

# Unit of inquiry planner

(Primary years)



# OVERVIEW

Grade/Year level:	2	Collaborative teaching team:	
Date:	5/13/21	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

Individual roles keep communities balanced.

## Lines of inquiry

1. the different types of communities and their dependence on each other.
2. the impact of technology on our natural environment.
3. communities use and share resources.

## Key concepts

Connection, responsibility, perspective.

## Related concepts

Interdependence, Environment, Community

## Learner profile attributes

Inquirers, communicators, caring, knowledgeable

## Approaches to learning

- How did the animals share the umbrella?
- How can we apply that to our lives or to other living things?
- Were there problems? Lack of space?

## Action

Students will design a game that shows how individual roles keep communities balanced. Teacher will model how to develop a game using written directions on how to play it. Students will create a rubric with the help of the teacher to develop clear expectations.



# 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 did the animals share the umbrella?
- How can we apply that to our lives or to other living things?
- Were there problems? Lack of space?

## Prior learning

What are the possible ways of assessing students' prior knowledge and skills?

What evidence will we look for?

Prior knowledge will be assessed through a KWL chart activity where the students will indicate what they know about natural resources, conservation, urban, suburban & rural communities, the environments affect on the lives of animal, etc.

## Connections: Transdisciplinary and past

## Learning goals and success criteria

- research on different types of pollution (noise, visual, oil spill, etc.
- research the different uses of land and how people affect animal homes and shelters.
- create visual displays to promote conservation of natural resources, etc.
- collect & sort litter based on what is recyclable and not
- view documentary on how plastic pollutes the environment
- T-charts that reflect pre/post knowledge
- Add more organisms to the terrarium to observe food chains and food webs.
- Create an aquarium to observe how fish survive in their environment.
- migration game
- Play food chain games and create food chain scenarios.
- Drama—analyze characters and how they keep balance through their actions and emotions.

## Teacher questions

Read The Umbrella by Jan Brett.

- How did the animals share the umbrella?
- How can we apply that to our lives or to other living things?
- Were there problems? Lack of space?

## Student questions

Why do we need to save Water?

Why must we plant a tree when we pull a tree out?



Why does my grandfather live in a farm?  
What does suburban mean?  
What are the things that people from a city need from people who live on farm?  
Why did my parents come live in Houston?  
In what community is the school?  
Why is recycling very important for the Earth?  
Why is rain good and bad for the people and the environment?  
Why do neighborhoods change?



# 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:	Individual roles keep communities balanced.		
Collaborative teaching team:	G. Silva, M. Xydis, A. Garcia, R. Rodriguez, V. Chu, A. Cuevas, D. Rocha.	Grade/Year level: 2	Date: 5/13/21



### Designing engaging learning experiences



### Supporting student agency



### Teacher and student questions



### Ongoing assessment

- End of Planner project: recycling project promoting conservation of the earth
- Common assessments
- Students' products will reflect understanding of concepts taught.



### Making flexible use of resources

Create an aquarium and terrarium by creating a flipgrid to explain their findings.



### Student self-assessment and peer feedback

Students will watch their peers flipgrids to provide constructive feedback.





## 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:	Individual roles keep communities balanced.		
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 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