Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	**5ᵗʰ Grade**	Collaborative teaching team: Mr. Ledesma, Mr. Troitino, Mr. Lambarri, Miss. LeBlanc, Miss. Arismendiz, Mr. Josefosky, Miss. Martinez	
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

💡 Central idea

Organized systems support the funciton of the worid.

☰ Lines of inquiry

- Purpose of creating and analyzing data
- Ways we classify the world
- Ways systems operate

⚙ Key concepts	⚙ Related concepts	👤 Learner profile attributes
Funciton, Form, Connection	History	Inquirer, Balanced, Communicator

❇ Approaches to learning

- Communication Skills
- Social Skills

🧗 Action

- Students wore masks in order to support the new COVID-19 protocols, thus keeping our campus more safe.

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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?
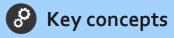
⚙ Related concepts

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

Prior learning

- We will assess students' prior knowledge by discussing and developing our essential agreements based on organization and adapting to the new COVID-19 situation.
- We used information learned at home and developed a proper learning language such as distancing, persona hygiene and organized movement with the purpose of referring to the new essential agreements.

Connections: Transdisciplinary and past

- Students will reflect on the difference between essantial agreements prior and post Covid-19.
- Students will make the connection of organization in science by working with circuits.

Learning goals and success criteria

- Students will be able to analyze data to draw a conclusion based on evidence.
- Students will be able to identify a classificaqtion in their daily lives, its importance, and its effects.
- Students will explain the use of a variety of materials that are part of a system using pictures, words, and diagrams.

Teacher questions

- How do we organize materials?
- How do we classify ideas?
- Why do we organize and classify?
- How does organizing and classifying help our society?
- What functions do systems serve?
- What has sytems?

? Student questions

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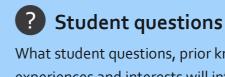
How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

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:			
Collaborative teaching team:		Grade/Year level:	Date:

Designing engaging learning experiences
- **Students will identify a system in their daily lives and will write how it supports the function of the world.**
- **Students will be able to analyze data to draw a conclusion based on evidence.**
- **Students will be able to identify a classification in their lives, its importance, and its effects.**
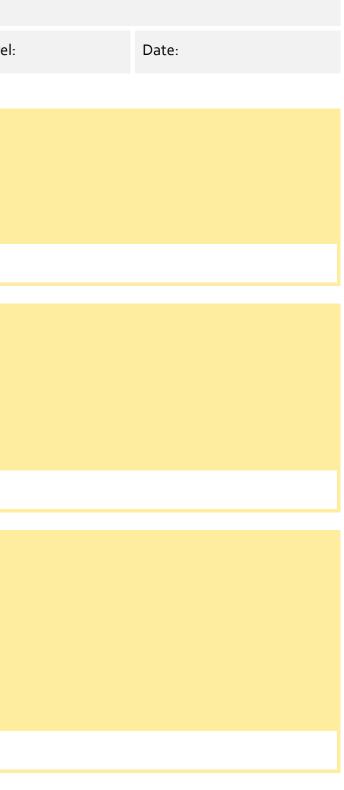
Supporting student agency
- **Teacher supported student agency through academic anchor charts to be used during independent work.**
- Students were able to categorize objects according to their electrical conductivity.
- **Classroom calendar and daily routines were stablished and successfully implemented.**

Teacher and student questions

- How have different forms of energy shaped how we power our lives?
- Why do humans search out additional sources of energy and attempt to make them more efficient?
- How will changes in government affect society in the future?
- Why do masks and social distancing impact the spread of COVID-19?

⚙ Ongoing assessment

Students continue to learn about early colonial governments throughout their social studies unit.
- Students conitnue to learn about levels of operation throughout their numeric expression unit.

🖥 Making flexible use of resources

Students use various online resources (Studies Weekly, BrainPop, HUB, Discovery Education) in order to support the unit.

🔄 Student self-assessment and peer feedback

👤 Ongoing reflections for all teachers

👤 Additional subject specific reflections

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:			
Collaborative teaching team:		Grade/Year level:	Date:

👤 Teacher reflections

⦙⦙ Student reflections

👤 ⦿⦿ Assessment reflections

- Our fifth graders were trained and assessed online about Covid 19 to demonstrate mastery of knowledge to be safe during the pandemic.

- Students were able to categorize objects according to their electrical conductivity.

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?
Our fifth graders were trained and assessed online about Covid 19 to demonstrate mastery of knowledge to be safe during the pandemic.

How will we share this learning with the learning community?

Notes