Primary Years Programme

Unit of inquiry planner

(Primary years)

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OVERVIEW

Grade/Year level:		Collaborative teaching team:	
Date:		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

Central idea

· Living things react to their environment

Lines of inquiry

1. Individuals form parts of a whole
2. Roles individuals experience
3. Basic needs and wants

Key concepts

function, connection, form

Related concepts

Conservation, patterns, resources

Learner profile attributes

Communicators, Inquirers, risk-takers, knowledgeable

Approaches to learning

Students reflect on how living things affect their environment.

Action

Students will identify wants and needs.

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

How do people use their natural resources to meet their basic needs?
What are the basic needs of living things?
Introduced with the Magic Curtain Activity Directions and supplies provided/shared amongst the teachers.

Prior learning

Introduce planner by showing different artifacts to be used throughout the planner.
We'll have students discuss lines of inquiry & share findings.
Have students predict what they will learn about using the artefacts.
What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?
Have students identify how people organize themselves.
organized citizens to create change. They will also participate in a general store to see how goods and services are used.
Have students identify the origination of certain products they use and see in stores by participating in rodeo and witnessing raw materials (produce, animals, etc)

Connections: Transdisciplinary and past

Students connect conservation through inquiry and research.

Learning goals and success criteria

Students will experience the role of producrers and consumers through market day.
Students will identify adaptions living things make to their environment through real animals and how animals are utilized on a farm.
Make bricks and will sequence how other materials are made.
Students will identify which parts of the plant are edible and their function.
Students will brainstorm the different uses for various natural resources.
Students will identify & sort objects/products made from natural resources.
Students will brainstorm products made from specific natural resources.
Students will create indoor garden
Students will bring samples, from home, of products made from natural resources
Watch PBS videos "how it's made".

Teacher questions

How do people use their natural resources to meet their basic needs?
Why do people choose to live in certain locations? Why?
What are the differences between a producer and a consumer?

Can you be both producer & consumer? Why?
What is the difference between a natural and manmade resource?
How do we depend on plants, animals and natural resources to establish an income?
What are the basic needs of living things?

? Student questions

-What are the needs of animals and plants?
-How do we take care of our natural resources?
-How can we make more resources?
-What are the items needed to create a garden?

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/** · Living things react to their environment		
Collaborative teaching team:	**Rocha, Silva, Chu, Rodriguez, Xydis, Garcia, Cuevas**	Grade/Year level: 2/2021	Date: 05/13/2021

Designing engaging learning experiences

Students will e xperience the role of producrers and consumers through market day.
Students will identify adaptions living things make to their environment through real animals and how animals are utilized on a farm.
Make bricks and will sequence how other materials are made.
Students will identify which parts of the plant are edible and their function.
Students will brainstorm the different uses for various natural resources.
Students will identify & sort objects/products made from natural resources.
Students will brainstorm products made from specific natural resources.
Students will create indoor garden
Students will bring samples, from home, of products made from natural resources
Watch PBS videos "how it's made".

Supporting student agency

Students were placed in groups and also worked individually in order to better successfully achieve a good research project.

Teacher and student questions

How do people use their natural resources to meet their basic needs?
Why do people choose to live in certain locations? Why?
What are the differences between a producer and a consumer?
Can you be both producer & consumer? Why?
What is the difference between a natural and manmade resource?
How do we depend on plants, animals and natural resources to establish an income?
What are the basic needs of living things?
What are the needs of animals and plants?
How do we take care of our natural resources?
How can we make more resources?
What are the items needed to create a garden?

Ongoing assessment

Students will continue to reflect on the uses of natural resources, including conservation and recycling.

Making flexible use of resources

Students will bring samples, from home, of products made from natural resources.

Student self-assessment and peer feedback

Students will identify & sort objects/products made from natural resources.

Ongoing reflections for all teachers

Students were very engaged and used ownership utilizing different forms of technology in order to produce a research project of animals.

Additional subject specific reflections

We will like for students to utilize flip grid in order to assess students.

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 we organize ourselves/** · Living things react to their environment		
Collaborative teaching team:	**Rocha, Silva, Chu, Rodriguez, Xydis, Garcia, Cuevas**	Grade/Year level: 2/2021	Date: 05/13/2021

Teacher reflections

Flip grid is a great tool to utilize for projects and for quick assessments, we will be utilizing flip grid a lot more for all projects.

Student reflections

Students wanted to see how they could take action in taking care of all animals and their environment.

Assessment reflections

We were able to gather student projects and videos on their animal projects. Students were able to verbalize the wants and needs of living things.

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 student 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