

Teacher(s)	Allen	Subject discipline	group and	5th Grade Science	
Unit title	Photosynthesis	MYP year	0	Unit duration (hrs)	

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change	Function	Identities & relationships
Statement of inquiry		
Matter and energy flow through the atmosphere to make functions happen.		
Inquiry questions		
Factual— What are the steps of photosynthesis? Conceptual— If plants did not have chloroplast, would photosynthesis be able to occur? Debatable— If humans had chloroplasts, would other things need to change in their structures to be able to perform photosynthesis?		
Objectives	Summative assessment	
Criterion A: Knowing and Understanding i. outline scientific knowledge ii: apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations. iii. interpret information to make scientifically supported judgements	Outline of summative assessment task(s) including assessment criteria: Goal- <ul style="list-style-type: none"> Your task is to create a leaf foldable about photosynthesis. Role- <ul style="list-style-type: none"> You are a student who is creating this for another student who has been absent to help explain how photosynthesis works. Audience- <ul style="list-style-type: none"> Your audience is a student in your class. 	Relationship between summative assessment task(s) and statement of inquiry: The students will create a foldable that shows how the energy flows to make photosynthesis happen.

	<p>Situation-</p> <ul style="list-style-type: none">You are making this as a tool to explain photosynthesis. <p>Product-</p> <ul style="list-style-type: none">You will create a foldable in order to explain photosynthesis to a classmate. <p>Standards and Criteria-</p> <ul style="list-style-type: none">Your performance will be judged by the rubric that is provided.	
Approaches to learning (ATL)		
Thinking- Utilize effective learning strategies in subject groups and disciplines		
Self Management- Try new approaches to learning and evaluate their effectiveness		
Action: Teaching and learning through inquiry		
Content	Learning process	
SPI 507.3.1- Identify photosynthesis as the food manufacturing process in plants.	Learning experiences and teaching strategies See attached unit plan	
SPI 507.3.2- Compare how plants and animals obtain energy	Formative assessment group discussions, interactive notebook, journaling, observations, reflective writing, foldables, tests, notes, worksheets	
	Differentiation Peer tutoring, pre-labeling, modified grading, guided vs. inquiry, Enrichment possibility	
Resources		

textbook, Brainpop, Teacher created flipchart, teacher created tests, teacher created diagrams, teacher tube, youtube, Uncovering student ideas in science probes, Magic School Bus, Bill Nye the Science Guy

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
Give pre-test over standards to find prior knowledge, 65% of the students were proficient or advanced before we started.	During teaching, I used a variety of methods for teaching to make sure I reached each student with their specific learning type.	Using the post-test, I was able to see that now 86% of my students are proficient or advanced in this standard.