


# Unit of inquiry planner


(Primary years)

# OVERVIEW


Grade/Year level:	Kinder	Collaborative teaching team:	Mrs. Fromer, Mrs. Slavick, Ms. Mackrizz, Mrs. Velasquez, Mrs. Davis, Miss. Urrea
Date:	January-February	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 organize ourselves

 **Central idea**


Society systems influence our natural resources.


 **Lines of inquiry**


- Maintaining balance in our choices.
- Resources in the community.
- Impact of community helpers in our lives.

 **Key concepts**


Function, Connection, Causation

 **Related concepts**

 **Learner profile attributes**

 **Approaches to learning**

-

 **Action**

# 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

## Prior learning

## Connections: Transdisciplinary and past

## Learning goals and success criteria

- Students will be able to develop their understanding surrounding natural resources and the consequences of the over use or absence through class discussion.
- Students will show a sense of responsibility on their choices.

## Teacher questions

- What is a system?
- Where can I find systems?
- Why are systems important?
- Can you name some type of systems?
- What's a community helper?

## Student questions

- Does my body have a system?

# 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:	Society systems influence our natural resources.		
Collaborative teaching team:		Grade/Year level: Kinder	Date: January - February



### Designing engaging learning experiences

- Socratic Circle- Students participate in a socratic circle seminar with questions or statements that are aimed at provoking in depth discussion. Questions are co-constructed by the teacher and students beforehand .
- Photo analysis- students will analyze photos that teacher will provide of different systems. Students will identify how this systems are affected by change and the consequences.



### Supporting student agency

- Students beginning questions will inform the planned learning experiences.
- Students will co-construct some questions to prepare for the invited speakers.
- Students will co-construct learning spaces to answer and respond to their wonderings.
- Students will have the opportunity to reflect at any time.



### Teacher and student questions

- Share your understanding about natural resources.
- Share your understanding of a system.
- Share how you follow a system on a daily basis.



### Ongoing assessment

- Teacher will be guiding students on what to write or draw on their reflections during circle time.
- Teachers will continuously ask questions and will respond to student wonderings.



### Making flexible use of resources

- Technology teacher will show students different systems around the world. (money, trading, ).
- Students will be able to interview community helpers. (Teacher will invite speakers from school and community).

- Websites such as united streaming and discovery kids will be at students hands to inquire on systems.



### Student self-assessment and peer feedback

- Students will use journal annotation to document reflections.
- Students will use reflection sheet provided by teacher to facilitate their annotations.



### Ongoing reflections for all teachers

- Documenting- teacher will review students reflections (drawings) to check for understanding.
- Monitoring and documenting- Teacher will document / reflect during circle time.



### Additional subject specific reflections

- In Science we have used \_\_\_\_\_.
- In Math we have used \_\_\_\_\_.
- In language we have revisited different writing connecting to systems.
- In Reading we analyzed how stories have systems and how they influence characters.

# 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:	Society systems influence our natural resources.		
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 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