

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level: 5 th Grade		Collaborative teaching team: Mr. Ledesma, Mr. Lambarri, Mr. Troitino, Miss. Murray, Mrs. Arismendiz, Mr. Josefosky, Miss. Martinez	
Date: 10-12-2020		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) October- November	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How the World Works: An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Central idea

Discoveries lead to new practices adopted by the world.

Lines of inquiry

- Ways that decisions affect outcomes
- Organisms and their impact to the environment
- Discoveries that change the world

Key concepts

- Causation, change, function

Related concepts

Interdependence, choices

Learner profile attributes

Reflective, Caring

Approaches to learning

Social Skills-

- Students will have the opportunity to make decisions on their learning throughout the unit.
- Students will work in cooperative learning classrooms and lab groups, particularly using lab investigations.



Action

- In response to the current pandemic, students reflected on how the world adopted a new norm of living. Also, this might positively impact on the sustainability of action students plan and carry out during this unit.

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

- Due to current world pandemic crisis students might connect Covid-19 immediately to a new world discovery that forced the world to adopt new norms of living.

Prior learning

- Group and paired discussions surrounding personal experiences of new personal practices adopted by them due to covid discovery.
- Mind Map of discoveries that have lead to new practices around the world.

Connections: Transdisciplinary and past

- Authentic links to previous unit of inquiry. Central Idea: Organized systems support the function of the world.

Learning goals and success criteria

- Students will use various mediums to work in groups to identify types of sources of energy, thier uses and the way they impact discoveries.
- Students will understand that factors of war may result in a change of practices.

Teacher questions

- Why is it important to think of consequences before doing, changing, inventing or something?
- What are some discoveries that have been adopted by the world?
- Do you think all discoveries are positive?

Student questions

- Who discovered Covid-19?
- Why did Covid started in China?
- Why did many people die?
- Why do many countries have less people affected than other countries?

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 the World Works: Discoveries lead to new practices adopted by the world.		
Collaborative teaching team:	Mr. Ledesma, Mr. Lambarri, Mr. Josefosky, Miss. Murray, Mrs. Arismendez, Mr. Troitino	Grade/Year level: 5 th Grade	Date:



Designing engaging learning experiences

- **Gallery walk-** To stimulate student interest about discoveries, teacher will have a variety of books regarding inventions.
 - **Photo Analysis-** Students will analyse photos from discoveries that lead to new world practices.
 - **System thinking-** Students will share/ask students to research and share current discoveries and it's benefits or negative effects to society.
- Students will have the opportunity to work



Supporting student agency

- Students will co-construct learnin spaces and be responsive to student questiions, wonderings and reflections.
- Students beginning questions and experiences as well as their developing understandings will inform the planned learning experiences- responsive and adaptive.



Teacher and student questions

- Which discoveries are used daily?
- How do these discoveries impact the world?



Ongoing assessment

- **In Reading,** students will be able to connect and analyse ways authors present major events in a person's life that lead to new practices.
- Students will identify new practices and reflect on how discoveries affect the natural world.



Making flexible use of resources

- A wide range of books to support inquiries into the central idea.
- Online resources from technology teacher.



Student self-assessment and peer feedback

- Students will be able to reflect and self-assess their learning using journal/annotation to document learning goals and success criteria.
- One to one teacher student feedback to feedforward sessions to support students.
- Peer to Peer feedback on collaboration and decision making in a group for example, verbal feedback on the learner profile, ATL and relevant learning goals and success criteria.



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:	How the world works: Discoveries lead to new practices adopted by the world.		
Collaborative teaching team:	Mr. Ledesma, Mr. Lambarri, Mr. Troitino, Mrs. Arismendez, Mrs. Leblanc, Mr. Josefosky, Ms. Martinez	Grade/Year level: 5 th Grade	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