

# Unit of inquiry planner

(Primary years)

# OVERVIEW

Grade/Year level:	Kinder	Collaborative teaching team: Mrs. Fromer, Mrs. Slavick, Ms. Mackrizz, Ms. Urrea, Miss. Velasquez, Mrs. Hampton	
Date:	September-October	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:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures, rights and responsibilities; what it means to be human.

## Central idea

Ways people change.

## Lines of inquiry

- History has influenced our lives.
- Adapting to our responsibilities.
- Senses help us make decisions.

## Key concepts

Causation Change, Responsibility

## Related concepts

Change, interdependence

## Learner profile attributes

Balanced

## Approaches to learning

Communication Skills, Research Skills, Self-management Skills

## Action

In response to how people change, students have taken action creating a poster to show positive changes in them. Students will also have the opportunity to demonstrate how they have adapted to change during the pandemic. Students will also have the opportunity to demonstrate their responsibility towards change.

# 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 pandemic, students might connect their responsibilities as citizens of this world.

## Prior learning

Group and paired discussions surrounding personal experience with change.

## Connections: Transdisciplinary and past

Teacher will make authentic connections with students responsibility in the classroom as a member.  
Students will have the opportunity to view different videos on United Streaming on types of changes.

## Learning goals and success criteria

- Students will be able to recognize ways they have adapt to change.
- Students will be able to identify characteristics of being a good citizen.
- Students will be able to recognize the importance of rules and good decisions.
- Students will be able to conduct simple investigations in changes (nature, patters).

## Teacher questions

- What are some ways people change?
- Is change a good or bad thing? Is it positive?
- How can you differentiate good from bad?
- Are you responsible for change?
- How do rules work? Are they good and why?

## Student questions

- What's a citizen?
- What's a characteristic?
- What's history?

# 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:	<b>Who We Are:</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures, rights and responsibilities; what it means to be human.		
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### Designing engaging learning experiences

- Gallery Walk-Stimulate student interest about the present and past using photos and artefacts.
- Photo analysis- Analyse photos of clean and dirty places. Post the question- Who do you think is responsible for this and why?
- Gallery Walk- Students will have an opportunity to walk around the classroom analysing different photos, books and ways people, places have changed.



### Supporting student agency

- Students will have the option of choosing a way in how they can influence society and can present/other classes using a poster or technology.
- Students will have the option of choosing their own contribution to class, school, society.



### Teacher and student questions

- What are some things you can do as a child to help our world?
- Are you too small to make a change?
- What patterns do you see in our readings of people in charge and people who have contributed to our history?
- What are their personality traits?
- How are you alike or different from influential people?



### Ongoing assessment

- Teacher observation
- Student presentations



### Making flexible use of resources

- Students will be provided with books, magazines to cut out pictures and categorize them by changes.
- Teacher will be able to record students verbal expressions on change.



### Student self-assessment and peer feedback

- As students present their findings, peers will be giving them verbal feedback with teacher support.
- Students will use a teacher created rubric to self- assess their understanding on change.
- Students will reflect after each of their chosen activities.



### Ongoing reflections for all teachers

- Difficulty with virtual learning and student guidance.



### Additional subject specific reflections

- Try including more reading stories related to historical figures.



# 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

**Due to the pandemic, we discussed with the students, the different changes for education in everyday activities and procedures.**

The students were able to use materials from their home environment for the five senses lessons.  
For the future, hopefully, we will be teaching face to face, and be able to use more books related to the objectives, and collaborate together.

## Student reflections

Students understood their responsibilities and how they can help at home, when teachers explained examples, and peers started to respond.  
Students adapted to change when they started the school year virtually, and then when some transitioned to in person learning. They adapted to new routines, like washing their hands counting to 20, wearing a face mask, and trying to social distance.

## Assessment reflections

The five senses unit was very engaging. The students demonstrated understanding using and collecting objects in their own house, and sharing them on line, using sentence stems.

# 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