

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:		Collaborative teaching team:	
Date:		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

Culture, beliefs and the environment contribute to a way of life.

Lines of inquiry

- Ways responsibility impacts who we are as individuals.
- An inquiry into natural resources and our role to sustain life.
- Ways systems play a role that can unite or divide us as a whole.

Key concepts

Causation, connection, Function

Related concepts

Environment, History

Learner profile attributes

Reflective, Caring

Approaches to learning

- Social: Resolving conflict ; group-decision making; accepting responsibilities

Action

In responding to current pandemic crisis, students have taken action in their school community in various ways to share their responsibility to end the pandemic.

- Ensuring their peers wear mask at all times
- Reporting to teacher if they feel sick

- Maintaining distance from each other

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

- Due to current world crisis we wanted to ensure connections between global pandemic and line of inquiry “Ways responsibility impact us as individuals”.

Prior learning

- Group and paired discussions surrounding personal experiences with pandemic. How they are coping with it, family and community?
- Mind map of around the world culture beliefs about pandemic and its effects.
- Group conversation on the systems of society and how they can unite (list ways with students) or divide the community, country and the world.
- KWL will be created with students to understand their knowledge on cycles, landforms.
- Using a three column chart students will address known information about Civil War.
- Teacher will facilitate a guided discussion in which students differentiate between the Northern and Southern points of view about slavery, sectionalism, and states rights and how those differences lead to conflict.

Connections: Transdisciplinary and past

- Authentic links to reading “Argumentative text” in reading in order for students to make connections to the rest of the lines of inquiry.

Learning goals and success criteria

- Students will be able to compare and contrast different cycles.
- Students will be able to model the process of weathering.
- Students will make careful observations and record how natural resources are classified and how they sustain life.
- Using a venn diagram, students will be able to compare ranching industry and other industries in Texas and how enterprise principles aided that development.

Teacher questions

- How does responsibility affect everyday life?
- What happens when parts of a cycle are missing?
- What are different systems in your community and how do the roles unite or divide us as a whole.
- What is sustainability and what are the benefits?
- How do our various duties sustain a way of life?
- How do roles of others help to reconstruct a way of life that can be sustained in a productive cycle?

I can ...

Describe ways we as individuals play an important role in sustaining life.

Gather information to describe ways culture impact who we are.

Identify different ways beliefs relate to and affect economy.

?

Student questions

- Why did slavery exit?
- Does slavery exist in 2020?
- Why does war happen?

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)

Transdisciplinary theme/Central idea:	Culture, beliefs and the environment create a way of life.		
Collaborative teaching team:	Mrs. Zamora, Mrs. Hornickel, Mr. Menjivar, Miss. Estrada, Mr. Estrada	Grade/Year level: 4th	Date:



Designing engaging learning experiences

- Gallery Walk- stimulate student interest about Civil War causes and effects using a gallery walk of photos, quotes, and maps.
- Classify and sort through events that support a way of life and place the events in order from beginning of an idea to how that idea or way of life is able to continue.
- Collect and explore global outbreak to analyze cause of rise in some areas more than others and make connections to their responsibility as beings.



Supporting student agency

- Students beginning questions and experiences as well as their developing understandings will inform the planned learning experiences-responsive and adaptive.
- Students will co-construct some of the resources (KWL, venn diagrams, chart and the learning wall).
- Teacher will co-construct learning spaces and be responsive to student questions, wonderings and reflections.



Teacher and student questions

Teacher:

- Why do all of us play an important role in ending the pandemic?
- Why are natural resources everyones responsibility?

Student:

- How do my decision affect my neighbor?



Ongoing assessment



Making flexible use of resources

- A wide range of non-fiction books to support inquiries into the central idea.
- Online resources including tracking of Covid-19.

- Outdoor habitats to observe weathering process.
- Use core-enrichment teachers to connect to central idea and lines of inquiry.



Student self-assessment and peer feedback



Ongoing reflections for all teachers



Additional subject specific reflections

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

Transdisciplinary theme/Central idea:			
Collaborative teaching team:		Grade/Year level:	Date:

 **Teacher reflections**

 **Student reflections**

  **Assessment reflections**

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