1. What is our purpose? **1a) To inquire into the following:** ● **transdisciplinary theme** Sharing the Planet An inquiry into rights and responsibilities and the struggle to share finite resources with other people and other living things. ● **central idea** **Equilibrium of finite resource is the responsibility of a society.**	Class/grade: 5th Age group: 10-11 School: Poe ES School code: 49497 Title: Sharing the Planet Teacher(s): Baber, Crump, Rankin, Salinas, Stout, Truax Date: February - March Proposed duration: 6 weeks

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 a monetary budget for living and justify their choices.

Students will reflect on the importance of managing finite resources.

The budget they created should be balanced or have a surplus of money. The budget should be realistic and needs to include basic living expenses and reasonable disposable income.

Actions we will look for:

-students will save, share and spend money

-asking parents to open a savings account

-being mindful of their environmental footprint

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?

Key Concepts:

Perspective
Connection
Reflection

Related Concepts: resources, utilization, cultivation

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

- Availability of natural resources
- Supplies and demand
- Results of disproportionate resources

What teacher questions/provocations will drive these inquiries?

- What do we need to be comfortable at home?
- Are always able to get what is needed?
- Will we always have resources available?

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?

- Wonder Wall about the resources we share.
- Brainstorming different systems
- Anchor Charts to record what was bought and how much was spent.

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

Students will choose a career with a given income and create a budget based on that income. While doing so, students will show an understanding of limited natural resources and supply/demand (ex: cost of gas by time of year) by justifying their choices (ex: electric/standard vehicle) based on income versus fixed expenses.

Organization, self-monitoring, collaboration, maintaining the instructed system

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?

- Students will play the game of life board game.
- Researching where the energy they use comes from.
- Comparing how much money spent when resources are not used wisely as opposed to using them wisely, ex. Shutting water off when brushing teeth, or turning light off when not in a room.
- Creating 3D models of energy sources (wind turbine, hydroelectricity, etc)

Approaches to Learning:

- Thinking Skills: acquisition of knowledge, evaluation, analysis
- Communication Skills: speaking, writing, and presenting
- Research Skills: collecting data, planning, organizing data

Attributes: Thinkers- Students need to think about how they can create a budget for their life.

Caring- Students learn the importance of sharing some of their money to help others.

Inquirer- Asking important questions about how what they do impacts the whole world.

Attitudes:

Commitment- Students commit to decreasing their environmental footprint.

Appreciation- Students show appreciation for what they have.

Curiosity- Students ask questions that pertain to how they will live as an adult.

5. What resources need to be gathered?

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

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

- Budget project
- Videos (BrainPOP)
- Stem scopes
- Visitor presentation about banking
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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.

Students budgeting project solidified their understanding of the equal distribution of finite resources for their budget to be balanced and society to function properly.

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.

No improvement necessary for accuracy.

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?"

Key Concepts:
Perspective- Learning about prices and how they differ based on the country you live in.
Connection- How prices change based on supply on demand.
Reflection- Thinking about how they have an impact on the environment.

Related Concepts: resources- learning about natural resources
Utilization-
Cultivation-

- demonstrate the learning and application of particular transdisciplinary skills?

Self-management skills-balancing a budget, comparing needs vs. wants
Thinking skills-creating 3D models of energy sources, considering the environmental impact of choosing alternative energy sources.

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

In each case, explain your selection.

Thinkers- Budget project

Caring- sharing money, decreasing environmental footprint

Inquirer- Budget Project

Share- Understanding the importance of sharing our resources with those around us.

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 is supply affected by demand?
- Will we always have natural resources to make the things we want to buy?
- Wonder Wall about the resources we share.

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.

Some students started a saving account. Others initiated a saving system at home by using the 'share, save, and spend' model by taking 3 mason jars and assigning them each either 'share', 'spend', or 'share' to split up their allowance money.

Some students decided to have a classroom monitor to make sure lights are turned off when no one is in the room and be more mindful about waste of resources.

9. Teacher notes

Students are excited to apply math to the real world.

Have presenter come back, kids enjoyed learning about the importance to saving money and how it can help them in the long run.