







THINK INTERNATIONAL SCHOOL UNIT OF INQUIRY PLAN		
YEAR GROUP: Y7	DATE: August 31 - October 8th 2020	DURATION: 6 weeks
COLLABORATIVE TEACHING TEAM: Helen, Esa, Fritzie		

<p><b><u>TRANSDISCIPLINARY THEME:</u></b></p> <p>Where we are in Place and Time</p> <p>An inquiry into..  <b>orientation in place &amp; time:</b> personal histories; homes &amp; journeys; the discoveries, explorations and migrations of humankind; the relationships between &amp; the interconnectedness of individuals &amp; civilizations, from local &amp; global perspectives.</p>	<p><b><u>CENTRAL IDEA:</u></b></p> <p>Humans have adapted to a variety of climatic and geographical conditions.</p>	<p><b><u>LINES OF INQUIRY:</u></b></p> <ol style="list-style-type: none"> <li>The geographical zones of the world What geological zones exist and how have they changed around the world? (<b>Connection, Change</b>)</li> <li>The climatic zones of the world What climatic zones exist and how have they changed around the world? (<b>Connection, Change</b>)</li> <li>Human adaptations How have humans adapted/changed to the geographical and climatic conditions? (<b>Causation, Change</b>)</li> </ol>
<p><b><u>KEY CONCEPTS:</u></b></p> <p><b>Connection</b>  <b>Change</b>  <b>Causation</b></p> <p><b><u>RELATED CONCEPTS:</u></b>  Climate, Adaptations, Patterns, Formations, Space, Force, Energy</p>	<p><b><u>LEARNER PROFILE:</u></b></p> <p><b>Inquirers</b>  <b>Knowledgeable</b>  <b>Open-Minded</b></p>	<p><b><u>APPROACHES TO LEARNING:</u></b></p> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Critical thinking-analysing &amp; evaluating the issues.</li> </ul> <p><b>Research Skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Information literacy skills</li> </ul> <p><b>Self-Management skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Organization skills (managing time and tasks effectively).</li> </ul>



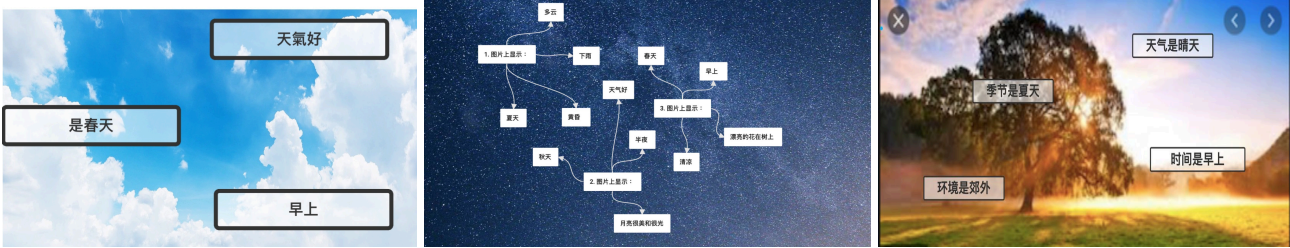
REFLECTING AND PLANNING		
<p><b>What do we want the students to know?</b>  <b>Learning Goals and success criteria</b>  <i>What is it we want students to <b>know, understand</b> and be able to <b>do</b>?</i>  <i>How are learning goals and success criteria co-constructed between teachers and students?</i>  <i>Subject-specific knowledge (This is where Specialist Teachers &amp; Other Subject areas link in and explain their authentic inclusions).</i></p> <p>Science Strands:  -Earth and Space  -Forces &amp; Energy</p> <p><b>Students will understand that humans have had to adapt to different changes in geological and climate conditions.</b></p> <p><b>Students will understand that human impacts have caused changes</b></p>	<p><b>What do we want the students to do?</b>  <b>Approaches to Learning skills:</b> Which ATL will be explored? Detail should be provided using a set of sub-skills for each ATL explored.</p> <p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Critical thinking-analysing &amp; evaluating the issues.</li> </ul> <p><b>Helen: Students will be encouraged to think critically to the causes of climate changes and landform changes worldwide, specifically Hong Kong. They will evaluate certain global concerns and pose their opinion.</b></p> <p><b>Research Skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Information literacy skills.</li> </ul> <p><b>Helen: Students will be taught how to research different climate zones and landforms around the world. They will learn to understand</b></p>	<p><b>What is it we want the students to be?</b>  <b>Learner Profiles:</b> <i>Which learner profile attributes will be developed that relate to the central idea and learning goals? How do we ensure the learning experiences encourage students to develop and demonstrate the learner profile?</i></p> <p><b>Inquirers</b></p> <ul style="list-style-type: none"> <li><b>Helen: During the Think-Puzzle-Explore routine, students will (hopefully) pose questions relating to the images. This will drive the learning forward to inquire about different climate zones and landforms.</b></li> </ul> <p><b>Knowledgeable</b></p> <ul style="list-style-type: none"> <li><b>Helen: Students will show they are knowledgeable when</b></li> </ul>

<p><b>in the world's climatic conditions.</b></p> <p><u>Science skills:</u></p> <ol style="list-style-type: none"> <li>Observe carefully in order to gather data.</li> <li>Use scientific vocabulary to explain their observations &amp; experiences.</li> <li>Identify/generate a question or problem to be explored.</li> <li>Interpret and evaluate data gathered in order to draw conclusions.</li> </ol> <p><u>Possible Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>-To be able to identify or generate a question or problem to be explored in relation to geological and climatic zones.</li> <li>-To be able to identify how humans have adapted to geographical and climatic conditions.</li> </ul> <p><u>Social Studies Strands:</u></p> <ul style="list-style-type: none"> <li>-Human &amp; natural environments.</li> <li>-Resources and the environment.</li> </ul> <p><b>Students will understand that geological and climate zones exist and have changed around the world.</b></p> <p><u>Social studies skills:</u></p> <ol style="list-style-type: none"> <li>Formulate &amp; ask questions about the past, the future, places &amp; society.</li> <li>Use and analyse evidence from a variety of historical, geographical &amp; societal sources.</li> <li>Orientate in relation to place &amp; time.</li> <li>Identify roles, rights &amp; responsibilities in society.</li> </ol> <p><u>Possible Learning outcomes:</u></p> <ul style="list-style-type: none"> <li>-To be able to identify that different parts of the world have different climates.</li> <li>-To be able to explain why different parts of the world have different climates.</li> <li>-To be able to critique &amp; reflect on how humans have adapted to geographical &amp; climatic conditions.</li> </ul> <div data-bbox="192 1182 1023 1255">   </div> <p>Chinese (Esa)</p> <ol style="list-style-type: none"> <li>Study the Old Chinese China's 24 Solar Terms to see how ancestors adapted to a variety of climatic conditions.</li> </ol> <p>The 24 Solar Terms</p> <ol style="list-style-type: none"> <li>To find out what the natural phenomenon tells.</li> </ol> <p><a href="http://friends.unesco.hk/en/2017Apr/en/A4.html">http://friends.unesco.hk/en/2017Apr/en/A4.html</a>  <a href="https://www.hko.gov.hk/en/gts/astronomy/Solar_Term.htm">https://www.hko.gov.hk/en/gts/astronomy/Solar_Term.htm</a></p> <p>Library (Fritzie)</p> <ul style="list-style-type: none"> <li>- Focus on nonfiction text/passages related to climatic zones and human adaptation</li> <li>- Know the importance of note taking as part of research skills</li> <li>- Explore and use different note taking strategies</li> </ul> <p>PE - Heat acclimatization is an important strategy to mitigate the risk of heat-related injuries</p>	<p>why there are different climate zones and how people have adapted to these, including the changes caused by global warming.  Note-taking and paraphrasing will be explicitly taught.</p> <p><b>Self-Management skills</b></p> <ul style="list-style-type: none"> <li>Sub skills: Organization skills (managing time and tasks effectively).</li> </ul> <p>Helen: Students will be encouraged to manage their time during scheduled sessions and meet deadlines. Students will be expected to present their notes, drafts and published pieces within a set of criteria for assessment.</p> <p>PE - That the human body can maintain core temperature despite fluctuations in environmental temperatures.</p>	<p>completing the tuning into the 3 big concepts before the UOI officially begins.</p> <p><b>Open-Minded</b></p> <ul style="list-style-type: none"> <li>Helen: Students will show they are open-minded to differing points of view. Particularly to discussions related to the causes of climatic changes around the world. Some students may not believe in Global warming.</li> </ul> <p>Describe how the body thermoregulates. Be able to link this to certain sports and environments around the world</p>
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DESIGNING AND IMPLEMENTING TUNING IN						
<p><b>Provocation:</b> <i>How might you immerse your learners? What will we do to provoke their learning?</i></p> <p>-Conceptual understanding (this will be a pre and post assessment using a <b>PADLET (PASSCODE: PYP2020!)</b></p> <table><tr><td>What do they know? What are e.g.'s of the concept?</td><td>What do we now understand about the concept (new learning)</td></tr><tr><td>What Q's do we still have about the concepts? What do we still want to know?</td><td>What generalisations do we make about these concepts?</td></tr></table> <p>Connection: Find objects around the house that represent this concept. Does the object Connect to you personally? Does the object Connect to a memory, something you read/watched, the environment? Film it using <a href="#">Flipgrid</a>.</p> <p>Causation: Use tin foil to represent this concept. Give it a title, write a short explanation of how your representation is connected to the concept. Take a photo and place onto the PADLET. <a href="#">PADLET LINK</a></p> <p>Change: Walk around outside &amp; take a photo of something that represents the concept. Give it a title &amp; short explanation of why it represents the concept. <a href="#">PADLET LINK</a></p>	What do they know? What are e.g.'s of the concept?	What do we now understand about the concept (new learning)	What Q's do we still have about the concepts? What do we still want to know?	What generalisations do we make about these concepts?	<p><b>Prior learning:</b> <i>How are we assessing students' prior knowledge, conceptual understandings and skills and using this evidence to inform planning?</i></p> <p>Helen</p> <p>-Students are completing a reflection task AFTER Concept exploration is over. This is just to see if they have a stronger understanding of the 3 key concepts.</p> <p><a href="#">PADLET LINK-What do we know at the MOMENT?</a> <a href="#">PADLET LINK to reflection-What do we know NOW?</a></p> <p>-Students will be completing a visible thinking routine: Think-Puzzle-Explore. Visual pictures will be shown of natural disasters, people living amongst different environments to tune them in. From this, I hopefully will be able to gather data on their prior thinking.</p> <p>THINK-PUZZLE-EXPLORE</p> <div></div>	<p><b>Connections:</b> Transdisciplinary and past: <i>What connections are there to learning within and outside the unit of inquiry?</i></p> <p><i>How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?</i></p> <p>Helen</p> <p>Within: During English, students will be exposed to a variety of information/explanation texts related to landforms and climate zones. They will be scaffolded to understanding the structure and language features within these text types, but ultimately to understand how climatic conditions work and why they change.</p> <p>Global challenges &amp; opportunities:</p> <p>I would hope to ensure that the students can connect with what is going on in Hong Kong in regards to the typhoons and weather pattern changing more frequently these days. I would also hope to help them understand that many climates around the world are changing due to Global warming and the causes of this due to human interference/impacts. Hopefully, knowing this will promote student action to do something about it.</p>
What do they know? What are e.g.'s of the concept?	What do we now understand about the concept (new learning)					
What Q's do we still have about the concepts? What do we still want to know?	What generalisations do we make about these concepts?					

<p><b>DESIGNING AND IMPLEMENTING</b></p> <p><b><i>Designing Engaging Learning Experiences, Supporting Student Agency, Ongoing Assessment</i></b></p> <ul style="list-style-type: none"> <li>- <i>What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?</i></li> <li>- <i>How are we monitoring and documenting learning against learning goals and success criteria?</i></li> <li>- <i>How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?</i></li> </ul>	<p><b>Student/Teacher Questions</b></p> <p><i>What questions begin the inquiry &amp; continue to arise from the inquiries?</i></p>
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TUNING IN      FINDING OUT      SORTING OUT      GOING FURTHER      MAKING CONCLUSIONS      TAKING ACTION						
<p><b>Tuning in</b> (<i>Formative assessment: Find out what the learners are already thinking about the concepts, know-What is it the learner wants to inquire into?</i>)</p> <p><b>Helen (Homeroom)</b> Helen WEEK 1</p> <p>-Students are completing a reflection task after Concept exploration is over. This is just to see if they have a stronger understanding of the 3 key concepts. -Students will be completing a visible thinking routine: Think-Puzzle-Explore. Visual pictures will be shown of natural disasters, people living amongst different environments to tune them in. From this, I hopefully will be able to gather data on their prior thinking.</p> <p>THINK-PUZZLE-EXPLORE (<a href="#">PADLET LINK</a>)</p>  <p><b>Fritzie (Library)</b> Week1 Tune In</p> <ul style="list-style-type: none"><li>Give ideas about the picture on the screen</li></ul>  <ul style="list-style-type: none"><li>Show and read an example of a nonfiction text</li><li>use paper/white board and pen to make notes of the main ideas from the given text</li><li>Let's Compare Notes (Ask each student to show and read his/her notes. Teacher to note different styles on how each child had taken notes example bullet form, paragraph, sentences, mapping, sketch)</li></ul> <p><b>Esa (Chinese)</b> WEEK1</p> <ul style="list-style-type: none"><li>Tuning in <a href="#">24 Solar Terms Intro The 24 Solar Terms</a></li><li>See-think-wonder: Observe the picture, talk about what they could see from the picture.</li><li>To guess the time,season, weather from the picture.</li><li>What did the natural phenomenon tell?</li></ul>  <p>-----Finding Out (<i>What type of issues/problems/context offer purpose to the learner's inquiry questions? Embed the Scope &amp; Sequence learning outcomes</i>)-----</p> <p>Sorting Out (<i>What does all this new information mean? Compare, Sort, Organise, Analyse, Sift</i>)</p> <p><b>Helen (Homeroom)</b> -Have contacted a Climatologist from HK Observatory. Date and time TBA. <a href="https://www.hko.gov.hk/en/index.html">https://www.hko.gov.hk/en/index.html</a></p>						<p>Helen WEEK 1 &amp; 2 <a href="#">Student questions from the Think-Puzzle-Explore</a> (Week 2)</p> <p>-Do poor people really live that poorly? -Do they actually have money in secret? -Are they actually pretending to be poor, so sooner we can make those people rich? -What country is this? And where are they from? -How can people survive? -Do people learn to adapt to survive? -Do people really live that poorly? -Do people actually have secret money? -Are they pretending to be poor? -How do people survive? -How do people live like this in these areas? Where is it?</p> <p><a href="#">Mrs. Helen's wonderings (Week 3)</a></p> <p>-Mrs. Helen's: What has caused people to live in these conditions? -Mrs. Helen's: How are some regions of the world connected to the natural conditions? -Mrs. Helen's: Why are some people's living conditions different from others?</p> <p><a href="#">Week 4 student wonderings:</a></p> <p>-What is the home in the first picture?-Kaelan -What is it like to be in it? Haile -What does a grass roof do? Charmaine</p> <p><a href="#">Week 4-Questions from Climatologist Zoom talk (23.09.20)</a> <b>TBC</b></p> <p>Esa WEEK1 -2</p> <ul style="list-style-type: none"><li>Who created the 24 solar terms?</li><li>How does it help us to adapt to a variety of climatic and geographical conditions?</li><li>Why do we need that to survive?</li><li>How does it affect our life or shape Chinese life and routine?</li><li>How does it tell the time of the season and the weather? What else?</li><li>What did the natural phenomenon tell?</li></ul>

WEEK 2

BIG ISSUES/PROBLEMS from the learners' wonders...

- Poverty in certain regions of the world.
- Global warming affecting people** in certain **regions** of the world.
- Families in regions **struggling** for food, shelter, safety, clothing
- General living **conditions** in certain **regions** of the world.
- Nature** connected to the living **conditions**.
- How people have **adapted** to certain **regions, conditions**.

Click on links to see where how I move the learners forward with the big issues/problems:

[EXPLORING FURTHER Team Assignment](#)

Modeling how to be a 'good' researcher? Students practise in pairs practising their research skills.

[HOW DO WE BE A GOOD RESEARCHER?](#)

[PARTNER TASK-PRACTISE RESEARCH SKILLS](#)

WEEK 3

Students begin to gather information in pairs:

[Original COLLECTING DATA STAGE...](#)

WEEK 4

Focus: Continuing different ways to take notes-diagrams & labels.

- Students are returning to school this week. I want the students to choose different ways to 'take notes'. This can be in the form of pictures/diagrams. Particularly when they investigate different climate zones & landforms around the world.
- Students could produce a collection of diagrams & notes in class this week rather than just on the Google Document (restrictive).

Another investigation learning experience:

Focus: **Global warming affects people in certain regions of the world.**

Goal: How do I find new information?

How? By applying research skills (using the internet, reading, comprehending, being critical thinkers & note taking).

Play videos of Global Warming:

- Pause the video to draw your sketches & take rough notes.
- Don't forget to collect the websites for your reference list.

Change, Causation, Connection

- How can people survive under these conditions?
- Why are living conditions connected to nature?
- Does global warming also give off cold weather?

**Global warming affects people in certain regions of the world.**

-Let's find out about these global issues/problems.

[-Pictures of diagram examples](#)

Videos:

[WEBSITE #1: Weather & Climate](#)

[VIDEO #2: Climates are going "topsy turvy"-Global Warming](#)

[VIDEO #3: Global Warming](#)

-Look at my sketch!

Another learning experience

Focus: Writing/Reading

Concept: Writing Process

Goal: Why do good writers use the 'Writing Process' ?

Why? To break up the process into steps that enable us to produce a piece of writing.

APK:

-What's the first step of the writing process?

- NK:
- Brainstorming & Planning the BIG Issue-Global Warming
  - Std's think of their title: 'How the XXX words
  - "Why does XXXX change?
  - Present [BrainPop video](#)
  - Research: How global warming works/How is climate changing XXXXX?
  - Find your own cycle you understand
  - Fill in 'Chain of events' as rough notes, use sketches as notes too.

Exit Card: Planning my ideas out helps me to..

Success Criteria for Explanation text

Students had a choice in how to design the criteria.

Name:
Explanation Success Criteria

Criteria	Always	Sometimes	Never	Teacher comments/feedback/notes
Structure				
Introduction is clear and on the subject				
Main provided by clear order with a broad range of "explanations" (Chain of events)				
Direct main is including explanation of related processes/occurrences				
Clear conclusion, it answers the question				
Language features				
Use of appropriate words/phrases				
How well conditions to explain the events or they that they explain				
How well conditions to explain the events or they that they explain				
How well conditions to explain the events or they that they explain				

How well conditions to explain the events or they that they explain				
Do have enough resources like Diagrams for use?				
How well they connect related concepts and explanation are clear?				

Formative Assessment during research

What do we need to understand-know & do?

Not Yet (Areas that need work)	Basic Criteria to meet	Evidence (How you've met the basic criteria)	Advanced (Areas that go beyond the basics)
	We need to understand (concepts)... -A clear & well researched explanation that climates & landforms change across the world. -A clear & well researched explanation that climatic		1
	conditions cause humans to adapt to the area. -A clear and well researched explanation that climatic conditions may connect to Global Warming & human impacts.		
	We need to know (content)... -A clear & The different climatic zones around the world. -The different landforms around the world. -The causes of human adaptations around the world.		
	We need to show (skills)... -To think critically and be able to ask & record questions during the research. -To use Google Search engine carefully. -To take notes of the important information only. -To organise the notes & reference list.		

**Fritzie (Library)**  
Week 2

- Why is note taking important?
- What are the different methods or ways of note taking?(Tackle one or two then read a text called “What Hong Kong Must Do to Survive the Deadly Impact of a Warming Earth”) Source: Friends of the Earth HK (foe.org.hk)
- Target types of note taking - Boxing Method, Mapping Method
- After reading the text, children apply the method/s discussed on note taking.

**Esa (Chinese)**  
WEEK2-3

- What are the natural phenomena being mentioned in the 24 Solar Terms.
- The way and reasons we named each of the 24 Solar terms.
- Name the most familiar solar terms and tell it's connection with our life.
- The connection between weather and seasons.
- [What You Need To Know About The 24 Solar Terms—Plus Chinese Nutrition Tips To Boost Your Immunity](#)

PE - Discussion about why heat acclimatization is an important strategy to mitigate the risk of heat-related injuries

Experiment to get heart rate to high rate in order to describe/explain how the body thermoregulates.They can then able to link this to certain sports and environments around the world

-----**Going Further** (*Learners take some shared understanding and go on their own paths, their own personal questions/tensions; they’ve identified their own personal interests from the ‘SHARED inquiry’*)-----

**Helen (Homeroom)**  
Another learning experience: The Tension  
-After all the research, students chose a personal critical wondering (A Tension) that they wanted to finally explore. Based on all the information discovered about climates & landforms and how people need to adapt, what is it they want to ‘Go Further’ with?  
[SORTING OUT/GOING FURTHER STAGE](#)  
[DIFFERENT VISIBLE THINKING ORGANIZERS TO USE](#)

**Fritzie (Library)**

Week 3

Students read an article extracted from “Impact of Climate Change in Hong Kong and the Pearl Delta “. It talks about Adaptation and Adaptation Strategy. Then, they have to illustrate their understanding in a form of note taking using mind map/mapping method.

Esa (Chinese)

WEEK 4

- Global warming issues.
- To find out how Global warming is affecting or changing our life routine.
- What are the differences in life routine before and after global warming? (according to the guide from Chinese 24 Solar terms)
- To do some online research about the natural phenomenon which showed global warming. (especially in Hong Kong or China)
- To tell how locals adapt to the new climate due to Global warming.

**Fritzie (Library)**

Week 4

Continue with the Adaptation and Adaptation Strategy text. Giving guide questions of what should be the central/main point of the article and other key points, supporting ideas, and connections the students can make to note on their mind map.

-----Reflection & Action (Consider ways to apply/use/share learning; Make connections back to big ideas; Consider unanswered questions)-----

**ACTION:**

*What student-led action and application do we hope to see as a result of their learning?*

Helen: I hope some students will 'want' to take action when discussions around the reasons for changes in the climates around the world and why some people have been forced to adapt to these changes in their towns/villages/cities.  
Conversations with parents, friends may be their actions.  
Small changes in behaviours may be their actions.

**Fritzie (Library)**

I hope that the students will put into action those meaningful understandings they have illustrated on their notes.

Esa (Chinese)

Assessment:

Design a poster to explain how global warming affects the 24 solar-terms.  
Points out the reasons for changes in the climates. (Supporting informations, reference)  
Especially in China and Hong Kong. Why and how people in China and Hong Kong adapt to these changes.

**FLEXIBLE RESOURCES (primary and secondary):**

Chinese

Study the Old Chinese China's 24 Solar Terms to see how ancestors adapted to a variety of climatic conditions.

The 24 Solar Terms

<http://friends.unesco.hk/en/2017Apr/en/A4.html>

[https://www.hko.gov.hk/en/gts/astronomy/Solar\\_Term.htm](https://www.hko.gov.hk/en/gts/astronomy/Solar_Term.htm)

Helen

Images from Google-Climate zones, natural disasters, human adaptations

-Helen to attempt to contact a scientist who **specialize** in this field (climatologists). Scientists became interested in understanding **weather** patterns. In recent times, climatologists have increasingly focused their research on the changes in Earth's **climate** that have occurred since the industrial age.

Useful websites:

<https://www.hko.gov.hk/en/index.html>

Hong Kong Observatory-Climatology Dept: 2926 8444

Climate & Landforms Websites:

<https://www.pbslearningmedia.org/resource/ttv10.sci.ess.watcyc.aerosols/the-effects-of-atmospheric-particles-on-climate/#.X2FTsJMzbBI>

<https://www.pbslearningmedia.org/subjects/science/earth-and-space-science/global-and-regional-climate-change/>

<https://sciencespot.net/Pages/kdzeearthscience.html>

<https://www.youtube.com/watch?v=FN6QX43QB4g>

<https://www.youtube.com/watch?v=5tC8OOxOFEk>

<https://www.themelower.com/world-climate-zones-for-kids-google-search-maps-for/>

[https://www.nasa.gov/mission\\_pages/noaa-n/climate/climate\\_weather.html](https://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html)

[https://www.nasa.gov/mission\\_pages/noaa-n/climate/climate\\_weather.html](https://www.nasa.gov/mission_pages/noaa-n/climate/climate_weather.html)

<https://www.nationalgeographic.com/environment/global-warming/global-warming-effects/>

[https://www.huffingtonpost.co.uk/entry/how-does-climate-change-affect-natural-disasters\\_uk\\_5e1f1e5ac5b674e44b90b231?guccounter=1&guce\\_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce\\_referrer\\_sig=AQAAADwMn1XTDU7iFz4RZ6\\_n7JPAY6rOnMg5JU6x0e7V\\_J1Re8Lfud6cxRmiZkiU-3uoj2kn\\_RNlctP4nxEIDA-pDxQkyH-KV\\_d-yCo5qrRFq8pzmfWNiKuMYEDEafFrtr\\_-2DZWoiJrpHR\\_8uwd2406-t7z34Qs2cUulpJrvZYthnr](https://www.huffingtonpost.co.uk/entry/how-does-climate-change-affect-natural-disasters_uk_5e1f1e5ac5b674e44b90b231?guccounter=1&guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAADwMn1XTDU7iFz4RZ6_n7JPAY6rOnMg5JU6x0e7V_J1Re8Lfud6cxRmiZkiU-3uoj2kn_RNlctP4nxEIDA-pDxQkyH-KV_d-yCo5qrRFq8pzmfWNiKuMYEDEafFrtr_-2DZWoiJrpHR_8uwd2406-t7z34Qs2cUulpJrvZYthnr)

[https://www.youtube.com/watch?v=dcBXmj1nMTQ&feature=emb\\_rel\\_end](https://www.youtube.com/watch?v=dcBXmj1nMTQ&feature=emb_rel_end)

UN's Sustainable Development Goals: <https://www.un.org/sustainabledevelopment/climate-change/>

Hong Kong based

<https://www.scmp.com/news/hong-kong/health-environment/article/2056260/2016-hong-kongs-year-weather-extremes-pictures>

<https://www.scmp.com/comment/insight-opinion/article/2071772/changing-climate-hong-kong-must-prepare-itself-much-worse>

<https://www.youtube.com/watch?v=99wEc9VACBQ>

Climate Change

[https://www.coolaustralia.org/ca\\_topic/climate-change-2/](https://www.coolaustralia.org/ca_topic/climate-change-2/)

REFLECTING

**REFLECTION FROM ALL TEACHERS:** *What Went Well?*

*Helen (Homeroom):*

*Overall, due to the remote teaching and learning and then transitioning to face to face teaching and learning (inc' half day timetable) and social distancing, the process of inquiry was challenging. Collaborative learning was difficult due to not being able to be next to each other and write/draw on the same page.*

*I thought the students practised their research skills well. Some, it was their first time. I tried to have them work in groups when we were remote learning. This was challenging due to wifi disconnections on and off.*

*The websites I used were fabulous. I found videos and other sites that were very useful for the students to understand what a climate and landform is.*

*The climatologist was fantastic! Next year, we will need close to 30 students, otherwise he won't run it. The students were able to draw some of what he was attempting to inform them about Global Warming/Climate Change.*

*Chinese adv (Esa):*

*Students have a clear concept of how global warming influences people's daily life.*

*They learn well about the new vocabulary describing the 24 solar terms.*

**STUDENT REFLECTIONS:**

*What student initiated inquiries arose and how did they inform the process of inquiry?*

*How have these experiences impacted on how students feel about their learning? (For example, through: developing and demonstrating **attributes of the learner profile** and approaches to learning, developing understanding of the central idea, achieving learning goals, taking action and so on).*

**Inquirers**

**Knowledgeable**

**Open-Minded**

*Haile: I learn more about climate change like typhoons and floods. In other places there are more floods than others because there are different flood zones and others. About next year you should maybe if can maybe just big room*

*Charmaine: I learned more about the fact that climate change isn't just affecting animals like polar bears, arctic owls, arctic foxes, seals, etc. And that it is also affecting humans and how we have to learn to survive in these conditions. This year I improved on being a risk taker and a communicator for the same reason: talking louder, clearer and not as shy. I think that next time (if no COVID-19) then can we sit closer to each other and do group projects again?*

*Marcus: I learned more about climate change this year and knowing how they work and affect people. I showed the learner profile Open minded and risk taker because I'm curious about how climate change works and how they affect people. I*

	<p><i>showed being a risk taker because I have asked questions about how floods destroy villages and people will need to adapt in new places and it's very hard for them. Something that I could improve next year or next unit is practise my communication skills to talk to my partner more and to ask more things that I am not quite sure. When we first started the unit we were in remote learning and there was WiFi problems.</i></p> <p><i>Clarise: I feel like I learned more about climate change and typhoons (Because I really wanted to 🤔) And I showed the learner profile open minded because I am curious about new things (like typhoons.). I really think that I can improve more by not interrupting during lessons (A lot of teachers since year 2 say that about me also,) but Ms Helen teaches me not to and now I respect people better. (And I still don't draw during lessons ANYMORE 🙄🙄🙄)</i></p> <p><i>Kaelan: I learned about new things about climate change and landforms like how landforms change and carbon dioxide concentration in our atmosphere. I feel like I showed the learner profile Knowledgeable because I know a lot about climate change. Next year I have to do more critical thinking. I think the start of the unit could have gone better for me because at the start I wasn't really determined to research because we were at home.</i></p> <p><i>Pranav- The learner profile that I showed is inquirer because I inquired into many things about climate change and how it's affecting the world. I also inquired into global warming and how it's affecting the animals that live on Antarctica. I learned Many things about climate change and how it's having a massive impact on the world and the environment. The climate in India is horrible. It's sooo hot and because of that people can't survive. Next year I want to use more learner profiles.</i></p> <p><i>Casey- I learned more about climate change and how it affects the world. I feel like I showed the learner profile inquirer because I inquired how climate change/global warming is affecting the world and causing the world to change.</i></p>
<p><b>ASSESSMENT REFLECTIONS:</b></p> <p><i>-How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?</i></p> <p><i>-What evidence did we gather about students' knowledge, conceptual understandings and skills?</i></p> <p><i>-How will we share this learning with the learning community?</i></p> <p><i>Chinese adv (Esa):</i></p> <p><i>- Some of them found the Chinese 24 solar terms are a bit difficult to understand in the beginning of introducing it.</i></p> <p><i>-They basically understand the connection between climate change and weather changing.</i></p> <p><b>Helen-Homeroom:</b></p> <p>Again, with remote learning the assessment was challenging. Particularly, speaking and listening (Communicator).</p> <p>The success criteria I designed was intended to monitor the student's conceptual understandings, ALT's and Knowledge. However, I think for some of the students, it was too much for them. I suppose I was still getting to know about their reading skills and comprehension of what they are reading.</p> <p>I used SeeSaw to place all their learning along the way. Students and parents provided feedback to each other and I provided feedback too. Students have identified their learning goals for the next UOI.</p>	

<p><b>NOTES:</b> <i>What did we discover about the process of learning to inform next steps?</i></p> <p><i>Helen's perspective on the Central idea:</i></p> <p><i>I feel this CI could be updated. A 'level 3' generalisation could be considered? Ask the 'why'? Ask the 'So what' is the significance?</i></p> <p><i>This is a great webinar on how to design central ideas/generalisations for UOI</i></p> <p><a href="https://www.toddleapp.com/learning-library/2020/01/31/getting-to-grips-with-central-ideas-kirsten-durward-webinar/">https://www.toddleapp.com/learning-library/2020/01/31/getting-to-grips-with-central-ideas-kirsten-durward-webinar/</a></p> <p><i>'Humans have adapted to a variety of climatic and geographical conditions'</i></p> <p><b>Proposal for next year's CI could be...</b></p> <p><b>Humans adapt to changing environmental conditions to meet their needs</b></p> <p><b>People (need) to adapt to different environmental conditions to survive</b></p> <p><i>Helen's perspectives on this UOI:</i></p> <p><i>I feel that these are not broad 'LOI'. Each LOI might want to consider a conceptual lens for each?</i></p> <p><i>The geographical zones of the world</i></p> <p><i>The climatic zones of the world</i></p> <p><i>Human adaptations</i></p>
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**Proposal for next year's LOI could be...**

- The causes of human adaptations to different environmental conditions (Causation, Connection)
- How different environmental conditions vary across the world (Change)
- How people environmental phenomenons....