

## 1. What is our purpose?

### To inquire into the following:

- transdisciplinary theme

### How we organize ourselves

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.*

- central idea

The central idea will be developed after the students unpack the descriptors of the transdisciplinary theme **How we organize ourselves** and discuss local and global issues that they are passionate about. The teachers will guide students through this process.

Last year's central idea: The ways in which we organize and take action may determine our outcome.

### 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?

The students will present their process of Exhibition by describing their issue/concern, how the issue is connected to the central idea, the key concepts they focused on, their findings on each of their lines of inquiry, the result of their findings and their action taken to make the world a better place.

The students will be encouraged to present their topics in creative ways, according to their interests and talents. The teachers have developed rubrics, check lists and guidelines, and will review each of these with the students so they will know the expectations in advance.

Class/grade: Fifth

Age group: 10-11

School: Edgar Allan Poe Elementary School code: 049497

Title: Exhibition

Teacher(s): Baber, Stout, Crump, Salinas, Rankin, Truax

Date: March 22-June 11, 2021

Proposed duration: number of hours over number of weeks - 11



## 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?

All the key concepts will be used as students initiate their inquiries and match these with concepts. They will then categorize their questions with like concepts and answer the question, "What do we need to know more about to better understand our topic/issue?"

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

The students will develop three or four lines of inquiry as a result of categorizing their questions. This will create a focus for their research as they begin to organize their note facts.

What teacher questions/provocations will drive these inquiries?

- What are issues in our community?
- **What are some issues in our world?**
- What are your passions and interests?
- What more do you want to know about that interest?
- What issues are involved with that?
- **What kind of changes would you like to see?**
- **What actions can you take to learn more and raise awareness?**

Provocation:

The IB coordinator will present an overview (PowerPoint) of Exhibition to the fifth grade students. This presentation will outline the Exhibition process and review the students' responsibilities. A question and answer session will follow the presentation.

## Planning the inquiry

### 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?

- Concept map/Frayer model – students will brainstorm issues in the community or world
- KWL chart – students will list what they know and want to know about an issue they've chosen
- Questionnaire on topic – students will answer basic questions on a topic they've chosen

#### Evidence:

We are looking to see how much knowledge students have on a topic before beginning the exhibition project and the depth of their knowledge. We will also evaluate the depth and complexity of their questions on their chosen subject before creating a line of inquiry.

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

- Conversations with students/student feedback
- Observations of students with brainstorming maps or charts
- Portfolio conferencing
- Mentor/small group meetings

**(We are unsure about formative assessments in this stage of project)**

### 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 students are guided through the Exhibition process by using the steps of the inquiry cycle using the IIM (Independent Investigation Method)

**Tune In/Choose Topic/Set Goals:** After unpacking the theme descriptors, the students are asked to think about a real-world issue and how this issue relates to the theme How we organize ourselves. They are asked to think about something they feel strongly about, would like to know more about and would like to act upon. The teacher lists the topics the students suggest and groups them into like topics. The teacher then groups the students with the like topics. As a result of the student discussions, the teachers and IB coordinator come up with a central idea.

Using a concept map, the students web ideas about their topics with what they already know and questions about what they want to learn more about. They begin to write questions in their journals and label each question with a key concept.

The students discuss their questions with their group members and decide which questions can be grouped together by the key concepts. They then decide what they need to know more about to answer these questions and write their lines of inquiry. The students are asked if their lines of inquiry support the central idea.

**Find Out/Research:** The students write note facts for each line of inquiry. The students sign a Declaration of Academic Honesty and keep a working bibliography.

**Sort Out/Organize Notes:** The students organize their notes under each line of inquiry.

**Go Further/Edit Notes, Make Conclusions:** The students summarize each line of inquiry and collaboratively make conclusions.

**Take Action/Product Presentation:** The groups develop an action plan. They take action and plan how to best deliver the findings of their issues/topics.

**Reflection:** The students reflect on the Exhibition process, including their challenges and successes related to group work, research, presentation of their topics/issues and action plan.

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

The inquiry cycle and the process of the Exhibition allows opportunities for development of all the skills and learner profile attributes. The students also reflect on how the skills and learner profile further developed during Exhibition.

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

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

Google, Clever, Khan Academy, Encyclopedia Britannica, School library, Houston Chronicle and other local & national news sources, interviews with figures from respective organizations, etc.

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

Students will confer and collaborate with peers, mentors and teachers throughout the research process. Students may interview or request information from various people in the local community for more information regarding their line of 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.

Students will complete or fill-in a concept map, Frayer model or KWL chart including previous knowledge along with newly gained knowledge. Students will be able to complete the "sorting out," "going further," and "making conclusions" steps of the Inquiry Process. Students will be able to analyze the information gained to create an Action Plan. Teachers will ask engaging questions, reflect with students and provide feedback during and after this part of the cycle.

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.

Teachers could hold one-on-one conferences with individual students to discuss their line of inquiry and evaluate understanding of the central idea.

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

Central idea for Exhibition 2020:

"The ways in which we organize and take action may determine our outcome."

Students display evidence of connections between the central idea and transdisciplinary theme by researching various organizations and actions they take to make an impact in the community and our society.

## 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?"

As the students came up with questions about their topic, they wrote the questions in their journals and then labeled them with one of the key concepts. They then categorized the questions with like concepts. This method was used to decide what they needed to know more about to understand the focus of their topic. From there, they determined which concepts would best drive the inquiry and were able to write three or four lines of inquiry to narrow the focus of their investigation.

- demonstrate the learning and application of particular transdisciplinary skills?

Approaches to Learning:

To be successful with the process of Exhibition, the students are using all of the following skills. As part of their Exhibition reflection, the students self-reflect on how these skills were used throughout the process.

Social Skills: accepting responsibility, respecting others, cooperating with others, resolving conflict, group decision making, adopting a variety of roles

Thinking Skills: acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought, metacognition

Research: formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data, presenting research findings

Self-management: time management, informed choices, organization, safety, healthy lifestyle, codes of behavior, special awareness

Communication: listening, speaking in a group, reading, writing, non-verbal communication

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

In each case, explain your selection.

Our goal is for our students to develop all the attributes of the Learner profile, which has the attitudes embedded in them. An additional part of the Exhibition self-reflection asks student to evaluate their growth in each of the attributes.

They then choose two attributes of the greatest improvement and give specific examples to illustrate their growth. Most students feel more confident in their development of some attributes and less confident in others. Our hope is for them to continue growing with the Learner Profile.

## 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 are appropriate and reliable resources?
- How can I help this situation/organization?
- Is my line of inquiry written correctly?
- What happens if my research shows something different about my organization than originally thought?

*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.

- Students created flyers
- Students made cat toys and collected blankets for animal shelter
- Students created skit to educate younger students on service dogs
- Students distributed door locks to educate & prevent intruder situations

### 9. Teacher notes

This year, some students will be engaged in a virtual setting. **Padlet** was a tool we used last year and would like to use again, or a similar platform to help students build and present their project.