

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level: Kinder		Collaborative teaching team: Mrs. Fromer, Mrs. Slavick, Miss. Ruiz, Mrs. Velasquez, Mrs. Hampton	
Date: 10-6-2020 October- November		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 express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values.

Central idea

We express ourselves in different ways.

Lines of inquiry

- Culture impacts literature
- Ways our traditions shape us
- Ones Properties to belong to a community

Key concepts

Connections, Perspective

Related concepts

Traditions

Learner profile attributes

Knoweledgable

Approaches to learning

- Communication Skills- Students will be able to communicate their presentations and will use their social and self-management skills to share their findings with classmates.
- Social Skills- Students will be able to be respectful of others peoples' cultures.

Action

To demonstrate their understanding, students will take action expressing themselves in various ways.
Students will be able to express thoughts and feelings and this expressions can ve accomplished through words, choices or actions.

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

- In response to upcoming elections, teacher will make connection to voting as a form of expression. This might positively impact the sustainability of action students will carry out.

Prior learning

- Teacher will facilitate group and paired discussions where students get to talk about their past experiences or ways in which they have express themselves before.

Connections: Transdisciplinary and past

- The teacher with the support of the students will make a graphic organizer and or listing of ways students have express themselves previously.

Learning goals and success criteria

- Students will be able to develop an understanding of ways people express themselves.
- Students will be able to make a connection to how nature also expresses.
- Students will be able to describe new ways in which they can express themselves.
- Students will be able to understand that self-expression can be altered or different depending on location and the culture.

Teacher questions

- What does it mean to "express yourself"?
- Does everyone express the same way?
- How have you express yourself?
- Do you think everyone has the right to express themselves? Why or why not?
- Is everyone in this world able to express themselves freely?
- Do you think your community (school, family, city) influences on the way you express yourself?

Student questions

- Why can't everyone express themselves freely?
- How can we help those who can't express themselves?

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 express ourselves: We express ourselves in different ways		
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Designing engaging learning experiences

Photo analysis- Students will analyse photos of ways people express themselves.
Students will analyze the difference in how people are able to communicate and will extract stories behind the photos.
Students will be able to infer through further research into ways people express themselves freely and how people are oppressed.
Students will be able to understand Amendment 1.



Supporting student agency

- Students questions and experiences as well as their developing understandings will inform the planned learning experiences.



Teacher and student questions

- Do kids have 1st Amendment rights?
- Is voting a form of expression?
- Is art a form of expression?
- Is writing a form of expression?



Ongoing assessment

- Teacher will document ways students self-express and will monitor if students are able to make those connections.
- Students will write reflections in groups to capture their thoughts on the importance of self-expressing. Students will add reflections to their portfolios.



Making flexible use of resources

- A wide range of books will be at students library focusing on ways people express.
- Art teacher will make connections to how art is a way of expressing through the use of color cues, paint strokes etc.
- Dancing teacher will make connections to demonstrate that dancing is a form of expression.
- Culinary teacher will demonstrate how many people use food as a way to express themselves.
- Our technology teacher will add to Amendment 1 "freedom to press".



Student self-assessment and peer feedback

- Students will use writing their writing journals to annotate their reflections on ways people express.
- Students will be able to express their understanding on how culture plays a role on how people communicate.



Ongoing reflections for all teachers



Additional subject specific reflections

- This unit can be related to all core-enrichment to better support our central idea.

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: How we express ourselves	We express ourselves in different ways		
Collaborative teaching team:		Grade/Year level: Kinder	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