

Unit of inquiry planner

Third Grade

Who we are

OVERVIEW

| | | |
|-------------------|----------|---|
| Grade/Year level: | 3rd | Collaborative teaching team: Shara Tsai, Carmen Carfello, Kayla Reardon, Julia LaVergne, Natalie Gervais, Elisa Segura. |
| Date: | December | Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) |

Transdisciplinary theme

(Type Transdisciplinary theme here.)

Who We Are

Central idea

Our beliefs, values, and cultures shape our actions.

Lines of inquiry

- Our rights and responsibilities towards others.
- Influential people and celebrations and how they shape the community around us.
- How experiences impact beliefs which impact actions.

Key concepts

Connection, perspective, causation

Related concepts

Values, interactions, relationships

Learner profile attributes

The learning engagements allow learners to be inquirers as they explore cultures from within their classroom, community, and other countries. Students will use thinking skills as they analyze connections between celebrations and beliefs within cultures as well as why and how these cultures celebrate. Learners will be communicators when they share their explorations with classmates. Throughout the unit of inquiry, students will be reflective as they think about the culture they are exploring. Students will share real world examples of the cultures in which they are a part of as well as firsthand experiences with cultures they have experienced. Their learning leads to a presentation of their newfound cultural information and understanding.

Approaches to learning

- Research –Students will use research skills to gain knowledge on cultures and celebrations from books, websites, and videos.
- Self- management – student will self-manage their progress and research through the use of a research guide and a rubric.
- Communication skills – Students will build their communication skills through presentations and peer assessments.
- Social skills – Social skills will be developed through communication with peers in regard to their research. They will demonstrate respect for others as their peers present their research. They will ask knowledgeable questions about cultures in a respectful way.

Action

The teacher provides the framework for Culture research Presentation. Students then are given creative freedom to desusing their inquiry based feedback and text features.

- Students picked out library books on cultures.
- Students asked parents to create videos to share about their cultures.
- Created culture slide presentations.
- Students found examples of music, food, clothing, and holidays found within the culture of their choosing.
- Students reflected on similarities and differences between cultures.

Prompts: Overview

Transdisciplinary theme

Which parts of the transdisciplinary theme will the unit of inquiry focus on?

Central idea

Does the central idea invite inquiry and support students' conceptual understandings of the transdisciplinary theme?

Lines of inquiry

What teacher questions and provocations will inform the lines of inquiry?

Do the lines of inquiry:

- clarify and develop understanding of the central idea?
- define the scope of the inquiry and help to focus learning and teaching?

Key concepts

Do the key concepts focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects?

Related concepts

Do the related concepts provide a lens for conceptual understandings within a specific subject?

Learner profile attributes

What opportunities will there be to develop, demonstrate and reinforce the learner profile?

Approaches to learning

What authentic opportunities are there for students to develop and demonstrate approaches to learning?

Action

What opportunities are there for building on prior learning to support potential student-initiated action?

REFLECTING AND PLANNING

Initial reflections

Students were interested in all the cultures (outside of their own as well as going deeper into their own cultures). As teachers, we presented on a variety of cultures to initiate the unit and provided context and background for the central idea and beyond – this was beneficial to the students to see their teachers present on cultures other than their own connecting to the idea of global mindedness.

Prior learning

Students are able to share their prior knowledge of cultures by discussing cultures they are a part of as well as other cultures they have experienced or learned about in the past. Students are then led through a two-week culture exploration in which lessons focus on a specific culture and/or celebration to expand their knowledge and peek their interest in cultures they may not be familiar with leading them into their selection of a culture to study.

Connections: Transdisciplinary and past

- Math – this unit tied in numbers and populations. We discussed how numbers and math are universal and used withing all cultures.
- Science – people from different cultures have contributed to scientific discovery.
- Writing assignment – Students used writing skills to produce a presentation about their chosen culture with proper punctuation and grammar.
- Social Studies – We looked at the different cultures around the world and compared and contrasted cultures from different regions and how the communities there live their lives.
- Family members and peers became primary sources for information about cultures

Learning goals and success criteria

- Math: (3.1A)(3.2A)
- ELA: (3.7E) (3.11E)(3.13A)(3.13B)(3.13C)(3.13D)(3.13E)(3.13F)(3.13H)
- Science:(3.2C)(3.2E)(3.2F)
- Social Studies(3.14A)(3.14B)(3.15E) (3.12A) (3.10A)(3.10B)(3.15D)

Ongoing assessments throughout the unit to check for understanding of content.

Summative Success Criteria: Culture Google Slides Presentaion: Students will take their detailed research and turn their new knowledge into an informative presentation designed by them to share their new knowledge in a meaningful way with their peers. Students will be assessed using a teacher-made rubric. Allow for student-initiated actions as a form of evidence.

Teacher questions

1. How does culture affect the way you live your life?
2. How does being knowledgeable about other cultures make you a better citizen?
3. Compare and contrast cultures found in the United States compared to other regions of the world?
4. What impacts which culture you identify with?

? Student questions

- How many cultures are there?
- Where do different cultures come from?
- How many cultures are in our classroom?
- How is culture different from religion?
- Can you be part of more than one culture?

Prompts: Reflecting and planning

Initial reflections

How can our initial reflections inform all learning and teaching in this unit of inquiry?

Prior learning

How are we assessing students' prior knowledge, conceptual understandings and skills?

How are we using data and evidence of prior learning to inform planning?

How does our planning embrace student language profiles?

Connections: Transdisciplinary and past

Connections to past and future learning, inside and outside the programme of inquiry

What connections are there to learning within and outside the unit of inquiry?

What opportunities are there for students to develop conceptual understandings to support the transfer of learning across, between and beyond subjects?

How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

Learning goals and success criteria

What is it we want students to know, understand and be able to do? How are learning goals and success criteria co-constructed between teachers and students?

Teacher questions

What teacher questions and provocations will inform the lines of inquiry?

Student questions

What student questions, prior knowledge, existing theories, experiences and interests will inform the lines of inquiry?

DESIGNING AND IMPLEMENTING

Unit of inquiry and/or subject specific inquiry (inside/outside programme of inquiry)

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|---------------------------------------|---|-----------------------|----------------|
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Designing engaging learning experiences

R=research C=communication S=social T=transdisciplinary What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Inquire about the variety of places they have lived throughout the world and what types of cultures are present. C, I, RF
2. Explore cultures through pictures, facts, and books to learn the features. R, S, C, I, K
3. Complete a daily culture graphic organizer to display research including common music, food, clothing, and holidays celebrated. R, C, K

Students were engaged and excited to begin their own research because of the culture graphic organizers that we were completing each day over a specific culture. After learning about cultures for a few weeks, they were ready to go off and choose a culture of their choosing!

Supporting student agency

Students are provided a choice in what culture their project is focused on and a choice about their method of presentation. They have a voice in how they research (books/internet/videos)

Teacher and student questions

- Do some cultures celebrate the same holidays?
- Are there connections between cultures found in the same region of the world?
- Do all cultures celebrate at the same time?

Ongoing assessment

- The parent/student/teacher learner profile report
- Parent discussions and video submissions – Parents supported our unit by sending in videos of their cultural celebrations at home!



Making flexible use of resources

Websites:

- <https://www.globetrottinkids.com/>
- www.kiddle.co

A variety of books pulled from the school and public library



Student self-assessment and peer feedback

- Student led conferences.
- Rubrics provided for self assessment.
- Peer assessment through feedback.



Ongoing reflections for all teachers

- Research skills need continued support, with paraphrasing and avoiding plagiarism.
- Follow research inquiry cycle.
- Learners need opportunities for research, other than the internet.
- Primary sources (ex: families who share about their cultures) are excellent motivators for learners.
- Provide additional time for school-wide collaboration. We learned a great deal as we watched classmates' presentations.
- The public library has a wide variety of culture/celebration books that can be checked out for an extended period. Great resources to use in addition to internet research.



Additional subject specific reflections

This unit was completed during the holiday season. This allowed us to connect our learning to the holidays that were currently taking place. This allowed us to notice holidays that overlapped as well as celebrations that had similarities that came from different cultures. It really helped that there are so many different cultures in our classes. Students were really excited when we discussed lunar new year later in the year and tied in their previous culture knowledge to grow the discussion.

Prompts: Designing and implementing



Designing engaging learning experiences

What experiences will facilitate learning?

For all learning this means:

- developing questions, provocations and experiences that support knowledge and conceptual understandings
- creating authentic opportunities for students to develop and demonstrate approaches to learning and attributes of the learner profile
- building in flexibility to respond to students' interests, inquiries, evolving theories and actions
- integrating languages to support multilingualism
- identifying opportunities for independent and collaborative learning, guided and scaffolded learning, and learning extension.



Supporting student agency

How do we recognize and support student agency in learning and teaching?

For all learning this means:

- involving students as active participants in, and as co-constructors of, their learning
- developing students' capacity to plan, reflect and assess, in order to self-regulate and self-adjust learning
- supporting student-initiated inquiry and action.



Questions

Teacher questions

What additional teacher questions and provocations are emerging from students' evolving theories?

Student questions

What student questions are emerging from students' evolving theories?



Ongoing assessment

What evidence will we gather about students' emerging knowledge, conceptual understandings and skills?

How are we monitoring and documenting learning against learning goals and success criteria?

How are we using ongoing assessment to inform planning, and the grouping and regrouping of students?



Making flexible use of resources

How will resources add value and purpose to learning?

For all learning this means:

- the thoughtful use of resources, both in and beyond the learning community to enhance and extend learning. This might include time, people, places, technologies, learning spaces and physical materials.



Student self-assessment and peer feedback

What opportunities are there for students to receive teacher and peer feedback?

How do students engage with this feedback to self-assess and self-adjust their learning?



Ongoing reflections

For all teachers

- How are we responding to students' emerging questions, theories, inquiries and interests throughout the inquiry?
- How are we supporting opportunities for student-initiated action throughout the inquiry?
- How can we ensure that learning is purposeful and authentic and/or connects to real-life challenges and opportunities?
- How are we nurturing positive relationships between home, family and school as a basis for learning, health and well-being?



Additional subject-specific reflections

Inside or outside the programme of inquiry

- What opportunities are there for students to make connections to the central idea and lines of inquiry or the programme of inquiry?
- What opportunities are there for students to develop knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

REFLECTING

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Teacher reflections

Research skills throughout this project require more support in regard to paraphrasing text and writing research in their own words. Learners need more opportunities for research other than the internet, such as books from the public library to share between classes. The primary sources for this project (Parent videos) are incredibly important as they share personal experiences with students and provide excellent motivation for students to kickstart their own research.

Student reflections

Students learned a great deal of information as they watched and listened to their classmates presentations. Students gain a greater perspective on what makes all of our different cultures special in our different ways. Students also reflected on how we are all similar but that we just de things in a different way.

Assessment reflections

Students are able to produce products (Presentation) that are authentic to their creativity and their research. The summative assessment allows for students to produce an informational text and use text features as appropriate in slides all while self guiding themselves with their rubric.

Prompts: Reflecting

Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?

What evidence do we have that students are developing knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?

What did we discover about the process of learning that will inform future learning and teaching?

Student reflections

What student-initiated inquiries arose and how did they inform the process of inquiry? What adjustments were made, and how did this enrich learning?

How are students supported in having voice, choice and ownership in the unit of inquiry? (For example, through: co-constructing learning goals and success criteria, being engaged in student-initiated inquiries and action, being involved in self-assessing and self-regulating, co-designing learning spaces and so on).

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

Assessment reflections

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?

What evidence did we gather about students' knowledge, conceptual understandings and skills?

How will we share this learning with the learning community?

Notes