

# Unit of inquiry planner

(Primary years)

# OVERVIEW

Grade/Year level:	3rd	Collaborative teaching team:	Marin, Ordonez, Aguilar, Alcantar, DeDios, Vidal
Date:	5/13/2021	Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

## Transdisciplinary theme

(Type Transdisciplinary theme here.)

Where we are in time and place

## Central idea

Communities are interdependence systems

## Lines of inquiry

- Ways location influence perspective
- Systems interact with each other
- Financial decisions influence the communities

## Key concepts

Connections  
Perspective  
Reflection

## Related concepts

Time, Location, Geography, Economy

## Learner profile attributes

Responsibility  
Reflective  
Knowledgeable  
Inquirer

## Approaches to learning

Problem based learning, Collaboration, Experimentation, Explicit teaching



## Action

- Community related projects
- Own learning assessments
- Interconnectedness with other subject areas

# 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

- Engaging in note taking discussions
- Understanding and discussion of the central idea
- Collaboration with other learning areas

## Prior learning

- Pre- assessments
- Activitivation of prior knowledge

## Connections: Transdisciplinary and past

- Correlationship between previous and current experiences
- Tying activities to all subject areas
- Cultural influence and barriers

## Learning goals and success criteria

- Implement the new knowledge in their current life through projects, writing prompts and discussions
- Vision of the future as a source of possibilities that tie to Where we are in time and place

## Teacher questions

- How does your life change in relation to your environment?
- What systems do you find in your life? How are these systems connected to each other?
- What financial decisions have impacted your community? How have your parent decisions in money affected your life?

## Student questions

- How can I manage my enviroment?
  - How can my system interaction improve? If so, what is the outcome or goal?
- Prior Knowledge: Identifying the type of community they live in.  
Identifying their socioeconomic status

# 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:	Who we are in place and time. Central Idea: Communities are interdependent systems		
Collaborative teaching team:	Marin, Ordonez, Aguilar, Alcantar, DeDios, Vidal	Grade/Year level: 3 <sup>rd</sup> 21-22	Date: 05/13/2021

### Designing engaging learning experiences

Math: Use of math content in everyday life situations and tying it to solve word problems in which financial decisions influence the community  
Reading: Using text features such as maps, graphs in informational text to look into how location influences perspective. In fiction we will analyze how setting affects the plot and character actions.  
Social Studies: Complete a project in which students show how they can contribute to their community.  
Science: identify how habitats affects living things and present them as a project

### Supporting student agency

Establish rubrics and deadlines for students to complete the activities independently.

### Teacher and student questions

How can I manage my environment?  
How can my system interaction improve? If so, what is the outcome or goal?  
Why do animals live in certain place?  
How would the character behave differently if the setting changed?

Prior Knowledge: Identifying the type of community they live in.  
Identifying their socioeconomic status

### Ongoing assessment

CFU assesments at th end of every activities.  
Informal and periodical assesments to check in with student progress.



## Making flexible use of resources

The resources that students will use such as but not limited to: computers, graphic organizers, books, etc will allow the students to guide and research the inquiries of every project



## Student self-assessment and peer feedback

Students will present projects using visual audio resources and answer questions from teachers and peers. At the end of every activity the students will have the opportunity to receive feedback from teachers and students orally and anonymously with technology such as nearpod or sticky notes.



## Ongoing reflections for all teachers

We will respond to students inquiries by facilitating discussions and scaffolding their thinking.

We will support the students by providing the adequate resources that they will need for each activity and guide them to complete community based activities so that they can have genuine real-life activities.

We will nurture a positive relationships in the community with parents by communicating with the parents and other leaders in the community of the projects we complete via text messages, calls, newsletter and twitter.



## Additional subject specific reflections

Students will choose a project tied to real world problem in which they can work with an organization that can develop projects in the community, for example: Food Bank.

# 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

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## Teacher reflections

Our strategies helped made 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 was effective because there was clear communication, reminders and rubrics that the kids could follow. 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