

## 1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

Who We Are

- central idea

Our bodies are made up of many systems, each having an important function

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 complete a pre-assessment of a human body to which they will show their understanding of the systems of the human body. To which students will use this to drive 5-7 questions for student research.

The summative assessment for this unit is for students to complete health journals and then identify at least one healthy habit and use scientific facts to explain why this habit is healthy. They will also identify at least one habit that they plan on implementing and use scientific facts to explain why this habit is healthy. This is to be presented to the class.

1. Choose any day, and keep records for the entire day. You must write or somehow record what you eat, what activities you do and anything else that seems important.
2. Once you have a list of activities, think about what body systems and functions were used during your day. For example, did your digestive system help you with that bagel? Did your immune system fight off a sniffle you felt coming on? What systems do you use on a daily basis? How?
3. You will be asked to talk about your day in front of the class. Prepare a few points to discuss so that you will demonstrate your understanding of this unit. Use detail to prove your ideas and analysis. Be creative!

Class/grade: 5/6

Age group: 10-12 years old

School: Glenroy West Primary School School code: 301074



Title: Our bodies are made up of many systems, each having an important function PYP planner

Date: Term 1, 2016.

Proposed duration: number of hours over number of weeks

## 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?

Connection, function, responsibility

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

- Systems of the human body – What systems do we have in our body and how do they connect together. Knowledgeable.
- Physical and emotional health - Our responsibility to our bodies. Balanced

What teacher questions/provocations will drive these inquiries?

What are systems in the human body? What is it meant by systems and how does this effect you?

What is a fun fact / or point that is interesting about the human body?

### 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?

Student to complete body map. (Black pre / Red post)

Students work in teams using a body map to Getting Knowledge Ready.

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

Unit Diary – Calendar, Thinking, Questions, Research.

Submit a weekly diary – showing their physical / emotional events of that period.

### 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 are to use their pre-test to devise questions to drive their learning from what they already know. Students are to research these questions they derived themselves and briefly research each of these. This will give the students an interest in writing an information report.

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

TS- Thinking; Students asking relevant questions to expand their thinking. Self-Management; Students are self-directed in their questions and research to these questions. Time Management of their work and ensure they follow the unit calendar. Communication; Reading, Writing, Presenting, Listening and Speaking.

LP- Knowledgeable / Balanced

A- Curiosity / Respect.

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

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

Resources will be collected from the internet, library, books and displayed in the room and online.

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

The classroom will demonstrate the understanding of the students from their pre-test, as the unit progresses students will be able to add information about their learning on the wall. Students will develop information from this to which they will complete an information report to display in the classroom. In teams students will use this information to drive arguments for students to debate and collect data about people's eating habits.

## 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.

Assessment for the unit outcome was easy to establish as the central idea lead us to develop the appropriate pre-test & post-test. The teachers involved in the planning process worked well together and were able to bounced ideas from each other in order to develop and drive students learning. Our provocation lead our students to develop a higher order thinking using Kath Murdoch's inquiry cycle which lead to thick and rich questions.

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.

I feel the assessment task of asking students to fill in a blank body poster to show understanding of what system are in the body. Most students were able to respond by answering very basic body parts. Students were not able to add in body systems, although they did have a good understanding after learning what the body function system is called.

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

Most students were able to demonstrate a clear understanding between the central idea and the transdisciplinary themes because they showed their understanding by presenting a high quality of project work.

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

What were the learning experiences that enabled students to:

In each case, explain your selection.

**Pre-Test:** Students used the pre-test to help them generate ideas and questions for research.

**Journal:** Students used this to get their thinking down on the page. The questions for research, the information they have found and give them the direction to direct them to complete their information report.

**Information Report:** Students will be able to understand how to write an information report and the key characteristics it needs. This was completed as part of our writing unit.

**Measurement and Data:** In this unit students were taught measurement and data to which we linked these in using weight, litres, surveys (data), tallies and pie graphs.

**Debate:** Within this students were modelled on how to create a

### 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.

Students were able to take action by incorporating our maths component on data. They decided to take action on the celebration day. On celebration day student worked together in teams and selected a captain to record information about what food people eat on that day. It was collected and collaborated into a tally chart. After tallying all the food people eat the students designed a pie graph to show their results.

From the information researched on their five student driven questions students completed an information report of the question that interested them the most. Students then were grouped into 6-8 to create the great debate. What is the most important system in the human body? This was easy for the students to drive this as the information they just learned was relevant to the debate. The engagement of the students was high as they felt they were experts in their chosen topics. On the day students created a stir and had an audience of 30 parents who voted based on the students arguments. A great day was had by all.

### 9. Teacher notes

Throughout the unit most if not all of the students were engaged with the work and understanding the central idea. The students found it a great idea to use the journal and helped them get a great understanding on how this keeps students organised in keeping their work up to date and ready to be presented on time. Most students found the transition from pre-test to generating questions easy and this provided specific learning for each of the students.

This was of great benefits to the students in our debate where they were able to provide different arguments to many different systems of the body as they used their knowledge gained from researching the initial questions. This was a highlight for the students as the presentation of their information reports felt like they never happened. Their focus to help them win the debate was a driving factor in the classroom.

This unit was a great start to the year where students were engaged in the learning and found it a great unit to which they learned a lot about the human body and its important systems. This unit flowed well and gave the students plenty of time to get the work done. In future could it be that this unit is maybe a week or two shorter?