

# Unit of inquiry planner

(Primary years)

# OVERVIEW

Grade/Year level: Third Grade	Collaborative teaching team: Miss. Marin, Miss. Ordonez, Mrs. Alcantar, Miss. Aguilar, Mr. Dedios, Mr. Vidal
Date: 10-8-2020	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) <b>October- November</b>

## Transdisciplinary theme

(Type Transdisciplinary theme here.)

**How the world works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

## Central idea

Everything goes through a transformation.

## Lines of inquiry

- Understanding ways things change
- Ways society transforms
- Effects of transformation

## Key concepts

Reflection, Responsibility

## Related concepts

History, interdependence

## Learner profile attributes

Caring, open-minded

## Approaches to learning

- Social Skills- Students will have the opportunity to work in groups and collaborate discussing their findings on things that undergo change.
- Research Skills – Students will be able to use their research skills inquiring about the effects of transformation on earth.
- Thinking Skills- Students will be able to identify things that change and its effects.



## Action

- In response to pandemic students have taking action in their community by:
  - Wearing a mask all day at school.
  - Staying at least six feet apart.
  - Not sharing items in class.
- In addition, students reflected on how things that change can have a positive and or negative impact not only on humans but in animals too.

# 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 the transformation in how they came to school before and after pandemic.
- Student might also make connections to prior unit of inquiry. How we organize ourselves: Central Idea: "Systems need to be organized to function"

## Prior learning

Students will have paired discussions surrounding their understanding on transformation.

## Connections: Transdisciplinary and past

- Previous unit of inquiry- "Systems need to organize in order to function". Students connection to how society systems have function or not during pandemic.
- Students can also take time to reflect and make connections on how things that transform need to be organized to function.

## Learning goals and success criteria

- Students will be able to explain how things modify.
- Students will be able to make a connections on how they have also tranform analyzing physical, good citizen qualities (using Learner Profile)
- Success criteria will be demonstrated with students using I can statements.
  - I can ...
  - Describe things that undergo change.
  - Gather information and interpret earth changes and it's causes. (climate, landforms, community, living things, math, characters of reading stories)
  - Explain some ways that changes in the earth and and in people are different and or similar and how they interdepend.
  - Explain some ways changes in the earth are caused by human beings.

## Teacher questions

- What is transformation?
- What things can you think of that go through a change?
- Is change good or not?
- What can be affected or improved by change2?
- Do you think change happens everywhere in the world? Why or why not?
- Can you relate how school has changed from last year to current?

## ? Student questions

- Why do people in other countries can't change freely?
- Why does poverty exists?
- What can I do to transform peoples' way of thinking?

# 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 the World Works: Everything goes through a transformation		
Collaborative teaching team:	Miss. Marin, Miss. Ordonez, Mrs. Alcantar, Mr. Dedios, Mr. Vidal, Miss. Aguilar	Grade/Year level: 3 <sup>rd</sup> grade	Date:

### Designing engaging learning experiences

- Gallery Walk- To stimulate student interest, students will observe multiple pictures of things that undergo change and will discuss findings with their group.
- Students will have the opportunity to take a journey using "Google Earth" to travel to different communities that have changed over time and to some that for some reason (political) have not changed at all. Students will be able to discuss their findings.
- Socratic Circle- Students participate in a socratic circle seminar with questions with questions and or statements that are aimed at provoking in-depth discussion of seeing pictures, images and communities.

### Supporting student agency

- Students will plan out what they would like to learn on transformation.
- Students will self-adjust their learning focusing on the lines of inquiry.
- Students will collaboratively inquire on positive and negative impact of change.

### Teacher and student questions

- Is change good for all?
- Can transformation in one place affect others?
- How can our actions affect change?

### Ongoing assessment

- Monitoring and documenting –reflection circles regularly held to address students wonderings and findings.
- Documenting- reflections throughout the unit new/developing student understanding as inquiry goes in depth.



### **Making flexible use of resources**

- Online libraries
- Online resources on transformation
- Connections made by math teachers on ways math undergoes transformation.
- Connections in science lab (climate change, landforms,)
- Connections made in Technology class- (technological transformation)



### **Student self-assessment and peer feedback**

- Student reflections – students will use learning annotations to document learning goals and success criteria.
- Peer to Peer feedback on collaboration and decision making in groups, for example:
  - Verbal feedback on learner profile
  - Verbal feedback on ATL's
  - Verbal feedback key concepts



### **Ongoing reflections for all teachers**

- So far we've been successful in supporting student inquiries by conducting group discussions to clear any misunderstandings.
- We have responded to students' emerging questions about why other countries don't change as we conduct our Socratic Circles and morning meetings.



### **Additional subject specific reflections**

- Students have been able to identify that numbers also undergo change.
- Students have been able to reflect on how people (reading stories characters) also change.

# 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 the world works: Everything goes through a transformation		
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## Teacher reflections

Our strategies helped make the central idea and lines of inquiry more developmentally appropriate for the students. The projects that incorporated the inquiry process in which children could show voice, choice and ownership. Something that we learned during this inquiry is that students needed more milestones for big projects.

## Student reflections

Students were interested in how farm life was different from city life and how it affected the way that people lived. Students were supported in having voice, choice and ownership in the unit of inquiry by being able to voice their opinions in a respectful inclusive manner.

## Assessment reflections

Our monitoring, documenting and measuring of learning informing our understanding of student learning were not as effective because the students were virtual and sometimes it was hard to get students to participate. The evidence that we gathered from students knowledge was the presentations that they did for each project, writing samples and completed math work. We will share our learning with the community by posting our finished projects on social media and presenting to other classrooms.

# 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