

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	3 rd Grade	Collaborative teaching team:	Miss. Marin, Miss. Ordóñez, Mrs. Alcantar, Miss. Aguilar, Mr. Dedios, Mr. Vidal
Date:	Nov.- Dec.	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 share the planet

Central idea

Resources sustain life

Lines of inquiry

- Scarcity of resources impact communities
- Ways organisms use resources
- Organisms compete for resources

Key concepts

Perspective, Form

Related concepts

Change, Government

Learner profile attributes

Caring, Reflective

Approaches to learning

- Social Skills- Conflict resolution within your communities resources
- Self- management- Utilize their time wisely to complete project and in class.
- Thinking Skill- Analyze what things we could conserve and the laws the impact conservation.
- Communication skills- Presenting their projects to the class.

Action

In response to pandemic students have taken action by analyzing the connection between the world and resources (PPE). Discussion, reflections.

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

- How can we connect (PPE resources) to the CI?

Prior learning

- Importance of resources to sustain life around the world.

Connections: Transdisciplinary and past

- Connection to past unit on transformation (ways things that transform sustain life)

Learning goals and success criteria

- Students will be able to develop their understandings surrounding the importance of resources and current challenges and opportunities to preserve them.
- Success criteria will be co-constructed with students using the following I can statements.
I can help sustain life by..
 - Saving the following at home
 - Recycling the following at home
 - Recyclin the following in school

Teacher questions

- Do you think resources are important to all?
- What are some ways you can help sustain life?
- What can you do to preserve resources?
- Is preserving resources a job for all human beings?

Student questions

- Who is responsible for resources?

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 Share the planet		
Collaborative teaching team:	Miss. Marin, Miss. Ordonez, Mrs. Alcantar, Miss. Aguilar, Mr. Dedios, Mr. Vidal, Mrs. Alexander	Grade/Year level: 3rd	Date: Nov. – Dec.



Designing engaging learning experiences

- Comparison char- Create a comparison chart using information obtained from statistics of which country wastes more resources.
- Photo analysis- analyze photos from local libraries from areas with most resources used and understand their reasons.



Supporting student agency

- Students will co-construct some of the resources using comparison charts (bar graphs) to reflect on findings.
- Teacher will be responsive to student questions, wonderings and reflections.



Teacher and student questions

- Share your understanding of ways resources sustain life.
- Why is it important to reduce instead of reuse?
- How can you help?
- **Student question:**
- **Why do some countries save resources more than others?**
- ~~Who determines how much to save?~~
- Can any tree be cut?
- Are there rules to saving resources?



Ongoing assessment

- Documenting- students beginning interpretations on how they can save resources.
- Monitoring and documenting students thoughts, questions and misconceptions.



Making flexible use of resources

- Farm teacher – Supporting unit demonstrating students how they can preserve resources to sustain life.
- Farm teacher- making connections on the importance of resources to maintain life for farm animals, humans and plants.
- Technology teacher- traveling virtually to different places where resources such as trees are being cut by the minute and it's devastating consequences.



Student self-assessment and peer feedback

- Students will reflect on their journal after every core-enrichment teacher supports.
- Students will get to discuss their findings with their peers.



Ongoing reflections for all teachers

- Did we achieve our goal?
- How can we better plan collaboratively?



Additional subject specific reflections

- Can we include read alouds conducted in reading to connect with our Central Idea.

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:	Sharing The Planet		
Collaborative teaching team:	Marin, Ordonez, Alcantar, Aguilar, DeDios, Vidal	Grade/Year level: 3	Date: 5/13/2021

Teacher reflections

Students were not able to complete all the activities. Will readjust for next year.
Savings was not a part of this unit inquiry. It was moved to unit 6.

Student reflections

The students used the weekly Social Studies magazines to gather information about how resources impact the global community. They learned about scarcity and abundance of natural resources. The teacher facilitated the understanding of the word scarcity by showing examples from daily routines in the classroom.

Assessment reflections

- Students were able to make connections across the pandemic.
- The pandemic was a succesful provocation.

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