**PYP Unit Planner, Where We Are In Place And Time,**

**Grade 6 Teachers: Lilik, Ranti, Tiwuk, Siti 6 Januari – 14 Februari 2020**

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| **- - REFLECTING & PLANNING - -** |
| **Unit Focus** |
| **Transdisciplinary Theme:** Relationships between and the interconnectedness of individuals and civilizations,from local and global perspectives. | **Central Idea:** Societies and place are shaped by people | **Lines of Inquiry:*** Pattern settlement
* How colonial settlement change the enviroment
* Significant people who shaped colonies
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| **Transdisciplinary Elements** |
| **Key Concepts:*** Connection
* Prespectif
* Change
 | **Related Concepts:*** History
* Settlement
 | **Approaches to Learning:** **Communication skills:****Listening**1. Listen actively to other perspectives and ideas.
2. Ask for clarifications.
3. Listen actively and respectfully while others speak.

**Interpreting**Understand the ways in1. which images and language interact to convey ideas.
2. Be aware of cultural differences when providing and interpreting communication.

**Speaking**1. State opinions clearly, logically and respectfully.
2. Discuss and negotiate ideas and knowledge with peers and teachers.
3. Communicate with peers, experts and members of the learning community using a variety of digital environments and media.

**Reading*** Read a variety of sources for information and for pleasure.
 | **Learner Profile Attributes:** * Communicator
* Inquirer
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| **Learning Goals and Success Criteria** |
| **Learning Goals***:** Pembentukan wilayah Indonesia pada masa awal kemerdekaan
* Pemekaran wilayah propinsi di Indonesia
* Pembentukan sebuah Negara
* Pembentukan wilayah regional
* Sistem pemerintahan kerajaan di Indonesia
* Sistem pemerintahan penjajahan di Indonesia
* Sistem pemerintahan Republik Indonesia

**Assessment Strategy:*** Tugas Terbuka: mind mapping, tulisan, gambar, dan portofolio
* Observasi: membawa daftar propinsi
* Penilaian penampilan : Mengecekpemahamansiswa di akhir unit denganmempresentasikanhasil mind

 mappingnya* Open ended task : mind mapping, portfolio, picture
* Observations:
* Performance assessments: Check students' understanding at the end of the unit by presenting their mind

 mapping results**Possible Evidence of Learning:*** Siswa memahami perubahan sistem pemerintahan berdampak pada perubahan sistem kehidupan masyarakat
* Siswa memahami perubahan kehidupan masyarakat berdampak pada perubahan lingkungan hidup di sekitarnya
* Siswa menunjukkan sikap bijak dalam perubahan sistem pemerintahan dan masyarakat di sekitarnya

**Assessment Tool:*** Rubrik : untuk mengukur siswa dalam mempresentasikan hasilnya
* Anecdotal record : catatan guru untuktiapsiswa
* Peer Feedback : menilaitemannyasaatmelaksanakanpameran*Olden Day*
* Self assessment :menilaidirisendirisaatpresentasidanmenilaihasilkarya
* Worksheet : penilaiantertulis
 | **Potential Action:*** Social justice:
* Advocacy
* Lifestyle choice
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| **Connections (Between and Beyond the Disciplines)** |
| **🔍Science:** The Student will be able to:* Siswa memahami cirri-ciri pubertas pada laki-laki dan perempuaan
* Siswa memahami terjadinya rotasi dan revolusi beserta dampaknya
* Siswa memahami sistem tata Surya
 | **Past Learning: connections to learning within and outside the POI**Grade 1 : Public SpaceGrade 2 : Earth GeographyGrade 3 : Significant EventGrade 4 : Communicting through artGrade 5: Government System | **♛Social Studies:*** Pemerintahan kerajaan di Indonesia
* Pemerintahan penjajahan di Indonesia
* Pemerinahan Negara Republik Indonesia Merdeka
* Perkembangan propinsi di wilayah Republik Indnesia
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| **√Math:*** Siswa dapat mengidentifikasi bangun datar
* Siswa dapat mengidentifikasi bangun ruang
* Siswa dapat menghitung luas dan volume
 |  | **📚 English:**Student will be able:* Learning vocabulary about space
* using going to talk about future plans
* asking about future plans with going to
* talking about whether they would like to travel in space
* learning about the solar system

Arabic::Javanese:* Aksara Jawa
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| **Specialist Teachers:*** **Islamic Studies**
* QS Al Kafirun
* **Tahajji**
* Siswa mampu membaca Al Quran juz 26 - 30
* **Tahfidz**
* Menghafal Al lail, As Syams, Al Balad

**🎨Visual Art:** **🎵Music:*** Tembang Macapat Gambuh
* Tembang Jawa Bibi Tumbas Timun
* Lagu Serumpun Padi

**⚽P.E.:*** Permainan bola kecil
* Atletik (lari jarak pendek)

**Dance** | * **Local/Global Issues:**
* Pemekaran wilayah propinsi di wilayah Negara Kesattuan Republik Indonesia
* Pemukiman di daerah kumuh
* Konflik yang terjadi di madsy
 | **Bahasa Indonesia:*** Siswa dapat mencari informasi tentang teks ekslpanasi yang berhubungan dengan pemukiman
* Siswa dapat menyusun laporan pengamatan tentang lingkungan sekitar
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| **- - DESIGNING & IMPLEMENTING - -** |
| **Pre-Assessment** |
| How will we assess students’ prior knowledge, understanding, and skill? How are we using data of prior learning to inform planning?Provokasi dengan gambar atau video dilengkapi dengan cerita sejarah yang berkaitan dengan gambar. |

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| **Ongoing Opportunities for Assessment** |
| **Teacher-Student Formative Assessment:***What opportunities are there for students to receive teacher feedback? What evidence will we gather about students’ emerging knowledge, conceptual understandings, and skills? How will we monitor and document learning against our learning goals and success criteria?*WorksheetMind Mapping/KlipingPortofolio | **Student Self-Assessment:***How do students engage with the feedback to self-assess and adjust their learning? What opportunities will occur for students to engage with feedback to self-assess and self-adjust their learning? What opportunities for setting and reflecting on goals will exist?** Menilai hasil karya mind mapping/ kliping sederhana bisa dengan rubrik atau menggunakan catatan mengenai hasil presentasi yang dilakukan
* Menila kemampuan saat presentasi menggunakan rubrik
 | **Peer Feedback:***What opportunities are there for students to receive feedback from their peers?* Menilai presentasi temannya, menilai dengan menggunakan rubrikMenilai hasil karya temannya dengan menggunakan sticker emoticons |

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| **Questions to Drive the Inquiry** |
| **Teacher Questions:**  | **Student Questions/Experience/Interests:***What questions will support and extend the inquiry? Are you building depth to the inquiry through a range of questions?* |
| **STOP HERE in the planning process. How will you use student data and student interest to make room for learner agency?** |

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| **Considering Students’ Needs** |
| **Learning Difficulties** | **Advanced:** | **ESL:** | **Others:** |

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| **- - ONGOING REFLECTION & PLANNING - -** |
|  |  | **Ongoing Reflections** *What adjustments need to be made based on observations and assessments? What new student questions are emerging that will connect to learning?* |
| Tuning in |  |  |
| Finding out |  |  |
| Sorting out |  |  |
| Going further |  |  |
| Synthesising and reflecting |  |  |
| Acting and applying |  |  |

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| **Suggested Learning Opportunities and Student Inspired** |
| **Teacher Created Provocations:** **Student Inspired:***Build in flexibility to add learning opportunities in response to students’ interests & inquiries.* Provocations: |

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| **Making Flexible Use of Resources** |
| **🗣People/Community:** | **🏫Technology:** | **📚Books:** | **Learning Environment:** |

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| **- - UNIT REFLECTION - -** |

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| **Teacher Reflection** |
| **What Worked Well and Why** (strategies, learning experiences, assessment tasks): *How did the strategies we used throughout the unit help to develop and provide evidence of students’ understanding of the central idea.*  | **What Needs to Change:***What did we discover about the process of learning that will inform future learning and teaching?* |

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| **Reflection of Student Agency and Learning** |
| **What student questions were incorporated?** | **How was student agency present? What could be improved?***How are students supported in having voice, choice and ownership in the unit of inquiry? (ex: so constructing learning goals and success criteria, being engaged in student initiated inquiries and action, being involved in self assessing, co-designing learning spaces, etc.)* |
| **Evidence of Student Learning** (growth in LP or ATL, understanding of CI, achieving goals, taking action):Conceptual Understanding:Learner Profile:Approaches to Learning:Action; |
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