to the limited resource is described in complete sentences.	/ 25 pts
Action plan of what was chosen to replace the limited resource. Detail the actions taken to replace without degrading the quality of the product, and a reflection of the pros and cons of their new product and how effective they think their product will be.	/ 50 pts

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, and reflection) to be emphasized within this inquiry?

Key Concepts: Function, Connection, Form

Related Concepts: Interdependence, Communication, Structure

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

- **connection within the global economy**
- **how supply and demand effects suppliers, goods, services, and prices**
- **making informed choices about limited resources**

What teacher questions/provocations will drive these inquiries?

How do we make choices?

What are the best ways to share limited resources?

What is supply and demand?

How can we solve problems in a market economy?

What is the difference between a good and a service?

Where do we get our products from?

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?

Teachers present lesson (PowerPoint) that defines each word of the central idea, “The availability of goods and services affects the global economy.” The students will interact via PearDeck describing what they know about each of the following terms: availability, goods and services, global economy. Teachers can recover and list on anchor chart and on HUB.

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

LOI #1 – Students will trace an international good or service, listing the country or countries involved and how it came to them.

LOI #2 – Students research and report back to class an example of how supply and demand effects suppliers, goods, services and prices.

LOI #3 - Students will be able to describe a limited resource and the importance of how to make informed choices.

Exit tickets → students will write what the difference between a good and a service is, how are prices set for a good/service, KWL, class discussion

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?

LOI #1: Research the products imported and exported in and out of the United States. Students will choose a product to research using a graphic research organizer that identifies the raw materials, the market that product is aimed toward, and how the product gets to market.

Students will create a physical or a visual representation of the product. When finished students will present their findings through a virtual or physical gallery walk.

LOI # 2: Discuss examples of supply and demand through examples that of everyday products. Teacher and students will generate a supply and demand anchor chart illustrating supply and demand process. Students will complete supply and demand graphic organizer.

LOI # 3 Discuss with the students how needs are something you must have for survival such as food and shelter while wants are something that you would like to have , but you could do without. Be careful to examine overlaps. After class discussion ask the students to make list of wants, needs, and the overlap. Complete a wants and needs worksheet.

Ask the students to draw depictions of four kinds of decision making which are together in a class display entitled how people make decisions. Ask the students to write about a time when their family was forced to make a big purchased involving money. Students could then discuss with their group and reflect on ways they make decisions about how to spend money.

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

Research: an item that has raw materials and what makes them limited and how it effects the global market if that resources is removed or limited. Communicate how well the students communicate their research in an effective way.

Unit 12 science- consumers and producers/ food webs
Great depression/ oil/ spindle top/
Literacy nonfiction/ informational/ expository

The learning experiences described above allowed students the opportunities to develop the following attributes:

Attitudes: Curiosity, Independence, Enthusiasm, and Appreciation

Learner Profile: Knowledgeable, Thinker, Inquirer, Communicator.

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5. What resources need to be gathered?

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

<https://www.youtube.com/watch?v=PQ6KAvPectU> (Biz Kids) good for money, money choices, finances

How It's Made: Pencils <https://www.youtube.com/watch?v=88wM22q5cd8> or <https://www.youtube.com/watch?v=zZHp1fGdAWE>

What is Money? My Money Choices? International Trade Big Business Google, Big Business Apple

Brain Pop: Supply and Demand, Discovery Education

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

Students can search businesses and interview local business owners.

Reflecting on 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.

- The students look into how the item from T summative affects the local and global economy.

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.

- Add a rubric and create an example with them and how it could change the price of the item or the quality of the item.

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

- The students were able to figure out that it may be cheaper to use a certain item instead of a limited resource.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- *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. demonstrate the learning and application of particular transdisciplinary skills?*
- *develop particular attributes of the learner profile and/or attitudes?*
- *develop an understanding of the concepts identified in "What do we want to learn?"*

Thinking Skills – making connections with global economy, what makes a resource limited, how to make informed choices

Research Skills – Tracing a good or service from one side of the globe to the other; researching limited resources,

Key Concepts: Through Form, Function and Connection, the learner was able to identify what a global economy is, its parts, determine its cause, and how its global connections.

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

In each case, explain your selection.

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Students will understand the global economy impacts our world. Students will identify products that use limited resources like water.

Attributes- principled and balanced

Students will show principled skills by making choices as a responsible consumer.

Students will show balance as they make purchases as a consumer and how they use their products wisely through conservation or recycling.

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.

How does a bank hold money?

Why don't we still use barter today?

How can different things be raw goods?

Students realized the importance of saving money and how economy affects their own life. Focus on vocabulary used in financial literacy math unit.

What student-initiated actions arose from the learning?

Students created their own businesses. They focused on variable and fixed expenses. They calculated profit.

9. Teacher notes

Students started having appreciation for what they have, who they are, and each other.

2018

- Possibly have a class set of *Lawn Boy* by Gary Paulsen
- Teacher set of: *Lemonade War*: Jacqueline Davis
Lunch Money: Andrew Clements
Lawn Boy Returns: Gary Paulsen
- Use resources such as:
Vault (Financial Literacy Computer Program) (Everfi)
- Financial Literacy Unit in Math
- Incorporate a rubric that has points for the summative.
- Tie in with Fine Arts Unit Of Inquiry (How We Express Ourselves) 1/16
- Librarian Lessons Research TEKS 1/16

Use Water Wise presentation to talk about limited resources. MAKE sure this POI is during the same time.

2019/2020

We were learning virtually by this time. Students created simple innovations out of recycled items in their home such as a pencil cup out of recycled plastic.