

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level: Fourth Grade	Collaborative teaching team: Mrs. Hornickel, Mrs. Zamora, Mrs. Diaz, Mr. Estrada, Mr. Menjivar, Miss. Garza
Date: 10-8-2020	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) October- November

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How we organize ourselves: An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human and the environment.

Central idea

Societal structures keep us organized and informed.

Lines of inquiry

- Purpose of government
- The benefits of scientific investigations
- Learning through government systems and scientific initiatives

Key concepts

Connection, Reflection, Responsibility

Related concepts

Peer pressure, media, society

Learner profile attributes

Balanced, Inquirer

Approaches to learning

- Communication skills- students will be able to make connections to how they keep organized and informed in school and at home and will exchange information with peers.
- Self-management skills - students will cooperate in groups using their time wisely to inquire on purpose of government.
- Social skills – Students will be able to develop positive interpersonal skills building relationships with peers as they collaborate inquiring on ways we keep organized.



Action

- In response to current pandemic, students have taken action creating essential agreements that will keep them organized as classrom.

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 covid crisis and unexpected reconstruction of "new normal" it could be easier for students to relate to the central idea.

Prior learning

- Group and paired discussions surrounding personal experiences with how they keep organized and informed.
- Graphic organizer- (students will add to and refer back to this over the course of the unit to reflect on their developing understanding of ways society is organized).

Connections: Transdisciplinary and past

- Connections to prior unit – How the world works: "Choices affect our environment"

Learning goals and success criteria

- Student will be able to hold informal discussions on how government work.
- Students will be able to in cooperative learning groups, students reflect and discuss government and science roles that have helped to keep the world around us organized.
- Student will be able to reflect on how structures help society run smoothly.

Teacher questions

- What is the role of government?
- Do all countries follow the same government? Why or why not?
- Why is it necessary to have rules and regulations in order to have an organized society?
- How can we utilize past events to plan for the future?
- What role do scientific investigations play in how we learn from the past?
- Can you think of choices society has made that impacted the world?

Student questions

- Who decides laws?

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:	How we organize ourselves: Societal structures keep us organized and informed.		
Collaborative teaching team:	Mrs. Hornickel, Mrs. Zamora, Mr. Menjar, Mr. Estrada, Miss. Garza, Mrs. Diaz	Grade/Year level: 4 th Grade	Date:

Designing engaging learning experiences

- Observing- Students will have the ability to make good observations which are essential to the development of the science process skills; communicating, classifying, measuring, inferring, and predicting.
- Students will relate the importance of organization or of having a structure to function when conducting their science investigations.
- Students will observe and compare science lab animals structure to humans.

Supporting student agency

- Students will co-construct learning spaces and be responsive to student wonderings.

Teacher and student questions

- What is scientific investigations?
- How does this relate to our central idea?

Ongoing assessment

- Documenting- students' will have Socratic circles at least once a week to communicate and reflect.
- Monitoring- Reflection on their thoughts



Making flexible use of resources

- Science lab teacher will support making connections.
- Wide range on scientific investigations



Student self-assessment and peer feedback

- Given a testable question, students will describe, plan and implement simple experimental investigations testing one variable at affects e direction of the experiment.
- Drawing on their prior knowledge and current research, students will develop a list of products imported exported by Texas United States
- Students will use the results of their research to discuss possible environmental factors that might account for the imports not being produce in the , using the correct economic terms.



Ongoing reflections for all teachers

- Student reflected on the impact of government policies on covid and how that affected our society.
- Students reflected on how scientific investigations could make an impact on our personal lives by the development of a covid vaccine.



Additional subject specific reflections

- Encouraging class discussions related to current news that were linked to scientific investigations and the purpose of government.

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