

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	First Grade	Collaborative Team: Mrs. Vasquez, Mrs. Jimenez, Mrs. Ramos, Ms. Alegria, Mr. Espinoza, Ms. Ruiz Ms. Cuevas
Date:	8-18-2020	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 systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Central idea

Rules and laws help establish and organize.

Lines of inquiry

- Purpose of rules and laws.
- Safety can differ.
- Ways to organize.

Key concepts

Connection, Form

Related concepts

Community, Systems

Learner profile attributes

Thinker, Caring

Approaches to learning

- Communication skills
- Social Skills
- Research Skills



Action

- Students will be able to develop their own essential agreements for Virtual class, home and core-enrichment. (ELA .1.1A, ELA 1.1B, ELA 1.1D) (Math Establish routines) (SS. 1.10A, SS. 1.10B, SS.17C, SS.1.16A)
- Students will show their understanding of safety and will be able to make connections to pandemic mask use, hand washing, and social distancing. (SCI. 1.1A,) (ELPS. C.1E)

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

- Students might have difficulties understanding our unit since we will start working virtually.

Prior learning

- Science lab safety

Connections: Transdisciplinary and past

- Students will be able to make connections on safety after viewing video.
- Students will be able to make connections on safety after discussing the importance of wearing a mask.
- Students will be able to make a connection to the learner profile "Caring" after discussing with them that wearing a mask is showing that you not only care for yourself but for others.
- Students will be able to make a connection about learning virtually to our learner profile of being caring.

Learning goals and success criteria

- Students will be able to apply science safety rules.
 - Students will be able to discuss ways they organize themselves.
 - Students will be able to create essential agreements in the classroom.
 - Students will be able to compare and contrast past, present rules to today's.
 - Students will be able to discuss laws in the community and how it keeps us safe.
- Success criteria will be co-constructed with students using the following I can statements.
- I Can....
- Organize daily by...
 - Be safe by...

Teacher questions

- Why is safety an important factor when following rules and laws.
- What happens when people break laws and rules?
- Why are rules important?
- What is to be organized?

? Student questions

- How can I organize my house?
- How can I organize my room?
- How can I organize at school?

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 Rules and laws help stablish and organize.		
Collaborative teaching team:		Grade/Year level: First Grade	Date: 8-18-2020

Designing engaging learning experiences

- Students will be able to create a mural where they identify laws, rules.
- Students will be able to collaborate in groups to organize objects.
- Students will be able to design a map of how their home, class can be organize.
- Students can come up with a rule to better organize home, class and school and can rule can be named after student.
- Students can develop an essential agreement to keep safe outside and inside school.
- Students will be able to organize their writing. Subject –verb agreement

Supporting student agency

- Students will have the opportunity to present their choice for activities.
- Students will have the opportunity to co-create learning with chosen partners. - whole group due to covid
- Students will the choice to identify a good citizen and their contribution and how it has changed their lives.

Teacher and student questions

- Do you think we organize in math and if so, how?
- Do you think we organize in science and if so how?
- Do you think animals organize and if so how?
- What else do you think has organization?
- Why is organization important?

Ongoing assessment

- Students will be able to explain the rules and laws in school
- Students will be able to explain during read a- lounds ways it connects with importance of being organize, safe and laws.
- Students will be able to make connections with things that need organization to function.

Making flexible use of resources

- Urban Farm-**no**
- SRE Garden-**no-**
- Core-enrichment classes-**no**

Student self-assessment and peer feedback

- Student will create their own community/game with establish rules and laws.- **no**
- Student reflections.

Ongoing reflections for all teachers

- Students might have difficulties writing their own reflections without teacher guidance since we are teaching virtually.
- Students might have difficulties creating their own game without school supplies at home.
- Students might have difficulties visiting SRE urban farm, science lab and the classroom.
- Teachers will take video of SRE urban farm, science

Additional subject specific reflections

- In Culinary we have prepared meals following directions.
- In Reading we have identified how some characters follow rules, laws, keep organize and safe.
- In Dance students will recognize the importance of following steps to keep organize dance and routine.

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:** Science connected well with organization such as classifying and sorting. Writing connected well with rules of writing. Social studies connected well with rules by making student agreements. Math connected well with order of numbers.

 **Student reflections**

  **Assessment reflections**

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