Primary Years Programme

Unit of inquiry planner

(Primary years)

International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

OVERVIEW

Grade/Year level:	**First Grade**	Collaborative teaching team:	**Ms. Vásquez, Ms. Ruiz, Ms. Ramos, Ms. Alegria, Ms. Jimenez, Ms. Espinoza**
Date:	**March- April**	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

Patterns in the natural world show and develop interdependence

Lines of inquiry

- Pattern in Life Cyles
- Energy transfers and food chains
- Conservation of Natural Resources

Key concepts

Responsibility, Functions

Related concepts

Learner profile attributes

Approaches to learning

Action

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

Throughout the period of the pandemic we have noticed the interpendence of one another by enforcing proper mask use. We depend on each other to keep our school community safe mering the city and state communities that also rely on their citizens to ensure their safety within their community.

Prior learning

We will access the students prior knowledge by completing a graphic oranizer as a whole group. They will engage in creating a KWL Chart to access prior knowledge. Based on the KWL chart Activities on patterns and life cycles will be planned according to students needs.

Connections: Transdisciplinary and past

Using previous unit of Inquiry Who We Are students can make the connection between How the World connects with the world in action and consequences. Authentic links to patterns in mathematics and science in life cycles

Learning goals and success criteria

Teacher

- Students will be able make a connection to understand the interdependence of animals in the life cycle and to us.
- Students will be able observe the life cycle of the butterfly through life observationof living organisms in the classroom
- Students will discuss how energy is important to everyday life and create a food chain with energy being their primary source
- Students will show a pattern through skip counting using currency.

Student

- I can show pattern through skip counting coins
- I can show how energy is transferred in the food chain.
- I can observe and describe the life cycle of a butterfly

Teacher questions

What are some natural resources and their use?
How are we dependent on natural resources?
How can you tell me the indertendependence among organisms
How can we differentiate forms of energy important in everyday lives?
How can we differentiate between producers and consumers?

Student questions

- What is an organism?
- What is a non-living organism?
- What is pollution?
- What is energy?
- Is all currency the same?

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:	**Ms. Vásquez, Ms. Ruiz, Ms. Ramos, Ms. Alegria, Ms. Jimenez, Ms. Espinoza**	Grade/Year level: **First Grade**	Date:

Designing engaging learning experiences

- Gallery Walk-Stimulate students intrest about organis and nature by engagin in a gallery walk.
- Discussion and illustration of georaphical and evironmental changes that have impacted energy.
- Mixed Technologies- Use technolgy to explore the animal habitats.

Supporting student agency

- Students will co-construct the food chain to develop understanding on how energy is important to everyday.
- As a class students will create a butterfly habitat and take initiative to provide all the reources for the butterfly to complete its cycle.
- Students will engage in a nature walk to be more knowledge of our environment and its resources.
- The teacher will assis t by providing magnifying glasses to students to observe producers and consumers and their roles in a food chain.

Teacher and student questions

- Share your understanding of the connection between energy in animals and in people.
- We as living things, what do we use as a form of energy

Ongoing assessment

- Documenting- students' interpretations of interedependence in the world
- Refelct and review concepts maps throughout the unit along new/developing understanding

Making flexible use of resources

Computer-Videos, BrainPop, Discover , Social Studies Weekly
Science Kit

Farm- inquirying what animals eat for energy
Culinary teacher- Finding out how plants produce energy

Student self-assessment and peer feedback

- Students will use a learning/journal annotations to document refelctions and self- assess themselves based on the topic of the day.
- Peer to peer feedback on collaboration and decision-making in a group, for example a turn and talk.

Ongoing reflections for all teachers

- So far we have been succesful in supporting student-initiated action by completing a butterfly habitat and students wrote reflections on the process and gained understanding on life cycles.
- We can add more organisms to the habitat so students can understand that everything is interdependent.
- We can make a request for more magnifying glasses

Additional subject specific reflections

- In Science we read and explore animal stories.
- In Social Studies we talked about the decision-making process to understand changes we have to make.
- In Math we used the hundred Chart and line graphs
- In Reading we read Two of Everything that helps explain and incorporate the use of doubles

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

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