





**Unit of inquiry : How We Organize Ourselves (National Examination as a form of Assessment)**

**Grade 5/2017-2018**

<p><b>Central Idea :</b> Government systems influence the lives of citizens</p> <p><b>Key concept:</b> Function, responsibility, perspective</p> <p><b>Related concept:</b> Equality, citizenship, governance, law and politics</p> <p><b>Strands (Knowledge) :</b> Human systems and economic activities; social organization and culture</p> <p><b>Attitude:</b> Responsibility, cooperation and commitment</p>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How government systems function</li> <li>• How decision-making practices reflect human rights</li> <li>• Impact of government on citizens</li> <li>• The rights and responsibilities of citizenship</li> </ul> <p><b>Expected action:</b> Students are able to educate society regarding the national examination issue to bring up the positive paradigm within citizen at Cilandak region area.</p>
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Teacher's questions a	Week 3 (22-26 January) Learning outcomes	Week 4-5 (29- 9 Feb) Learning outcomes	Week 6 (12-15 February) Learning outcomes	Week 7-8 (19 Feb-2 March) Learning outcomes	Resources
	<p>Recognize the elements of major political systems</p> <p>What is assessment?</p> <p>What are advantage and disadvantage educators and learners got toward assessment ?</p> <p>What is learning objective of assessment to support the learning process?</p> <p>Who are involved?</p> <p>What kind of assessment do we have at school from grade 1 to 6 ? (specifically the national examination)</p>	<p>Recognize the elements of major political systems</p> <p><b>Complete journal step 1-3</b></p> <p>What are the background of the problems of the topic issue?</p> <p>What is national examination?</p> <p>Why does it become education standard in Indonesia?</p> <p>Who are involved in this system?</p> <p>What are the role of government, educators and learners to support the topic issue?</p>	<p>Recognize the elements of major political systems</p> <p>Examine how the rights of a person in a particular society directly affect their responsibilities.</p> <p><b>Complete journal step 4-5</b></p> <p>What is the function of national examination in learning process of assessment?</p> <p>What is the governmental structure in line with education system?</p> <p>And what is their responsibilities?</p> <p>How the government support in national examination process and also how decision-making toward this program?</p> <p>What are the human rights factors in the society that make impact on citizen?</p> <p>Which factors are related to the topic?</p>	<p>Identify and describe means by which citizens can monitor and influence actions of their governments and vice versa</p> <p><b>Complete journal step 6-7</b></p> <p><b>Conduct research</b></p> <p>Types of action by the government to support national examination</p> <p>Preparedness program before, during and after national examination? (Government, educators, and students)</p> <p>The impact of technology to support this program</p> <p>Role of media to inform this program</p>	<p>Resources</p> <p>IB social scope and sequence p.35</p> <p><a href="https://litbang.kemdikbud.go.id/">https://litbang.kemdikbud.go.id/</a></p> <p><a href="https://www.kemdikbud.go.id/main/">https://www.kemdikbud.go.id/main/</a></p> <p><a href="http://disdik.jakarta.go.id/">http://disdik.jakarta.go.id /</a></p>
<b>Social Skills</b>	<p><b>Social skills:</b> (Research and Thinking)</p> <p>Formulate and ask questions about the past, the future, places and society. Use and analyze evidence from a variety of historical geographical and societal sources.</p>		<p><b>Social Skills:</b> Identify roles, rights and responsibilities in society ; Assess the accuracy, validity and possible bias of sources</p>		<p>Standard and Practice National Examination SD</p> <p>Badan Standar Nasional Pendidikan 2018</p>
<b>Students Activity during mentor meeting</b>	<p>Create a mind-map focusing on <b>Assessment</b> that students familiar with learning process at school.</p>	<p>Students are able to create a plan exhibition process regarding the issue. (Applying ATL skills).</p>	<p>Proposed field trip (at least 2 places and 1 place for action)</p> <p>Human right factors</p>	<p>Standard and practice national examinations</p> <p>Peserta dan satuan pendidikan</p>	<p>Kompas and Jakarta Post Newspaper</p>

	<p><b>Talk to the pictures</b>  #Provide pictures to show different activities of assessment in different school community.</p> <p>#Governmental issues  #Public Opinion poster</p>	<p>*Used inquiry grid to propose student’s idea.</p> <ul style="list-style-type: none"> <li>Background of the problems in the society referred to the national examination.</li> <li>Possible learning pathways to explore, in the area of: Technology, education (Subjects), governmental system Human right and society</li> <li>Resources (Primary and secondary resources), books, field trip site, and guest speaker</li> <li>Action</li> <li>Word terms</li> <li>Essential questions To fulfill success criteria of inquiry pathways.</li> </ul> <p><b>#This task work on A4 paper</b></p>	 <p>Reflect about human right factors can be through posters or comic</p> <p>Understanding the process of learning</p> <p>National Curriculum learning processs</p> <p>Standar isi dan standar proses Sikap  Pengetahuan  Keterampilan  Penilaian</p> 	<p>pelaksanaan USBN  Hak dan Kewajiban peserta USBN  Bahan USBN  Pelaksanaan USBN SD  Bahan USBN  Tata Tertib,pengaturan ruang dan tempat, pengawas  Pemeriksaan dan pengelolaan hasil UN  Kriteria pencapaian kompetensi kelulusan berdasarkan hasil USBN  Pemantauan, Evaluasi dan pelaporan Kejadian luar biasa</p> <p>Discuss National examination standard and practice</p> <p>Record data into simple recount text</p> <p>Students will have a field trip to Kemendikbud Balitbang (Bandan Penelitian dan Pengembangan)</p> <p>Continue, stdents reflect what they have learned from the trip.</p> <p>Six thinking hats graphic organizer to reflect their perspective</p>	
<p><b>Homeproject</b></p>	<p>Students are able to find out any information referred to the national examination, based on the teacher’s and students’ questions.</p> <p>Students activity:  Create the information</p>	<p>Students are able to write their perspective referred to the national examination as a form of assessment.</p> <p>#Students will work on into “Circle Map”  Studetns ideas are written in this space</p>	<p>Create structure structure organization chart using ICT</p> <p>Continue to explain structural’s responsibilities.</p>	<p>Make a report of national standard and practice, the resources taken from draft standard and practice national examination 2018</p> <p>Product:  Report text  (Bahasa or English)</p>	

		<p><b>Circle Map</b></p>	<p><b>STRUKTUR ORGANISASI PUSDIKLAT PEGAWAI KEMENDIKBUD</b></p>		
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<b>Exhibition administration</b>	Compile every tasks on their folder			
<b>Updated Information</b>	<ul style="list-style-type: none"> <li>Meeting in a group will be held on Friday started at <b>13:20-14:30</b></li> <li>Parent's meeting on <b>Monday, January 26<sup>th</sup>, 2018 In the Mushola at 7:30-08:00</b></li> </ul>			
<b>Task Criterias</b>	<ul style="list-style-type: none"> <li>Clear learning objective</li> <li>Questions are essential in inquiry process/task</li> <li>Resources take from have to be note on every task</li> <li>Task have to be submitted on time</li> </ul>			
<b>Assessing How do we discover what students have learned?</b>	<ul style="list-style-type: none"> <li>Provide information about student learning</li> <li>Collecting evidence of students' understanding and thinking</li> <li>Documenting learning process group and individuals</li> </ul>			

<b>Teacher's questions a</b>	<b>Week 9-11 (5-23 March)</b>	<b>Week 12 (26-29 March)</b>	<b>Week 13-14 (9-20 April)</b>	<b>Week 15 (23-27 April)</b>	<b>Resources</b>
	<p><b>Learning outcomes</b> Identify and describe means by which citizens can monitor and influence actions of their governments and vice versa <b>Complete journal step 6-7</b></p> <p>How do governments monitor national examination implementation regionally?</p> <p>Government's rules and consequences influence to the stakeholder, students and parents toward the national examination implementation?</p>	<p><b>Learning outcomes</b> Explore a range of political systems.(For example, local, regional,national or international) and the impact they have on individuals, groups, and society.</p> <p><b>Complete journal step 8-9</b></p> <p>The impact of political system local,national, and regional toward the education area?</p> <p>Ministry education regeneration impact to governmental systems to take action and evidence?</p>	<p><b>Learning outcomes</b> Explore a range of political systems. (For example, local, regional,national or international) and the impact they have on individuals, groups, and society.</p> <p><b>Action and reflection</b> <b>Action</b></p> <p>Who's the target audience of the action?</p> <p>What's sustainable action will give impact toward the citizen (learner, educators) and government?</p> <p>What are the strategies to educate people related to the issue?</p>	<p><b>Week 16 (30-4 May)</b> <b>Learning outcomes</b></p> <p>Assessment students using the rubrics prepared</p> <p>Presentation to the head of school</p> <p>Wrap up inquiry skills to PPT or prezi for the process of exhibition</p> <p>Complete the booth Exhibition Day</p> <p>Who's the visitor to be invited? How to be a good presenter?</p>	<p>Resources IB social scope and sequence p.35</p>

		Governmental system's influence educators, learners, parents, and society?	How do you arrange the event?  <b>Reflection</b> The three most important things I learnt this exhibition? I made the biggest improvement in?	How are the criterias to be presenter and standard explanation to explain?  <b>Exhibition Day 1 (Adult): 2 May at 09:00-11:30</b>  <b>Exhibition Day 2 (students): 3 May at 09:00-11:30</b> <b>Dos and Dont's</b>	
<b>Social Skills</b>	<b>Social skills:</b> (Research and Thinking) Formulate and ask questions about the past, the future, places and society. Use and analyze evidence from a variety of historical geographical and societal sources.		<b>Social Skills:</b> Identify roles, rights and responsibilities in society ; Assess the accuracy, validity and possible bias of sources		
<b>Students Activity during mentor meeting</b>	Discuss some evidence about government's action toward national examination implementation (For example: Student's motivation. Monitoring before, during, and after the program)	Find out current issues toward a range political system happened in Indonesia and compare with other countries system.  Compare and contrast from the positive and negative areas as the feedback to support education system in our country	<b>Action planning</b> Arrange the event chronologically and action outcomes  Reflection:  Discuss and clyfyng ideas		
<b>Homeproject</b>	Find out some evidence from officially website And record data in a journal	Collect data from the issues, then continue to create 3 circle venn diagram	Action itinerary		