**TRANSDISCIPLINARY THEME**

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Central **Idea**

“Preserving our cultural heritage provides ways of appreciating and taking shared responsibilities as part of society.”

*Melestarikan warisan budaya merupakan cara untuk menghargai dan berbagi tanggung jawab kita sebagai bagian dari masyarakat.*

PYP LEARNER PROFILE

**Do the self-assessment continuum** below based on your performance throughout the PYP exhibition to show the attributes of the PYP Learner Profile

Name :

Group :

TIC : Ary Hermawan

Mentor :

|  |  |  |  |
| --- | --- | --- | --- |
| **PYP Profile** | **Beginning****Date:** | **Middle****Date:** | **End****Date:** |
| I | E | D | M | I | E | D | M | I | E | D | M |
| * Inquirer
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Knowledgeable
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Balanced
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Thinker
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Communicator
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Principled
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Open-minded
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Caring
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Risk-taker
 |  |  |  |  |  |  |  |  |  |  |  |  |
| * Reflective
 |  |  |  |  |  |  |  |  |  |  |  |  |

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ESSENTIAL AGREEMENTS

Based on the PYP attitudes below, you can write things that are essential for your group members, TIC and mentor to agree on, to help you be organized during the process of the exhibition later.

|  |  |  |  |
| --- | --- | --- | --- |
|  | * Appreciation
 |  | * Empathy
 |
|  | * Commitment
 |  | * Enthusiasm
 |
|  | * Confidence
 |  | * Independence
 |
|  | * Cooperation
 |  | * Integrity
 |
|  | * Creativity
 |  | * Respect
 |
|  | * Curiosity
 |  | * Tolerance
 |

**During the Exhibition, we agree to display these PYP attitudes by:**

* \_\_\_\_\_

***Signed by***

**Group members TIC Mentor**

PYP ATTITUDES CONTINUUM

**The PYP attitudes continuum**below will be used by your mentor and TIC throughout the PYP exhibition to assess your actions and consistency in following the essential agreement you have made.

Name :

Group :

TIC : Ary Hermawan

Mentor :

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PYP Attitudes**  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| M | T | M | T | M | T | M | T | M | T | M | T | M | T |
| * Appreciation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Commitment
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Confidence
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| * Cooperation
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| * Creativity
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| * Curiosity
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| * Empathy
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| * Enthusiasm
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| * Tolerance
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Mentor :

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| --- | --- | --- | --- | --- | --- | --- | --- |
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| M | T | M | T | M | T | M | T | M | T | M | T | M | T |
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| M | T | M | T | M | T | M | T | M | T | M | T | M | T |
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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
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| M | T | M | T | M | T | M | T | M | T | M | T | M | T |
| * Appreciation
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| * Curiosity
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****

THE EXHIBITION PLAN

STEP 1 – IDENTIFYING REAL-LIFE CASES FOR THE EXHIBITION

**Our common cultural heritage issue:**

Based on our discussion and observation from your brainstorming notes, we conclude that the changing of our cultural heritage is caused by:

1. The practices done by the community:
	1. The management and conservation of the cultural heritage
	2. The processes of production, consumption and engagement relating with the cultural heritage
2. The ignorance of the community towards the existence of our cultural heritage:
	1. Most people are not aware of the value of our cultural heritage
	2. They do not care about the heritage
	3. People are ashamed to admit their culture
	4. They adore the more modern aspects around them instead of acknowledging their cultural heritage in the place they live in
	5. Minimum actions are taken to preserve their cultural heritage

A**rea of Interest:** below are some categories that you might choosebased on your interests. Choose at least 2 areas of interest and number them in order based on your priority.

|  |  |
| --- | --- |
| * Language (including dialect)
 | * Rituals and traditions (beliefs and values)
 |
| * Culinary
 | * Stories, legends, myths, folklore
 |
| * Performing arts (music, dance, drama)
 | * History of places and events
 |
| * Architecture (including religious places and monumental places)
 | * Social system (Arab, Madura, Chinese society)
 |
| * Clothing (including batik)
 | * Environment (landscape)
 |

**Choices:**

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |

Connect your interest with our common cultural heritage issue. Explain the reason you are choosing your area of interest:

****

MY EXHIBITION GROUP

**Members:**

* **\_\_\_\_**

**TIC : Ary Hermawan**

**­­­­­­­­­­­­­­­­­­­­­­Mentor(s) :**

|  |  |  |
| --- | --- | --- |
| **Name** | **Roles and Responsibilities** | **Strengths to contribute to** **my team** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**My Group Interest:**

**My Group’s Initial Case/ Problem/ Issue:**

STEP 2 – BUILDING CONCEPTUAL UNDERSTANDING

**To build a central idea and lines of inquiry**, first you need to build the framework for conceptual understanding. From your chosen interest, write some phrases and/or questions based on each concept which later you can choose from to be the focus for building your central idea, lines of inquiry and your own questions for the exhibition.

|  |  |
| --- | --- |
| **PYP Concept** | **Phrases and/or Questions** |
| **FORM: What is it like?****Key words:**Features, Characteristics, Shapes, Varieties, Kinds, Similarities, Differences, Patterns  |  |
| **FUNCTION: How does it work?****Key words:**Functions, Purposes, Patterns, Systems, Roles, Behaviours |  |
| **CAUSATION: Why is it like it is?****Key words:**Consequences, Causes and Effects, Sequences, Reasons, Importance, Significances |  |
| **CHANGE: How is it changing?****Key words:**Adaptation, Growth, Sequence, Transformation, Process, Change |  |
| **CONNECTION: How is it connected to other things?****Key words:**Systems, Relationships, Networks, Interdependence, Interaction, Consequences  |  |
| **PERSPECTIVE: What are our points of view?****Key words:**Perspective, Opinion, Difference, Belief, Interpretation |  |
| **RESPONSIBILITY: What is it like?****Key words:**Rights, Actions, Choices, Initiatives, Values  |   |
| **REFLECTIVE: How do we know about it?****Key words:**Reflect, Review, Conclusion, Evidence, Knowing |  |

Step 3A – Planning for the Exhibition

**Based on the IB planner**, you need to build this planner to help you develop lines of inquiry, key questions and a central idea based on your chosen key concepts. These will be the focus of your inquiry journey in this exhibition. You also need to decide the summative task to show your understanding of the central idea and the trans-theme.

|  |  |
| --- | --- |
| **Key Concepts**(the chosen concepts which are going to be the focus) | **Lines of Inquiry**(learning focus driven by the concepts chosen) |
|  | ­­­ |
| **Central Idea****“Preserving our cultural heritage provides ways of appreciating and taking shared responsibilities as part of society.”***Melestarikan warisan budaya merupakan cara untuk menghargai dan berbagi tanggung jawab kita sebagai bagian dari masyarakat.* |
| **Key Questions**(based on the conceptual understanding of chosen interest) | **Summative Task**(a task to show the understanding of the central idea and the trans theme, include the criteria) |
|  |  |

STEP 3B – PLANNING FOR PYP TRANDISCIPLINARY SKILL

**Transdisciplinary skills** need to be planned beforehand and be reviewed and assessed overtime. Write the activities that you will do to apply the skills during the exhibition process. The teacher will assess you with the continuum tool provided in the table.

Name: Group : TIC : Ary Hermawan Mentor :

|  |  |  |  |
| --- | --- | --- | --- |
| **Transdisciplinary Skills**(explain what you will do to demonstrate each skill) | Week2/3 | Week5 | Week7 |
| * **Research skills**
 | * Asking relevant and worthwhile questions to be researched
* Collecting information from different sources
* Presenting information so others can understand
 |  |  |  |
| * **Thinking Skills**
 | * Finding out facts and new ideas, understanding and using new vocalubary, remembering what I have learnt
* Using my skills and knowledge in different situations
* Combining ideas and knowledge from different sources/places and answering questions
* Thinking about different points of view at the same time and understanding them.
 |  |  |  |
| * **Self- Management Skills**
 | * Knowing the needs for privacy(personal space) and the enviroment with its objects
* Managing time to be in the right place and to complete my work on-time
* Behaving appropriately (based on the rules) in different situations
 |  |  |  |
| * **Social Skills**
 | * Completing tasks by doing my part responsibly
* Respecting others by listening sensitively, being fair and equal, accepting differences and stating opinions without hurting others
* Working cooperately in groups, being polite, being kind, sharing and taking turns with others
* Acting fairly, calmly and appropriately when discussing a problem to come to an agreement about the solutions
 |  |  |  |
| * **Communication Skills**
 | * Listening to others for directions, instructions and/or information
* Speaking clearly in expressing ideas so others can inderstand them
* Recording information, observations and reflections in my own words
 |  |  |  |
| **√** : has been shown **Х** : hasn’t been significantly shown • : opportunity to assess is not available |

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| * **Research skills**
 | * Asking relevant and worthwhile questions to be researched
* Collecting information from different sources
* Presenting information so others can understand
 |  |  |  |
| * **Thinking Skills**
 | * Finding out facts and new ideas, understanding and using new vocalubary, remembering what I have learnt
* Using my skills and knowledge in different situations
* Combining ideas and knowledge from different sources/places and answering questions
* Thinking about different points of view at the same time and understanding them.
 |  |  |  |
| * **Self- Management Skills**
 | * Knowing the needs for privacy(personal space) and the enviroment with its objects
* Managing time to be in the right place and to complete my work on-time
* Behaving appropriately (based on the rules) in different situations
 |  |  |  |
| * **Social Skills**
 | * Completing tasks by doing my part responsibly
* Respecting others by listening sensitively, being fair and equal, accepting differences and stating opinions without hurting others
* Working cooperately in groups, being polite, being kind, sharing and taking turns with others
* Acting fairly, calmly and appropriately when discussing a problem to come to an agreement about the solutions
 |  |  |  |
| * **Communication Skills**
 | * Listening to others for directions, instructions and/or information
* Speaking clearly in expressing ideas so others can inderstand them
* Recording information, observations and reflections in my own words
 |  |  |  |
| **√** : has been shown **Х** : hasn’t been significantly shown • : opportunity to assess is not available |

STEP 4 A – PLANNING FOR INQUIRY - 1

**This lesson plan** will help you to plan for your learning process and the assessment task to show the understanding of what you have learnt. You must refer to the step 3A or the IB planner to choose the inquiry focus and the questions. Consult with TIC and mentor to fill in this document

|  |
| --- |
| **The Inquiry Focus** (Learning Intention)(From one of the lines of inquiry, write your learning intention/ topic you want to learn) |
|  |
| **Inquiry Questions**(write the key questions related to the inquiry focus above) | **Learning Success Criteria**(decide what you want to achieve at the end of this learning inquiry ) |
|  |  |
| **Learning Engagement**(write the activities that you will do in order to get the answers for your inquiry, *please refer to the learning strategies table in step 4B*) |
|  |
| **Assessment Task**(what you will do/create to present the answer or to show your understanding of this inquiry focus, *please refer to the learning strategies table* *in step 4B)* |
| Assessment tool: |

STEP 4 A – PLANNING FOR INQUIRY - 2

**This lesson plan** will help you to plan for your learning process and the assessment task to show the understanding of what you have learnt. You must refer to the step 3A or the IB planner to choose the inquiry focus and the questions. Consult with TIC and mentor to fill in this document

|  |
| --- |
| **The Inquiry Focus** (Learning Intention)(From one of the lines of inquiry, write your learning intention/ topic you want to learn) |
|  |
| **Inquiry Questions**(write the key questions related to the inquiry focus above) | **Learning Success Criteria**(decide what you want to achieve at the end of this learning inquiry ) |
|  |  |
| **Learning Engagement**(write the activities that you will do in order to get the answers for your inquiry, *please refer to the learning strategies table in step 4B*) |
|  |
| **Assessment Task**(what you will do/create to present the answer or to show your understanding of this inquiry focus, *please refer to the learning strategies table* *in step 4B)* |
| Assessment tool: |

STEP 4 A – PLANNING FOR INQUIRY - 3

**This lesson plan** will help you to plan for your learning process and the assessment task to show the understanding of what you have learnt. You must refer to the step 3A or the IB planner to choose the inquiry focus and the questions. Consult with TIC and mentor to fill in this document

|  |
| --- |
| **The Inquiry Focus** (Learning Intention)(From one of the lines of inquiry, write your learning intention/ topic you want to learn) |
|  |
| **Inquiry Questions**(write the key questions related to the inquiry focus above) | **Learning Success Criteria**(decide what you want to achieve at the end of this learning inquiry ) |
|  |  |
| **Learning Engagement**(write the activities that you will do in order to get the answers for your inquiry, *please refer to the learning strategies table in step 4B*) |
|  |
| **Assessment Task**(what you will do/create to present the answer or to show your understanding of this inquiry focus, *please refer to the learning strategies table* *in step 4B)* |
| Assessment tool: |

STEP 4 B – PLANNING FOR LEARNING STRATEGIES

**The list of learning strategies** belowused when you planned for your inquiry - in step 4A. This list provides you with some strategies and thinking tools that you might use when you are carrying out your learning inquiry. Choose and tick the strategies you used and mention any resource that you used for during the learning process.

|  |  |  |
| --- | --- | --- |
| **Inquiry Stages** | **Learning Strategies and Thinking Tools** | **What/Who are the resources?**(primary and secondary resources) |
| **Tuning in** | * **Concept mapping, flow charts, Y charts and other visual organizers**
* **PMI’s using prior knowledge**
* Using visual texts – analysis/captions
* Talk to the picture – what does the picture tell you?
* Writing/speaking from experience
* Interviewing each other (eg. using doughnut strategy)
* Post box – collecting data about the class’s prior knowledge
* Posing problems or challenges associated with this topic –how would we go about solving this now? (compare later)
* **KWL (use sparingly!)**
* Exploring related objects – what do we know about these? How are they linked? (placemat to record thinking)
* **Mind maps**
* Word splash – defining and connecting key words
* **NSEW: Need to know, Suggestions for finding out, Excited about, Worried about…**
 |  |
| **Finding Info** | * Excursions and incursions – and the organization and recording associated with these.’
* Working with/learning from real people in the community with expertise in the field
* Observing and recording real events, behaviors (eg. school grounds, community)
* Composing questions and defining terms
* Viewing videos/film, photos, paintings and other visual texts as resources – recording information
* Interviewing experts on the topic
* Interviewing a range of people to seek opinions or gather data
* Creating and conducting surveys
* Reading a range of print material (fiction and nonfiction books, pamphlets, maps, charts, etc.) to gather information
* **Note taking and other record keeping to document research**
* Learning from each other – individual or small group presentations on an aspect of the topic
* Letter writing
* Web searches, use of websites, wikis, clips, simulations etc
 |  |
| **Sorting Out** | * Artistic representations – (show what you have found out) across all modes of visual arts
* Musical composition – instrumental, vocal, using existing pieces and making a sound-scape) raps, chants, songs
* Movement and dance – mime, freeze frame, short skits
* **Mathematical forms of visual representation, mapping, graphing, Venn diagrams**
* Writing across genres
* Reading ‘comprehension’ tasks: TS, TT, TW, talk to the author,
* **Data charts and other graphic organizers to help sort and represent thinking about the topic**
* Using photos for visual and written responses
* Drama activities: role play, question in role, conscience game
* **DeBono’s Thinking Hats**
* Revisiting early work (tuning in) – how has our thinking changed?
* **Compare and contrast (with related concepts)**
* Creating digital texts –web pages, excel, PowerPoint, etc.
* **Mind maps and other visual organizers that emphasize sorting and connections**
 |  |
| **Going Further** | * Wonder wall. Wonder boxes: following up new lines of inquiry.
* Creating small interest based inquiry groups
* Individual and/or small group contracts with a range of choices for students
* Individualized mini inquiries
* Alternative ‘finding out’ experiences – new texts, contrasting experiences
* Focused research tasks around unanswered questions or interests
* Individual or small group work leading to culminating task
* Learning centers/research centers
* **Jigsaw – expert groups**
* Working in real life problems, issues associated with topic
 |  |
| **Taking Action** | * Exhibitions of learning to school and community. What and how can we teach others?
* Performances, ‘show offs’ to promote a cause or celebrate learning
* Social or environmental action projects – working with local and global communities to make a difference
* **Creating pamphlets and other texts to promote, persuade, encourage, inform**
* Personal goal setting and action plans
* Publishing writing to celebrate the inquiry throughout the unit
* **Learning logs/research journals/thinking books…various self and peer assessment tasks**
* Reviewing and responding to questions asked during the inquiry
 |  |
| **Reflection** | * Making summary statements
* Self-Assessment/Evaluation
* Peer Discussion
* **DeBono’s Thinking Hats**
* Publishing writing to celebrate the inquiry throughout the unit
* **Think-Pair-Share**
* **PMI**
* **Thinking Outside The Square**
* **Mini Journals**
 |  |



My Roles

Being a student, *(tick the box if you understand)*

* know the **purpose and the requirements** of our exhibition;
* participate in **selecting a real-life issue or problem** for our exhibition;
* develop the inquiry by helping to **decide on our own central idea, lines of inquiry and questions**;
* **plan learning and assessment experiences** together with my team all throughout our exhibition;
* **carry out an inquiry** into a real-life issue or problem;
* demonstrate our **understanding of the elements of PYP (Learner Profile and its attributes)**;
* show an **understanding of the five essential elements**: concepts, knowledge, skills, attitudes and action
* **select and use a variety of strategies and resources** (first-hand experiences, interviews, surveys, field visits, artifacts, science investigations, working models, not just books or internet research);
* **be academically honest** by citing our sources of information;
* **communicate effectively** with teachers, peers and parents;
* reflect on the components of and processes involved in the exhibition: should **keep a journal or portfolio of our planning**, draft pieces of work, sketches and photographs of work in progress as well as the final product;
* **carry out self-assessment and peer assessment**; and,
* celebrate learning by **presenting the exhibition** to an audience.



REQUIREMENTS

My exhibition includes:

* examples of written work in a variety of formats and styles: poetry, reports, essays (word processed or handwritten)
* oral presentations, individually or in groups, to the school community
* use of technology such as working models, ICT designs and science experiments
* performance or composition in any media: dance, music, drama, visual arts, film, video or mixed media
* I discuss the presentation with my teacher and/or my mentor before I start working on it.
* And finally, I will celebrate my learning