How we organize ourselves
Unit of inquiry planner

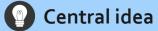(Third grade - Primary years)

OVERVIEW

Grade/Year level:	**Grade 3, 2020-2021**	Collaborative teaching team:		**Julia LaVergne, Carmen Carfello, Elisa Segura, Natalie Gervais, Kayla Reardon, Shara Tsai**
Date:	**Feb – March 2021**	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 systems and communities; the structure and function of organizations; societal decision-making; ==economic activities and their impact on humankind and the environment.==

💡 Central idea

The structure of a business may determine its success.

☰ Lines of inquiry

- Wants, needs and services
- Supply and demand and audience
- Necessary structures for success
- Jobs and responsiblilities

⚙ Key concepts	⚙ Related concepts	🗣 Learner profile attributes
Connection, perspective, causation	Supply/demand, system	Risk Takers: students become entrepeneurs Reflective: students had to constant reflect in order to make adjustments Principled: students had to be fair to consumers and each other

		Knowledgeable: students had to know their product and the stucture of of businesses

⚙ Approaches to learning

Thinking – students have to adjust pricing and production based on supply and demand

Self-management – students learn to work in a group under a timeline

Communication – students have to communicate with consumers and investors

Social – students had to interact in order to sell products

🚶 Action

Teacher provides the framework for creating a business, students initiate action by deciding on their business idea, model, and presentation. Part of our prompt is to design a product or service that is new/unique, contributes to the betterment of the world, or makes something easier! Students also made connections to and were inspired by the a nonfiction book we read throughout the year called *Real Kids, Real Change, Real Stories*. These are all stories about kids who found a way to impact their local communities and beyond! We also had students create online stores on Etsy featuring their products they created within this project!

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 make this project more global in the future? I think that if we made more deliberate connections to a book we already read in class (*Real Kids, Real Change, Real Stories*), it would really push students to design a product or service that promotes the betterment of the world around them. We could also give students more of a springboard for discussing issues that they see around them to inspire them to create things that could address these issues.
- The selling of the product helped students understand profit vs. cost

⊙⊙ Prior learning

- Students listed things they could live without and things they couldn't live without on paper brainstrom style, then we had a class discussion about why they couldn't live without these things. This allowed us to see what students considered "wants" and "needs" before we introduced them to the next bullet.
- We showed students images of commonly purchased items and verbally discussed as a class which they thought of as a want vs. a need.
- As a class, we discuss items future business idea and which category they would fall under: want, need, or service.
- Students will reflect over/discuss which items they would want to sell in their pretend business.

✦ ⊞ Connections: Transdisciplinary and past

Math: Financial Literacy unit taught prior to doing this unit, incorporates all vocab needed: budget, supply, demand, credit, profit, etc. Students use the key concept of connection to connect their learning in math to this project. Words like profit are used to determine a buisiness' success, thus connecting this learning back to the central idea "The structure of a business may determine its success."

Social Studies: Social studies includes an entire unit on businesses and what makes them successful, students use the key concept of causation to understand why some businesses are more succesful than others. Supply and demand is all about the key concept of causation as well.

ELA: Writing a cohesive presentation and business plan incoporates many of the ELA standards on reading and writing. The key concept of perspective is imperative to the writing portion of this project, as students must take the perspective of their potential customer to think about what appeals to them. The way they structure their business plan, including the presentation, will determine the success of the business, relating it back to the central idea.

◎ Learning goals and success criteria

Social Studies:

3.6B, 3.7C, 3.8C, 3.8D, 3.8E, 3.6A, 3.6C, 3.6D, 3.1B, 3.5A

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These TEKS all fall under the topic of "economics", and are interconnected with the financial literacy math TEKS. Being able to "explain how the cost of production and selling price affect profits" (3.6C) is absolutely essential learning to this unit. Students must understand that producing a product costs money, and that the price at which they sell their product impacts how much they earn.

Math:

3.9, 3.9A, 3.9E, 3.9C, 3.9D, 3.9B, 3.2, 3.2C, 3.3B, 3.3A, 3.3C, 3.3E, 3.3D, 3.3F, 3.3G, 3.3H

These TEKS fall under both the financial literacy category and the number and operations categories. Students must understand the financial literacy vocabulary in order to complete the basics of the project. The other math TEKS are addition, subtraction, multiplication and division. Students need to be able to complete these operations in order to figure out how much profit they can earn by selling one of their product (selling price – production cost), as well as project income for selling multiple units (mutiply profit x how many sold).

ELA:

3.1C, 3.1A, 3.1B, 3.9D.III, 3.9E, 3.9E.i, 3.9E.ii, 3,9E.iii, 3.9F, 3.12C

These TEKS focus on effectively communicating ideas through language, which is necessary for the sales pitch portion of this project. Students must be able to communicate to their audience what they are selling and why they should buy it. This determines the success of their business, which is the central idea. There is also an emphasis on the argumentative TEKS, students are persuading an audience to invest, they need to use their argumentative writing knowledge to do so.

Summative Assessment:

Create a product or business model (service) to pitch to the class, or another class (possibility to pitch to an upper grade level). Students will be graded on logo, contact information, format, overall impression, and success in sales. Students will then reflect over their business journey, recording their thoughts for future business owners on what makes a successful business. Include a checklist that will help them be successful. Be sure to include: supplies, target audience, production, business plan, budget, and pricing.

? Teacher questions

- What forms of money have people used across time and places?
- How does our monetary ststem relate to other countries monetary systems?
- What is a system?
- What is the relationship between supply and demand?
- What is a business?
- How are businesses structured?
- How do consumers make decisions? How are materials and supplies secured for businesses?
- Why is marketing and advertising important for the success of business?
- How do businesses determine their products and services?
- What makes a business successful?

? Student questions

- How much money does it cost to start a business? (necessary structures for success) - Students must understand the financial undertaking of starting a business and how much is needed to be successful.
- What is the average age of a business owner? (jobs and responsibilities) – Students must understand the jobs and responsiblities that come with being a business owner, they will be able to determind from there that it is less about age and more about what needs to be done and who can handle it!

- How can we use social media to advertise for our business? (wants, needs, and services; necessary structures for success; supply/demand and audience) – This is advertising they see often and has a huge factor on the conversation about audience! Who are social media ads targeting? Who is their audience?

Lines of Inquiry:

- Wants, needs and services
- Supply and demand and audience
- Necessary structures for success
- Jobs and responsiblilities

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?
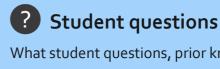
How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

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/ The structure of a business may determine its success.		
Collaborative teaching team:	Julia LaVergne, Carmen Carfello, Jesse Mancha, Ashley Freeman, Elisa Segura, Natalie Gervais	Grade/Year level: 3	2/18/2021- 4/12/2021

👁 Designing engaging learning experiences

- Show commonly purchased items to sell or make in class pretend business
- Discuss money, budgeting, bartering
- Visit Hershey, Bluebell or possibly other brand name websites to find slogans and logos
- Create a Venn diagram comparing two different companies' slogan, logo, etc. to help students determine what businesses need
- Students create a poster answering the question: what is needed to make a product?
- "What is a busniess" web
- List needed resources to make and sell a product and categorize them (introduce human resources, natural resources, and capital resources)
- Use social studies book to reinforce vocabulary and concepts
- Class will develop a business plan and product
- Students had to acquire investors for their business and account for funds
- View mud pies vidos on United Streaming
- Graphic organizer from raw materials to product

👥 Supporting student agency

Students have choice over what their product/service they will be creating to focus their business around. They have complete ownership over their business because they are responsible for if it succeeds or fails, they want to get the most investors interested.

❓ Teacher and student questions

- How much money does it cost to start a business?
- What is the average age of a business owner?
- How can we use social media to advertise for our business?

⊚ Ongoing assessment

Students take home parent interviews to involve parents in learning. Teachers evaluate students understanding of running a successful business by seeing the decisions they made in creating their own businesses. Teachers, parents and students take note of successful and unsuccessful businesses after the project is over. Which are making a lot of profit and why? How could you apply what you see this business doing to your business idea?

📡 Making flexible use of resources

- BrainPop Jr: Needs and wants https://youtu.be/miZyJ50UnPE
- Video of previous year's projects https://youtu.be/iYP4zrBYEHM
- Kids on Shark Tank example: The Drip Drop https://youtu.be/y5nmwuu6RX0
- The classroom becomes a production space and the school becomes a marketplace

🔄 Student self-assessment and peer feedback

Students get an immediate self-assessment by completing a self-assessment rubric. Peers assess their work by giving feedback following the presentations, as well as the feedback given by whether or not other students to invest.

👤 Ongoing reflections for all teachers

- How can we make this project more global? – Incorporate more examples from *Real Kids, Real Stories, Real Change* in the setup for the project. Put more emphasis on creating businesses that will make an impact on the world around them, make a positive impact. Start the brainstrming process by reflecting on global issues, ask "what can we create to help?"

👤 Additional subject specific reflections

- Allow students to interview parents on businesses they frequent, why do they choose one over the other?
- What makes students and people in general choose one product over the other?
- How did that inform the way you presented your product?

- What opportunities are there for students to make connections to the central idea and lines of inquiry or the programme of inquiry?

Students can take the questions above and connect to how successful each of those businesses is, which lends itself to the central idea "The structure of a business may determine its success."

- What opportunities are there for students to develop knowledge, conceptual understandings and skills to support the transfer of learning across, between and beyond subjects?

Students can literally take this business to the marketplace, showing learning beyond subjects. We have had students take their product ot Etsy, an online marketplace and sell to real customers!

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.
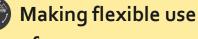
Student self-assessment and peer feedback

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/ The structure of a business may determine its success.		
Collaborative teaching team:	**Julia LaVergne, Carmen Carfello, Jesse Mancha, Ashley Freeman, Elisa Segura, Natalie Gervais**	Grade/Year level: 3	Date: **2/18/2021- 4/12/2021**

Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students' understanding of the central idea?

We could see students understanding shift the more examples and feedback we gave them. Seeing and hearing about examples from previous years truly helped students understand what was being asked of them, making a huge impact on the quality of projects we saw this year as the bar had been set.

What learning experiences best supported students' development and demonstration of the attributes of the learner profile and approaches to learning?
The presentation of their projects best helped students demonstrate the learner attributes. They had to be courageous risk takers by sharing their idea with the world, as well as resilient when they felt nervous.

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?
The evidence that students understand businesses is evident by their final product they created. They cannot get to the finish line of this project without having the understanding of the subject matter.

To what extent have we strengthened transdisciplinary connections through collaboration among members of the teaching team?
We each plan a different subject, so we are stronger together from having to plan projects that connect subjects together. We often ask "what can I do in my subject area that lends itself to this unit?"

What did we discover about the process of learning that will inform future learning and teaching?
Having student-made examples from previous years is an extremely powerful teaching tool that enhanced our projects this year.

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?
Students wondered how old you had to be to start a business, which helped us talk about our line of inquiry related to the responsibilities of owning a business. This enriched learning by showing students that this is not minimum age, they could start their own business NOW if they understand the job, and they did!

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).
Students have complete ownership of these projects because they are the business owners in charge of their own businesses. Teachers are simply there to guide and question decisions as they come up, and to support students along the way.

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).

We found that students take action more than anything during this project. We never have any reluctant learners when it comes to this project, they are excited and enthusiastic. They develop a deep understanding of the central idea because they geniunely enjoy this project so wholeheartedly.

👤 ⚙ Assessment reflections

How effective was our monitoring, documenting and measuring of learning informing our understanding of student learning?
We could check in more frequently along the way, but students documented their own learning throughout the project with their business outlines.

What evidence did we gather about students' knowledge, conceptual understandings and skills?
The evidence is found withing the businesses they create, their summative task shows all of the conceptual understanding they have gathered throughout the unit.

How will we share this learning with the learning community?
We will share this learning by showing their projects as examples in coming years, some products created during this project are available on Etsy, out in the world!

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

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👤 👥 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 was the year this project was done entirely virtually and we saw the best quality of projects to date. Students were not limited by time and material constraints of the classroom and those with passion for their product spent time beyond what we could have imagined to create amazing businesses and advertisements.