

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level: First Grade		Collaborative teaching team: Mrs. Vasquez, Mrs. Jimenez, Mrs. Ramos, Miss. Alegria, Mr. Espinoza, Ms. Mackrizz, Miss. Cuevas	
Date: 10-6-2020		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others) October -November	
October - November			

Transdisciplinary theme

(Type Transdisciplinary theme here.)

How we express ourselves: An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Central idea

Discover and appreciate various cultures.

Lines of inquiry

- Discovering cultures
- Appreciating cultures, beliefs and values
- Exploring symbols

Key concepts

Form , Perspective

Related concepts

Exploration

Learner profile attributes

Open-minded , Reflective

Approaches to learning

Communication Skills- Students will have the opportunity to conduct oral presentations on their family traditions, beliefs, holidays, and customs.

Research Skills- Students will conduct inquiries on how countries celebrate holidays and will then compare those celebrations to their own country.

Action

Students will demonstrate action by:

- Demonstrating empathy towards other cultures and valuing individuals as human beings.
- Demonstrating appreciation of their own classmates culture.
- Understanding diversity. Students will demonstrate awareness of individual differences and that those differences are more similar than different.

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 recent televised political and social movement against black people, we find that it's important to make connections with the relevance of appreciating each others cultures. Also, perhaps bringing up several youth movements such as ..

- United We Dream- An organization that advocates for immigrants' rights.

Prior learning

Show students appropriate pictures of around the world (complaints) protest that happened and ask them the following questions to activate their thinking.

- How many of you saw this on television?- (Teacher will display some pictures of protests happening around the world)
- Why do you think this people are gathered to show disapproval?

Connections: Transdisciplinary and past

Teacher will make connections to Central Idea "Discover and appreciate various cultures" on the importance of appreciating each other to avoid conflicts and to be fair to all.

Learning goals and success criteria

- Students will be able to develop an understanding that although cultures are different they all should be equally valued.
- Success criteria will be co-constructed with students using the following I can statements.
I can describe different celebrations and traditions of my classmates.
I can reflect on difference between celebrations of each country.
I can accept the different cultures and traditions of each country visited.
I can explain the importance of appreciating each others cultures.

Teacher questions

Teacher will ignite students' thinking by dressing up with her own culture attire.
Teacher will bring different artifacts from different cultures for students to make connections.

Teacher will ask this questions:

- What does the word "culture" mean to you?
- What do you think affects or impacts culture?
- Can you make a connection between your culture and someone else's culture?

- What are ways we express ourselves through celebrations?
- What are some traditions/rituals that people celebrate?
- What are some culture national symbols?
- How does your family celebrate significant holidays/cultural events?
- How do you celebrate certain holidays?
- How do you decorate your house? What do you eat? What are some of your culture attires?
- Do you think your culture is better than other cultures? Why or why not?

? Student questions

- Why do we have different cultures?

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 express ourselves Central Idea: Discover and appreciate various cultures.		
Collaborative teaching team: Mrs. Fromer, Mrs. Slavick, Miss. Ruiz, Mrs. Velasquez, Mrs. Hampton		Grade/Year level: Kinder	Date:

 **Designing engaging learning experiences**

1. **Gallery Walk:** Students will conduct a walk around the classroom looking at the various artefacts brought by the teacher. Students will also participate visiting other kinder classes looking at different teacher provocations such as:

- Short video on different cultures
- Power point of various culture celebrations

2. **Comparison Chart-** Students will have the opportunity to use a chart to explore the differences and similarities between cultures.

 **Supporting student agency**

- Students beginning questions and experiences as well as their developing understandings of cultures will inform the planned learning experiences.
- Students will collaborate forming their own groups and taking action choosing a culture of which they would like to inquire and present their findings.

Teacher and student questions

Teacher:

Share your understandings surrounding cultures.

Why is the word "culture" important?

How is culture connected to you?

How would you feel if your culture (celebrations) was lost?

What can you do to ensure all cultures are valued?

Student:

How do the daily things you do have an impact on cultures?

What can you do to support other cultures?

Ongoing assessment

- Students reflections on cultures.
- Informal observations taken by the teacher throughout discussions on celebrations.

Making flexible use of resources

Teacher will provide:

- A wide range of books to support different cultures.
- Online libraries on cultures and celebrations.
- Support of technology teacher demonstrating students how they can visit other countries without leaving their home.
- P.E teacher will support unit by showing students different games played in various countries.
- Culinary teacher will support by conducting "A Hungry World" activity.
- Art Teacher will support unit by depicting different art pieces from around the world representing various cultures.



Student self-assessment and peer feedback

- Students will use a reflection form to write down their understanding on the importance of appreciating every ones' culture.
- Students will also have the opportunity to



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**

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