# Unit of inquiry planner

(Primary years)



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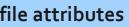


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## **OVERVIEW**

Grade/Year level:	3	Collaborative teaching team:		Marin, Ordonez, Alcantar, Aguilar, DeDio	s, Vidal
Date:	5/13/2021	Timeline: (continued investigation, re discrete beginning and ending, investig	<b>.</b>		
📰 Transdisc	ciplinary theme				
(Type Transdiscip	linary theme here.)				
Who we are					
-					
Central io	dea				
Experiences and belie	fs shape a person's action	S			
E Lines of i	nquiry				
<ul> <li>People's l</li> </ul>	ls are responsible for the knowledge contribute to ts and responsibilites di	o society			
🔗 Key conc	epts		Related concept	ots	C Learner profil
Responsibility, re	eflection, causation		Form, connection, reflect	ion	Balanced, reflect
😵 Approacl	nes to learning				
Social ski					
<ul> <li>Thinking</li> <li>Self-man</li> </ul>	skills agement skills				

Research



lective, inquirer, knowledge

### 6 Action

- Students will create their spending and savings plan
- Students will create an invention



# **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

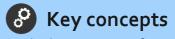
What opportunities will there be to develop, demonstrate and reinforce the learner profile?

- Balanced
- Reflective
- Inquirer
- Knowledge

Approaches to learning What authentic opportunities are there for students to develop and demonstrate approaches to learning?

- Social skills
- Research •
- Thinking skills
- Self-management skills





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

- Teacher will show students different forms of payments (currency, checks, credit card, etc) to create a discussion about expenses and decisions.
- Teacher will facilitate a discussion about how experiences and beliefs shape a person's actions •

#### **Prior learning**

- Informal Obsevations
- KWL Chart ٠
- Oral discussions

#### 😰 🌐 Connections: Transdisciplinary and past

- Connections across subjects between the ways organisms adapt to survive in their life cycles.
- The way we express ourselves connects between being a good citizen.
- Student decisions can impact your future.

#### $\bigcirc$ Learning goals and success criteria

- Student will develop an understanding of their responsibilites as a citizen
- Students will have an understanding of financial literacy

#### (?) **Teacher questions**

- What is a cycle?
- How do our beliefs impact others?
- What does it mean to make good decisions? ٠
- How could you plan for your future?

#### **Student questions**

- What are your beliefs?
- What experiences have you had in your life that you remember? •
- How do actions affect people?





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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?

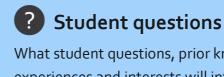
How can we ensure that learning is purposeful and connects to local and global challenges and opportunities?

#### 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?





# **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?

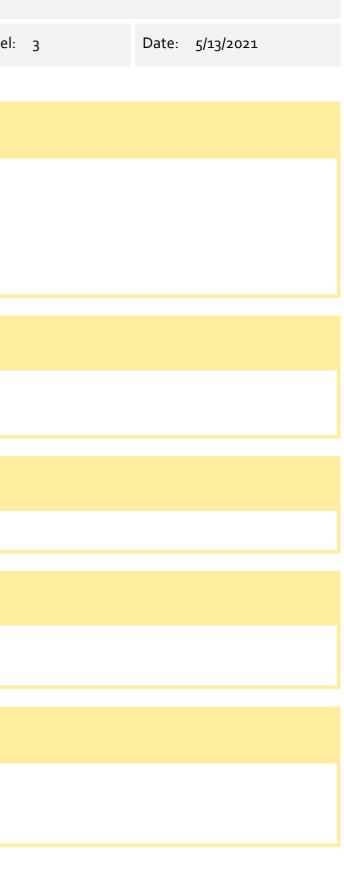
# **DESIGNING AND IMPLEMENTING**

### Unit of inquiry and/or subject specific inquiry (inside/outside programme of inquiry)

Transdisciplinary theme/Central idea:	Who we are	
Collaborative teaching team:	Marin, Ordonez, Alcantar, Aguilar, DeDios, Vidal	Grade/Year level:
Designing engaging learn	ning experiences	
Provocation:		
Reading: Students will write about an exp Math: Students will create a financial liter Science: Students will explore about orga Social Studies: Students will reflect on the	racy project	
Supporting student agen	cy	
Voice, Choice, Ownership Take action to make changes in your clas	s, school, and community.	
? Teacher and student ques	stions	
Teacher and stodent que		
<ul> <li>What have you learned about yo</li> </ul>	ur life and your choices?	
Congoing assessment		
<ul><li>Journal Writing</li><li>Classroom discussions</li></ul>		
Making flexible use of res	ources	

- A wide range of financial literacy situations
- Online resources (videos about life cycles and organisms adapting)
- Examples of responsibilities and good choices





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### Student self-assessment and peer feedback

- Rubrics for financial literacy projects
- Student presentations

### Ongoing reflections for all teachers

• Is there a change in student choices?

Additional subject specific reflections

N/A





# **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

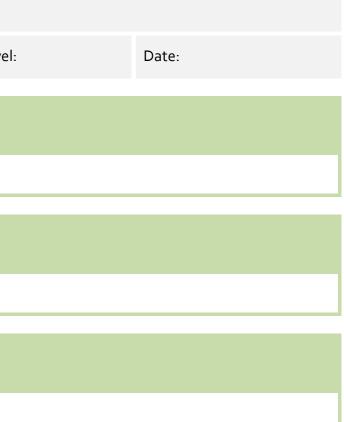
Inside or outside the programme of inquiry

- 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:	Who we are					
Collaborative teaching team:	Marin, Ordonez, Alcantar, Aguilar, DeDios, Vidal	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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