

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	Pre-k	Collaborative teaching team: Ms. Rodriguez, Miss. Petito, Mrs. Gutierrez, Ms. Andrade	
Date: 8-17-2020		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

Who We Are: An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.

Central idea

People explore and learn to identify the world around them.

Lines of inquiry

- Ways senses are used in our daily lives to explore the world.
- Discovering what things are made of.
- Being responsible for ourselves and others

Key concepts

Form, Responsibility

Related concepts

Exploration, Community

Learner profile attributes

Caring, Thinker

Approaches to learning

Social Skills, Communication Skills

Action

In response to identifying the world around them, students will have a choice to take action in various ways.

- Students can develop a "Who am I " book including labels, descriptions of items of their world.

- Students can make and maintain an animal habitat to show responsibility.
- Students can choose to "Getting to know them to love them" Proper interactions- (respect) with school animals.

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 current situation with pandemic, students might find easy to make a connection with caring about others when they choose to wear a mask.

Prior learning

- Group discussions on what "people and exploring mean" when breaking down our central idea.
- Group discussions looking at the world map and where we are located.
- Reflecting on what "responsible" means and making a connection with classroom chores, SRE farm animals and school garden.

Connections: Transdisciplinary and past

- Links to science safety, senses, wearing masks (responsibility for others)

Learning goals and success criteria

- Students will be able to explore daily routines and safety procedurs in their environment including both inside and outside school.
- Students will be able to visit outdoors to develop and explore changes differences and similarities of properties of objects using their five senses.
- Students will be able to show responsibility taking care of our farm animals and harvest (culinary).

Teacher questions

- How big is our world?- Show map of the world on google earth.
- How can we clasify our world? Ven diagram
- What does it mean to be responsible?
- How are we alike and different from others? Include animals – discuss different places in the world
- What do you think this things are made of? Show pictures of different items and discuss what they are made of- classify

Student questions

- Why is some people's skin color darker then others?
- Why the clocks in the hallway have different times?
- Why do people speak different languages?
- Why are foods different?

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:	Who We Are People explore and learn to identify the world around them.		
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Designing engaging learning experiences

- Science experiment washing away germs – Steps, visual aids, and actually going through the experiment.
- Photo analysis- students will identify different items and will be able to properly classify according to properties. (Attributes)
- Students will be able to compare similarities between their culture and others. (Hispanic heritage Month)
- Students will be able to describe how they exemplify the learner profile of being caring.



Supporting student agency

- Students will demonstrate responsibility through their learning spaces.
- Following the classroom rules and social distance protocol.



Teacher and student questions

Teacher:

- Can you share how you are responsible?
- May I please have some more information?
- Can you say hello to your virtual classmates?

Student:

- Why are some student home and not in school?



Ongoing assessment

Teacher observation:

- Are students able to practice responsibility in the classroom?
- Can students identify senses?
- Can students demonstrate being caring?



Making flexible use of resources

- Students will have a wide range of books to support the central idea inquiries.
- Students will have a range of videos to view related to the exploration of the world.



Student self-assessment and peer feedback

- Students will be able to demonstrate their similarities and differences and compare and connect their lives with the rest of their classmates who are from other countries.
- Students will be able to demonstrate their understanding of how the world is different?
- Students will be able to demonstrate their understanding of world similarities?
- Students will be able to demonstrate how they exemplify the Learner Profile of being caring.



Ongoing reflections for all teachers

- Discuss how wearing a mask shows that you not only respect but care for others.
- Discuss how washing their hands for 20 seconds is showing respect for themselves and others.



Additional subject specific reflections-

- Social distance, during school hours and recess students understand that it is not safe to use the playground equipment (responsibility)
- Recycle, cleaning up after themselves.

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:	Who we are		
Collaborative teaching team:	Rodriguez, Guiterrez, Petito, Andrade	Grade/Year level: Pre-K	Date: 11/17/2020

Teacher reflections

The central idea who we are, as a strategy we help establish that each student is unique and has a name, we are all in the same classroom, but have different attribute.3

Student reflections

Learned the importance of being a good citizen in the world by making good choices and being responsible to protect themselves and others in their community. Students showed ownership in their actions by conduction experienment and making connection into real life experiences.

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