Primary Years Programme

Unit of inquiry planner

(Primary years)

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OVERVIEW

Grade/Year level:	**Third Grade**	Collaborative teaching team: Miss. Marin, Mrs. Alcantar, Miss. Ordonez, Miss. Aguilar, Mr. DeDios Mr. Vidal, Mrs. Rodriguez	
Date:	**8-21-2020**	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: An inquiry into the interconnectedness of human made sustems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on human kind and the environment.

Central idea

Systems need to be organized to function.

Lines of inquiry

- Ways things organize
- Ideas and information can be interpreted through a variety of sources and visuals.
- The physical structure of a community affects the environment and society.

Key concepts

Function, Causation

Related concepts

Systems, Community

Learner profile attributes

Open-minded, Courageous

Approaches to learning

Research Skills, Thinking Skills, Communication Skills, Social Skills

Action

To ignite students interest on systems and in hopes of them wanting to develop their own to better function as citizens, they will have multiple opportunites to discover that having systems provides effective structure and support and dictates how things operate. Students will have the opportunity of developing different systems in the classroom to keep it organized.
Students will have the opportunity of creating a check out book system for the class.
Students will have the opportunity of developing a system that would keep our learning stations organized.
Students will be able to use microsoft teams and flipgrid to develop short presentations about systems in their homes or community.

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 Covid-19 global outbreak students will have the opportunity to have discuss the starting and the reasons why it spread uncontrollably to guide them to the finding that having systems in place are important.
- Teacher will make connections to new school system (learning distance) to continue with education.

Prior learning

- Students will be discussing in groups ways the science lab has organizition.
- Students will be discussing in groups ways communities are build.

Connections: Transdisciplinary and past

- Students will be have the opportunity to make connections with their daily lifes systems.
- Students will be able to discover, list and chart systems in the classroom.
- Students will be able to discover, discuss and crate a list of systems found in school.
- Students will be able to discover, draw and discuss systems in their community.

Learning goals and success criteria

- Students will be able to understand that in order for things to work a system must be in place.
- Students will be able to identify how staying safe has a system.
- Students will be able to relate force and motion to systems.
- Students will be able to identify that human and physical process on earth are systems.
- Students will be able to analyze how history has provided the world with systems.
- Students will be able to make connections that systems are found everywhere.
- Students will be able to describe how systems improve their daily lifes.

Teacher questions

- What do you think systems are?
- Do you think systmems are important?
- Where can you find systems?

Student questions

- Can you find a system in class?
- Do you think living things have systems?

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 organize ourselves** **Central Idea: Systems need to be organized to function.**		
Collaborative teaching team:		Grade/Year level:	Date:

Designing engaging learning experiences

Students will have the opportunity to select a liked and familiar game. Teacher will review and play the game. Teacher will discuss the rules and make a group decision to alter the rules. Teacher will allow students to contribute one alteration of the original rules. That is to say, create a new variation of the game by changing , adding and eliminating rules. Play the new version of the game.

Teacher will discuss:

- What does having a set of rules tell us about the way a system works?
- What is the difference between playing a game and designing a game?
- Was their a difference playing the game with the original rules than with the variation of rules and if so, what did you noticed?
- How can you compare what we did to other things in your daily life's?

This activity will be deleted.
We worked with different activities.

Students had the opportunity to analyze safety rules and systems and in our community and at school. Students created a mini project of a system that uses rules.

Students also had the opportunity to break down numbers using a place value system in math. They composed and decomposed numbers using the place value system.

Students organized people's timelines, maps. Students created a project based on a timeline structure. Students reviewed the branches of government and the way the government system is organized and how it affects the way our country works.

Students reviewed the writing process and followed the process to write a personal narrative.

Students made the connection that story elements is a way of organizing a story.

Supporting student agency

- Students will have the opportunity to co-construct systems to improve our classroom.
- Students will have the opportunity to co-construct systems for our SRE farm.
- Students will have the opportunity to co-construct systems for recess.
- Students will have the choice of identifying somethings that would work better if it had a system and they will have to develop a system for it.
- Students identified that math is full of systems. Place value is the foundation of math.
- Students identified that our lives have a system. (timelines)
- Students identified systems in their home and their community.

Teacher and student questions

- Do you think Writing has a system and if so what is it?
- Do you think Reading has a system and if so, what is it?
- Do you think Math has systems? Can you identify some of them?
- Do you think there are systems in your community? In a science lab?
- Does your life have a system?
- ~~Do you think Music has systems?~~
- Do you think Dancing has systems?
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Ongoing assessment

- Student connections to systems found.
- Student initiated action of identifying systems and discussing their importance.
- Student reflections on systems found in their daily life's and how they improve their daily life's.
- Student reflection on government and their system.
- Student reflection how earth (maps) has systems.

Making flexible use of resources

- Teacher will work collaboratively with culinary, dance, music, farm and technology teachers to ensure connections with systems are being made in their class.

Student self-assessment and peer feedback

- Students will use journal /annotation to document reflection on discovered systems.

Ongoing reflections for all teachers

- Ensure that students understand that systems are found everywhere and make connections to social studies, math, reading and writing.

Additional subject specific reflections

- Connections on systems have been during core-enrichment class, and all core subjects.
- In math students have discover how numbers have systems.

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 Organize Ourselves**		
Collaborative teaching team:	**3rd grade**	Grade/Year level: 3	Date:

Teacher reflections

- **Social studies project was very helpful in teaching about systems. (How to research, how to present)**
- **Students made connections throughout all subjects and identified different systems in their lives and community.**
- **Was not able to do the "game" activity**
- **Could not collaborate with CE as much this year due to the pandemic.**
- **Made simpler activities to adjust to virtual teaching. Students made great connections.**
- **Make connections to all subjects**
- **Having 1-1 technology devices was a big help in discussing the planner**

Student reflections

Kids began creating their own questions as they learned a new topic.
Students had time to research and find the answers to their questions
Students reflected on their community, their lives, and made many connections thoughout.

Assessment reflections

- **We need to reconsider how we will better assess this planner.**
- **We used Quizziz, google forms, Peardeck to assess content and/or connect**
- **May need to have more open-ended reflections and rubrics.**

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

This planner was successful even virtually. We found a way to make connections.