

Unit of inquiry planner

(Primary years)

OVERVIEW

| | | | |
|-------------------|----------|---|--|
| Grade/Year level: | Kinder | Collaborative teaching team: | Mrs. Hampton, Ms. Fromer, Ms. Mackrizz, Miss Urrea, Mrs. Gutierrez |
| Date: | 4-6-2021 | Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) | February-April |

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How we Share the Planet

Central idea

Caring for our planet

Lines of inquiry

- Ways technology support our planet
- Needs of living organisms
- Our responsibilities with Earth

Key concepts

Reflection, Responsibility, Causation

Related concepts

Interdependence, conservation

Learner profile attributes

Caring, Curiosity, Communication, Respect, Thinker

Approaches to learning

- Thinking Skills- students will be using thinking skills to discover how to use recyclable items to develop a new product.
- Communication Skills- Students will be able to have discussions to communicate about their creative product.
- Research Skills- Students will be given the time to find ways to recycle and make our planet better for all living things.

Action

Students will be able to take initiative to care for the planet, including recycling and conservation of resources. For example, students will create a project using recyclable material.

Due to the pandemic, one of the actions that arose was for us to remove the strings from our masks to help save the animals, not to get tangled.

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

The teacher will show a powerpoint of people caring and destructing our planet (garbage, landfills, chemical spills in the water, Houston air pollution. Teacher will also share the video Earth Day: Saving Planet Earth.

Prior learning

To assess prior knowledge the teacher will conduct a whole group discussion on caring.

- Students will identify one way on how they can care for the planet.
- Students will learn through school projects.
- Students will learn through school/home conservation project utilizing recyclable materials and transforming them into a new use.

Connections: Transdisciplinary and past

- Recognize, observe, and discuss the relationship of organisms to their environments.
- Child participates in activities to help them become aware of what it is to be part of community conservation and the role of the consumer.

Learning goals and success criteria

- Students explore how natural resources are used everyday and how those resources may be preserved and managed wisely.
- The students will identify and describe characteristics of organisms like plants, animals, and nature

Teacher questions

- What can you do to save our planet?
- How can you help to make less garbage?
- Do you know how to sort garbage for recycling?
- How can you help to keep the land and water clean?
- How can you help to make sure we have enough water?
- How can you help to keep the air clean?
- Will you help?

Student questions

- What does it mean to recycle?

- Why do we need to recycle?
- How can we stop cutting trees?
- How can we stop plastic from going into the ocean?
- How can we stop pollution in Houston?
- How can we keep our playground/school clean?

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:

Collaborative teaching team:

Grade/Year level:

Date:



Designing engaging learning experiences

- Students will observe a video about saving the planet- to illicit interest.
- Field trip to the zoo to observe living and nonliving things
- Help to take care of the school garden with connection to Seed to Plant ancillary



Supporting student agency

- Students will have the option to choose what materials they will use to recycle
- Students will have the opportunity to assess the impact they made in their environment



Teacher and student questions

- What are some things you do to help save the planet.



Ongoing assessment

- Teacher observation
- Student presentations
- Student portfolios



Making flexible use of resources

- Students will be able to have hands-on opportunities to observe living organisms in the school garden with the guidance from the Seed to Plate teacher.
- Students will be able to record changes in the classroom plant.



Student self-assessment and peer feedback

- As students present their recycling projects, peers will be giving verbal feedback with teacher support.
- Students will reflect on how they took action to care for the planet.
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Ongoing reflections for all teachers

- Due to pandemic, teachers are limited on activities we can do with students due to hybrid teaching model.



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: | | | |
| Collaborative teaching team: | | Grade/Year level: | Date: |

Teacher reflections

The plan was to have each classroom choose a different recyclable material and each student was going to create a new product from the recycled material. The students use the Action Cycle by showing initiative by choosing not to use plastic straws, they acted on it by not requesting one whenever they went out to eat with their parents. They reflected in school by sharing with their classmates.

Due to the pandemic, one of the actions that arose was for us to remove the strings from our masks to help save the animals, not to get tangled.

Student reflections

- What does it mean to recycle?
- Why do we need to recycle?
- How can we stop cutting trees?
- How can we stop plastic from going into the ocean?
- How can we stop pollution in Houston?
- How can we keep our playground/school clean?

Assessment reflections

- Write more specific things based on science unit
- Students could write and draw examples of reduce, reuse, and recycle.
- Students will reflect on how their actions affect the lives of plants and animals

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