



<p>1. ¿Cuál es nuestro propósito? 1a) Investigar lo siguiente: ● tema transdisciplinario Compartiendo el planeta Una investigación de los derechos y responsabilidades en la lucha por compartir recursos finitos con otras personas y con otros seres vivos; comunidades y de las relaciones dentro y entre ellos; acceso a la igualdad de oportunidades; paz y resolución de conflictos</p> <p>● idea central Los organismos tienen estructuras y comportamientos que los ayudan a funcionar dentro de su entorno.</p>	<p>Clase / grado: 1 Grupo de edad: 6-7</p> <p>Escuela: Willard Código de escuela: 7202</p> <p>Título: Compartiendo el Planeta (Cosas Vivas - Partes del cuerpo y comportamientos)</p> <p>Profesor (s): Elaine Kaiteris, Marisela Figueroa, Dianne Cahir, Donna Irie y Lindi Killen</p> <p>Fecha: 2/26 / 18-4 / 20/18</p> <p>Duración propuesta: número de horas: 90 durante el número de semanas: 6</p>
<p>1b) Tarea (s) de evaluación sumativa: ¿Cuáles son las formas posibles de evaluar la comprensión de los estudiantes de la idea central? ¿Qué evidencia, incluidas las acciones iniciadas por el estudiante, buscaremos? Sumativa Los estudiantes harán un proyecto / presentación de su elección demostrando su comprensión de la idea central. Explicarán cómo los organismos tienen estructuras y comportamientos que los ayudan a funcionar dentro de su entorno. Los proyectos pueden incluir un componente de innovación.</p> <p>El maestro evaluará la habilidad del estudiante para: nombrar y representar una especie, identificar las partes y comportamientos que ayudan a una planta o animal a sobrevivir en su hábitat, cómo esas características ayudan a la supervivencia y explicar las similitudes y diferencias entre la descendencia y los padres especies. A partir de los diferentes proyectos / presentaciones, los estudiantes deberían ser capaces de identificar las estructuras y comportamientos que ayudan a la planta / animal a sobrevivir dentro de diferentes hábitats.</p> <p>Reflexión propia: los estudiantes completarán una autorreflexión basada en una pieza seleccionada de trabajo. Inventario personal / reflexivo basado en una comprensión general de la idea central.</p> <p>A través del estudio de esta unidad, el maestro espera que los estudiantes:</p> <ul style="list-style-type: none"> ● Identificar las estructuras y los comportamientos de diferentes plantas y animales ● cómo esas estructuras ayudan a los animales y plantas a sobrevivir dentro de su entorno ● Explica cómo los animales se adaptan para satisfacer sus necesidades ● Comprender la relación entre los animales y su entorno, ● Demostrar preocupación y cuidar la preservación del medio ambiente ● Comprenda que los recursos son limitados en diferentes entornos y aprenda a conservarlos y protegerlos. ● A partir del estudio de la unidad, los estudiantes demostrarán su capacidad de tomar acción personal al hacer cosas tales como: ● Tenga cuidado de respetar o proteger los hábitats y las estructuras de diferentes animales / y plantas] ● Apagar las luces para conservar energía ● Limpiando su entorno local ● Plantando jardines en el salón de clases y aprendiendo sobre los diferentes factores que podrían afectar el hábitat como afecta la planta del niño. 	<p>2. ¿Qué queremos aprender? ¿Cuáles son los conceptos clave (forma, función, causalidad, cambio, conexión, perspectiva, responsabilidad, reflexión) que deben enfatizarse dentro de esta investigación?</p> <p>Conceptos clave: forma, función, conexión Conceptos relacionados: Supervivencia, estructuras, naturaleza y nutrición Enfoque de la materia: Ciencia, Lenguaje, Matemáticas</p> <p>¿Qué líneas de investigación definirán el alcance de la investigación sobre la idea central? Cómo las partes del cuerpo impactan la supervivencia, Comportamientos que afectan la supervivencia, Semejanzas y diferencias entre hijos y padres</p> <p>¿Qué preguntas / provocaciones del maestro dirigirán estas preguntas? ¿Qué estructuras existen dentro de las diferentes especies y cómo ayudan a la especie? ¿Qué conductas (aprendidas e instintivas) usan las plantas / animales para sobrevivir? ¿De qué manera los comportamientos o estructuras de los seres vivos los ayudan a cambiar o adaptarse a su entorno? ¿En qué se parecen y difieren las plantas y los animales de sus plantas o animales originales? ¿Cuál es nuestra responsabilidad con respecto a las plantas y los animales?</p> <p>Provocaciones OTQ usando imágenes de plantas y animales que muestran el comportamiento o las partes del cuerpo de los animales: cómo les ayuda a sobrevivir en diferentes hábitats. Crea o dibuja una parte de un animal, en un grupo de estudiantes pueden crear un animal propio y decidir cómo sobrevivirá.</p>

- Cuidar su entorno escolar recogiendo basura, regando las plantas
- Reciclaje, reutilización de artículos para hacer arte
- Conservación del agua

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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?

- Use a OTQ activity related to plants and animals to see what animal structures and behaviors students are familiar with and what categories of animals they know about.
- Use a pre assessment activity is ___ something learn or born with.
- Activity what animals do you think can live here. Animal placement activities to see if they can place animals into the appropriate habitats based on animal look or body structures.
- Use circle map to check to see if they know what a habitat is, and to list which ones they know

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

- Through research activities, thinking maps, the teacher will assess students ability to sort and classify animals by characteristics.
- Through research activities, and field trips teachers will assess students' ability to list to identify the structures and behaviors that what makes each animal suited for its habitat and how their body parts help meet their needs
- Through the development of innovative design of never before seen animal/plant, students will be able to design animal /plants that can survive in new and different habitats, designing body parts or new learn behaviors that will help them survive.
- Students will use tree maps to identify animals/plant body parts and behaviors and double bubble map to identify the similarities and differences between parent and off-spring, and to compare structures of different kinds of animals ie mammals, reptile, amphibian, etc
- Teacher will use planet earth video to teach.

4. ¿Qué mejor podemos aprender?

¿Cuáles son las experiencias de aprendizaje sugeridas por el docente y / o los estudiantes para alentar a los estudiantes a participar con las preguntas y responder a las preguntas de manejo?

El docente facilitará una discusión para activar el conocimiento previo y creará un mapa de pensamiento para representar el conocimiento previamente adquirido con respecto a la supervivencia de animales y plantas.

Use materiales para diseñar una solución a un problema humano al imitar cómo las plantas y / o animales usan sus partes externas para ayudarlos a sobrevivir, crecer y satisfacer sus necesidades.

El maestro proporcionará una variedad de recursos para facilitar la investigación de diferentes animales, grupos de plantas y sus necesidades. Lea textos y use medios para determinar patrones / similitudes / diferencias en el comportamiento de padres y descendientes que ayuden a la descendencia a sobrevivir. El maestro y los alumnos realizarán una excursión al Zoo y al Acuario de Cabrillo.

El docente y los alumnos realizarán una investigación sobre las necesidades y características de los animales y las plantas mediante la creación de experimentos para comprobar si las plantas necesitan luz, tierra, agua, etc. (kit SEED)

Maestros y estudiantes discutirán las necesidades básicas de todos los seres vivos (comida, agua y refugio / protección). El maestro expondrá a los estudiantes a los hábitats a través de diversos medios y discutirá con los estudiantes cómo ese hábitat satisface las necesidades de varios animales y plantas.

Los estudiantes también exploran e investigan las cadenas de alimentos.

Los maestros / estudiantes identificarán las interrelaciones entre los animales y su hábitat y las cosas vivientes y no vivas dentro de ellos.

Los estudiantes clasificarán / clasificarán las imágenes de los animales por diferentes grupos, incluyendo: domesticado vs. salvaje; fantasía vs. real; herbívoros, omnívoros, contra carnívoros; mamíferos, reptiles, insectos, pájaros, anfibios; y diferentes hábitats de animales.

Los estudiantes crearán un hábitat imaginario / futuro imaginario para un hábitat específico. Los estudiantes identificarán las necesidades y características de sus animales.

¿Qué oportunidades se presentarán para el desarrollo de habilidades transdisciplinarias y para el desarrollo de los atributos del perfil del alumno?

Investigación: recopilar, registrar, organizar, observar y presentar datos a medida que los estudiantes investigan y diseñan / crean un animal. .

Pensamiento: Adquisición de conocimientos, comprensión, análisis de aplicaciones, evaluación y síntesis a medida que los estudiantes determinan cómo se satisfacen las necesidades de supervivencia de los animales.

Comunicación: escuchar, hablar, leer, escribir y presentar a medida que los estudiantes adquieren habilidades aprendidas y características heredadas.

Actitudes Curiosidad, respeto, empatía

Perfiles: Indagadores,

Equilibrado según la investigación de los estudiantes

organismos para crear un animal imaginario.

5. What resources need to be gathered?

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

Internet videos (Planet Earth, Imax, National Geographic Kids, All Things Animal), LA Zoo, Animal books, School/Local Library, Internet Atlanta Zoo Website, Animal Magazines (i.e. Ranger Rick, My Backyard, TIME for Kids), new science curriculum (Harcourt), SEED kits, KIND News (animal newspaper), flashcards from Lakeshore (classifying animals), Oceans (Movie by Disney), Earth (Movie by Disney), Brain Pop, Jr., National Geographic for Kids, History Channel, Blue Planet, Bill Nye "The Science Guy", Encyclopedia Britannica, You Tube for Education,

Books: Man Gave Names to All the Animals by Bob Dylan

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

Classroom will be conducive for cooperative group project, and auditorium will be used for guest speakers and final presentations, community volunteers with different careers may visit classrooms, and walking field trips will be used to solidify the information acquired in class.

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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 demonstrated understanding of the central idea by researching how living things adapt using the available resources within their habitat. Students were able to identify characteristics of animals and plants in and how it helps them survive in their environment. Students also learned about animal adaptation to its surroundings and its placement in the food chain. Students learned how to categorize animals into their various groups. (ie: reptiles, mammals, carnivores, omnivores, herbivores, predator, prey etc.) Students labeled different key components of their animal and plant and the habitat they live in and the resources within a habitat they use.

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.

We will make the assessment more open to students choice where they design their own project. It should include visuals, oral, and written content related to central idea. Parents will assist their child with their child's creation and the child will present it to the class.

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

Students were able to make connections between the central idea and the transdisciplinary theme. They were able to understand that living things are part of communities within particular habitats and they saw that they must adapt to meet needs based on available resources within different environments.

Students inquired how the rights and responsibilities of themselves and other living things connect to the struggle to share the available and finite resources within a habitat and the communities that are related to that habitat. Students will make a connection between the extinction/endangered animals and plants to the destruction of the habitats and what role man has played in the deaths of these animals or plants.

- Students participated in classroom discussions sharing their knowledge of the unit.
- Students demonstrated communication and higher thinking skills through various assignments such as researching the animals and plants found in different habitats, defining the classes of different animals, and researching about different features different animals and plant have to live in different habitats.
- Students demonstrated higher thinking skills through explaining and predicting changes that would occur if a habitat was changed. For example, polar region ice cap is melting away and impacting the polar animals.

Sharing the Planet

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution

central idea

Living things adapt to meet needs based on available resources within different environments.

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.

Connection: Students made connections between animals and their habitats. Students categorized animals by placing them in their correct habitats. Students created murals in which animals and plants were added to the correct habitat.

Form: Through research using various forms of media, students grasped the makeup of various animals structures and how they survive in their environment.

Causation: Students identified the cause and effect of the plants' and animals' needs. Through discussion of hypothetical circumstances and the effect it would have on the habitat and its inhabitants. Students also identified the cause and effect of changes in their classroom environment.

Inquiry: Students investigated a specific animal and had to create a visual presentation. Students investigate possible adaptations for functioning with their animal.

Transdisciplinary Skills :

Research: While researching animals students collected, recorded, organized, observed and presented data. Students researched different animals and learned about their animal structures. .

Thinking: Acquisition of knowledge, comprehension, application analysis, and synthesis as students determine why animals' needs are met in different habitats.

Communication: Listening, speaking, reading, writing and presenting as students acquire knowledge and present projects on animals and plants and where they can find them..

Attitudes

Curiosity: Students, through the use of inquiry, learned where and how species lived.

Respect: Students learned how to respect plants and animals and the planet and helped the environment through reducing, reusing, and recycling.

Empathy: Students developed action plans that show empathy for the earth.

Profiles:

Inquirers: Students inquired on different animal and plants habitats and their characteristics. They were interested on what allows animal and plant live in a certain environment.

Balanced -

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.

1. *What is a coral reef?*
2. *What is a mammal? Reptile? Amphibian?*
3. *Why do animals live in different places?*
4. *What is a habitat?*
5. *What is a predator/prey?*
6. *Why are animals endangered/extinct?*
7. *How can animals survive?*
8. *Are all animals that live in the ocean fish?*
9. *Why is a spider not an insect?*
10. *What is an adaptation, organism, structure?*
11. *Do plants have adaptations?*

(2) *Students researched the different characteristics of each type of species that helped them understand how they use their environment to survive. We talked about how their bodies are designed or structured to live in certain habitats or environments. They researched and understood why mammals change their fur color in different seasons.*

(4) *When discussing the different locations where animals live and I used the word habitat and the kids asked what it was. So I shared what a habitat and we discussed different habitats and what animals and plants live there.*

(5) *Students research the difference between what makes an animal a predator or a prey. Animals must prey upon others to receive food to live. Prey are animals that are hunted and eaten by others. Students learned that most animals can be both predators and prey.*

(6) *Students read about animals that are endangered and why they have made it to this list. They learned that animals need their habitats to be safe. They are able to find their shelter and the food they need on their own.*

(7) *Students researched how animals behave and/or use their bodies to protect themselves. Students have been looking at animals of their choice and find information about how they are able to adapt to their environment in order to survive. Examples included: camouflage, hiding in a shell, sharp claws/teeth, animals that are fast runners or swimmers etc.*

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 decided to save resources by using both sides of paper. Students began to use paper wisely.*
- *Students recycled paper and plastic and picked up trash and coordinated the school wide recycling program by taking all the bins to the curb for pick up.*
- *Parents, staff and students come for Beautification Day to help clean the school and gardening.*
- *Students selected an animal to research and gathered information on that animal's structures and behaviors used for surviving in its environment.*

9. Teacher notes

Learning Language/ Learning about language emphasis

Researched different organisms

Read different animal/plant books

Researched and wrote about how animals adapt to their specific habitat

Learning Math/ learning about math emphasis on using where their favorite animals live.

Science

Through research students discovered all plants and animals have needs and how they are met through their environment.

Students discovered that climate has an effect on what plants and animals can survive within different habitats.

Through plant experiments students discovered how plants structures work.

Social Studies

Students discovered where different habitats and animals are located on a map.

Students learned how to use cardinal directions.

Arts

Students used many types of media to depict animal structures and habitats..

Students created original haiku poems about various habitats

PSPE (Personal, social and physical education)

Students acted out different animals.

ICT (Information, communication technology)

Students illustrated different animals, mammals, fish, and reptiles in Paint and wrote about it.

Students watched different videos about animals and habits in BrainPop.

World Language

Students learned different habitat names in Spanish.

They also wrote sentences about a specific habitat.

Students learned about geographical features

Suggestions

Teachers find more information on internet and set up folders in IB under activities for kids to do on the chromebooks.