

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	3 rd Grade	Collaborative teaching team:	Miss. Marin, Miss. Ordonez, Mrs. Alcantar, Miss. Aguilar, Mr. DeDios, Mr. Vidal
Date:	February-January	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How we exptress ourselves

Central idea

Expressions come in different forms.

Lines of inquiry

- Communities form by cultural identity.
- Organisms adapt physically and culturally.
- Ways of expressions.

Key concepts

Connection, Form

Related concepts

Learner profile attributes

Balanced,

Approaches to learning

Thinking Skills- Students will use their thinking skills to discover other communities in nature.
Communication Skills- Studets will us their communication skills to work collaboratively with peers through out unit.

Action

In response to current pandemic and election process students have taken action in their local school community by sharing their thoughts about the increasing number of people getting infected. Also, students have expressed their concern in current president gets reelected.

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 the current presidential election and world pandemic students might connect immediately with our line of inquiry on how organisms adapt physically and culturally.

Prior learning

- Group and paired discussions surrounding personal experience of ways students express themselves. (at home, school, friends, using technology-FB)
- Students will create a diagram naming ways people express themselves.
- Students will also create a chart to name reflect on the cycle of how organisms adapt to survive. (animals, humans)

Connections: Transdisciplinary and past

Authentic links to science and art. In science connections between ways organisms have to adapt to survive and in art in ways artists express themselves using their paintings and colors. The dance teacher also will connect dance and music to express their emotions, feelings, beliefs etc.

Learning goals and success criteria

- Student will be able to develop an understanding of the importance and challenges that expressing themselves involve.
- Students will be able to recognize that organisms (humans, animals) have to adapt to change in order to survive.
- Students will be able to understand that culture plays an important role when it comes to the way you express.

Teacher questions

- What is expression?
- Why is it important to express yourself?
- In what ways do people express themselves?
- Do you think everyone has the right to express themselves? Why or Why no?

Student questions

- Why do people in other countries can't express what they think?
- Is it important to express what you think or feel?

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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Designing engaging learning experiences

- Gallery walk- Art teacher will have a display of various art paintings to demonstrate students how depending on artist mood the painting colors changed.
- Comparison chart- Art teacher will have a chart and students will have to compare different artists and the time they lived in.
- Discussion Students will have group discussions on ways people express.
- Students will analyze their reading stories and discover how people expressed themselves depending on current situation.
- Students will have a group discussion about the way people are expressing themselves about the pandemic guidelines and the election of new president.



Supporting student agency

- Students beginning questions and experiences as well as their developing will inform the planned learning experiences. Students will be able to watch several videos on ways people are expressing themselves protesting due to Covid guidelines and also because of new president elect.



Teacher and student questions

- Share your understanding surrounding ways and reasons people express themselves.
- How would you feel if you were not allowed to express yourself?



Ongoing assessment

Documenting- Students' interpretations of ways people express themselves will be added to their portfolios.
Monitoring and documenting- students will reflect on each of the lines of inquiry.



Making flexible use of resources

- A wide range of paintings will be provided for students to support their inquiries.
- Online resources such as videos of current protestors will be accessible to students.
- Animal Cycles and ways organisms adapt to survive will be part of students discoveries.



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:	Expressions come in different forms.		
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Teacher reflections

Students discovered how different individuals expressed their point of view on social injustices and helped promote changes in our society. People like Martin Luther King and Cesar Chavez helped change the lives of many people in our society by expressing their views of how certain people were treated and taking actions against social injustices.

Student reflections

Students were able to recognize a wrong in their daily lives and voice their opinion to their teacher. Students debated about how to resolve a dispute and took action to resolve the issue.

Assessment reflections

Students learned about conflict and resolution and were able to apply it in their daily lives.

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