Unit of inquiry planner

(Primary years)



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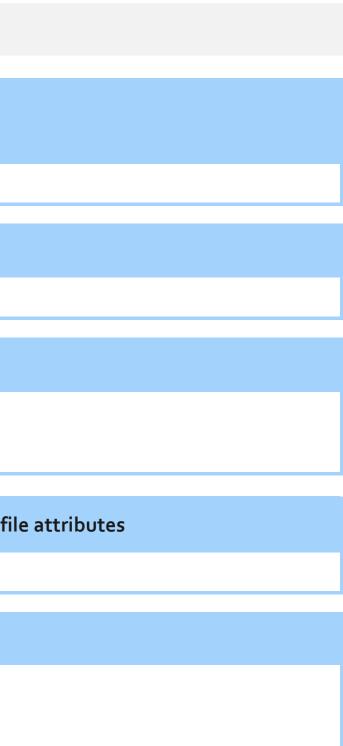
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OVERVIEW

Grade/Year level:	2 nd	Collaborative teaching team: Mrs Xydis, Miss. Garcia, Mrs. Rodrigu			
Date:	January-February	Timeline: (continued investigation, rev discrete beginning and ending, investiga			
	ciplinary theme				
How the world w	orks				
Central io	dea				
Changes affect h	ow things work.				
E Lines of i	nquiry				
 Influence 	ngs function of communities affect living things and t	:heir work			
Rev conc					•
🔗 Key conc	epts		Related concepts		C Learner profil
Function, Change	e, Responsibility				
😵 Approact	nes to learning				
Social Ski	lls: Cooperating (by acti	ively participating in the complet	tion of group/partner assignments); Group de	cision making (to complete gro	oup projects/activities)

- Communication Skills: Speaking (be able to persuade why you are a good candidate) student work); being able to respect student speaker.
- Thinking skills: Acquisition of knowledge (internalizing new knowledge); Application (apply what you learned)





6 Action

• As a result of world issue (pandemic) and U.S president election, Students took action by reflecting on how changes affect how things work.



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?

E 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?

Related concepts

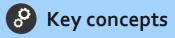
Do the related concepts provide a lens for conceptual understandings within a specific subject?

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?





Do the key concepts focus the direction of the inquiry and provide opportunities to make connections across, between and beyond subjects?



What opportunities are there for building on prior learning to support potential studentinitiated action?

REFLECTING AND PLANNING

Initial reflections

• Due to current world pandemic students might connect how changes affect how things work. Students might connect to daily lifes, school, work etc.

Prior learning 00 00

- Group and paired discussions surrounding personal experiences on how things changed for them with the pandemic.
- Venn diagram- students work collaboratively discussing and listing how changes due to pandemic affect how things work.

😰 🌐 Connections: Transdisciplinary and past

- Authentic links to mathematics. Teacher will make connections to math problems so students can understand that one change to the problem can result in a different answer. ٠
- Authentic connections to science cycles, government.

Learning goals and success criteria \bigcirc

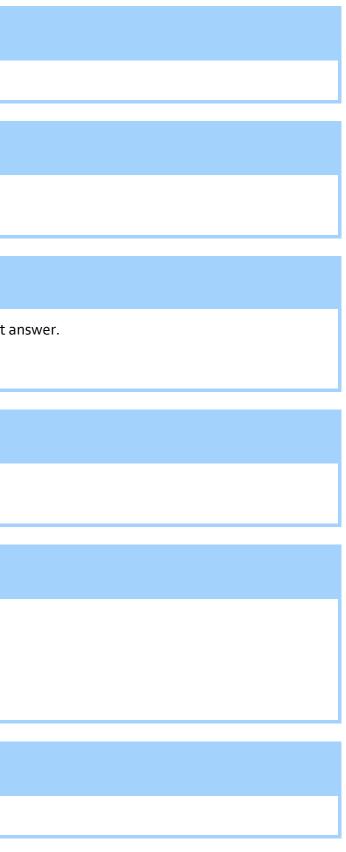
- Students will identify that changes affect how things work.
- Students will name how changes afffect cycles, government, living things, daily activities. •

Teacher questions

- How does government work?
- How is government organized? ٠
- What are the stages of butterflies cycle?
- Can you name the plant cycle? ٠
- Can you think of one thing in the classroom that if changed, it won't work?

Student questions (?)





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Prompts: Reflecting and planning

Initial reflections

How can our initial reflections inform all learning and teaching in this unit of inquiry?

00 00 **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 to past and future learning, inside and outside the programme of inquiry

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?

O 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?

Pacher questions

What teacher questions and provocations will inform the lines of inquiry?

Student questions



Connections: Transdisciplinary

What connections are there to learning within and outside the

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:	Changes affect how things work.	
Collaborative teaching team:	Mrs. Silva, Ms. Rocha, Ms. Xydis, Miss. Garcia, Mrs. Rodriguez, Mrs. Chu, Miss. Cuevas	Grade/Year level:

Designing engaging learning experiences

- Concept map- create individual concept map to illustrate current knowledge of things that are affected by change.
- Photo analysis- analyse photos of things that are affected by change. ٠
- Collect and explore- Teacher will use a diverse range of text and multimedia resources to ignite students interest and questions. (Ex. Pictures of current world situations involving opression, freedom of speech, changes in climate.

Supporting student agency

- Planning their own day- students will identify what they want to learn about connecting to Central Idea and or Lines of Inquiry. ٠
- Choice and trust-Students will have a choice as to who to learn with or share their planned day.

Teacher and student questions

- Can you name some things that can be affected by change? ٠
- Do you think a math problem be affected by change?
- Do you think earth goes through changes? How? Why? When? ٠
- What things can you name go through changes and how are they affected?

Ongoing assessment

• Students will reflect constantly on how things are affected by change as they make the discovery. Students will then share their findings.

Making flexible use of resources

- Core-enrichment teachers will be making connections with students on how changes affect how things work.
- P.E. teacher will make connections on how the body is afftected positively or negatively with exercise. ٠



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- Culinary teacher will make connections to vegetable and plant changes as they they go through the growing or cooking process.
- Art teacher will make connections to change in art depending on artists mood. ٠
- Dance teacher will make connections to how music changes through time depending on era. ٠
- Science teacher will make connections to how everything that goes through a change gets affected either positively or negatively.
- Technology teacher will use Google Earth to travel to different places around the world that have had change and its impact. ٠

Student self-assessment and peer feedback (\mathbf{z})

- Reflection and self-assessment- Students will use journal /annotation to document reflections and self-assess against learning goals and student criteria. ٠
- One to one teacher conference to support student inquiry. ٠
- Peer collaboration and verbal feedback of ATL's and relevant information on changes. ٠

Ongoing reflections for all teachers

• So far we have been successul responding to student initiated action however students can also benefit from adding their thoughts and ideas as we come up with them using a sticky note. We can also use reflection circles .

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 selfregulate 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?

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 \bigcirc

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?



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.



$\bigcirc \bigcirc \bigcirc$ **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?



Additional subject-specific reflections

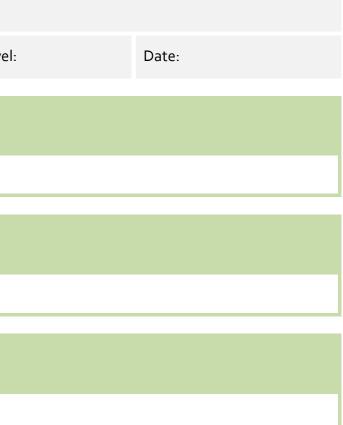
Inside or outside the programme of inquiry

- 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
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?

So 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

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).



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