

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level:	2 nd Grade	Collaborative teaching team: Miss. Silva, Mrs. Rocha, Ms. Xydis, Miss. Garcia, Mr. Sanchez, Miss. Chu	
Date:	8-20-20	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 & v; personal, physical, mental, social & spiritual health; human relations including families, friends, communities & cultures; rights & responsibilities; what it means to be human.

Central idea

Community members have rights and responsibilities.

Lines of inquiry

- Rules and laws as part of a community.
- Way actions can have consequences.
- Responsibility applies to the use of tools and resources.

Key concepts

Responsibility, Connection, Form

Related concepts

Citizenship, Ownership

Learner profile attributes

Caring, Inquirer, Open-minded

Approaches to learning

Social Skills, Communication Skills, Research Skills

Action

- To build on prior learning students will have the opportunity to...
- Discuss the responsibility as a citizen of wearing a mask

- View different teacher selected short videos on people refusing to wear masks to then discuss points of view Pro's and Cons
- View UNICEF videos on children rights
- Goal set on their learning
- Reflect- On what is the responsibility of a good student?
- Express their opinions, feelings, ideas on "what responsibilities they have as a child"?

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

- Include pandemic as part of world problem and people's responsibilities toward it.
- Create a KWL chart with students to gather how much they already know on rights and responsibilities.

Prior learning

- Teacher will discuss science lab safety student responsibility so that students can make a connection.
- Teacher will create a KWHL chart. K-Know-Wonder-How-Learned chart to gather active thinking.
- Group and paired discussions surrounding personal responsibilities at home and school.
- Student connections to read class read alouds. Possible selection of books to ignite curiosity on rights and responsibilities include but are not limited to:
 1. Katie can change the world.
 2. Being Responsible.
 3. What if everybody did that?- By ellen Jevernick
 4. David Gets in Trouble by Davin Shanon
 5. I just forgot by Mercer Meyer
 6. Arthur's Pet Business by Marc Brown

Connections: Transdisciplinary and past

- Teacher will make a connection to pandemic usage of mask to related to people's responsibilities.
- Teacher will have a whole group discussion about her responsibilities as a parent and teacher.
- Students will make connections to their responsibilities at home and at school.

Learning goals and success criteria

- Develop an understanding of what human rights are
- Students will be able to develop an understanding about their rights as children.
- Students will be able to develop an understanding of their responsibilities as children.
- Students will be able to identify important community members and their responsibilities.
- Students will understand the four core principles of the convention on rights of a child UNICEF.
- Appreciate the relationship between rights and responsibilities
- Analyze who is responsible for upholding human rights
- Appreciate the meaning and significance of UNICEF
- Apply the concepts of human rights to their own lives

? Teacher questions

- How have key figures , events and values shaped our society?
- Do children have rights?
- Why do you think rules exist?
- Is there a connection between rights and responsibilities?
- Is there a connection between rules and laws?
- Who is a community member and do they have responsibilities?
- Can you name some key people with responsibilities from home, school, community and the world?

? Student questions

- Do I have a responsibility as a child?
- What makes a good citizen?
- Are there rules everywhere?
- What happens if we don't follow rules?

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 Central Idea: Community members have rights and responsibilities.		
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Designing engaging learning experiences

Beginning Learning Experience

- **Gallery Walk:** Students interest will be stimulated by a variety of pictures, photos of community members, quotes of a world with no rules.
- **Chart:** Students will be presented with different questions posted on chart paper and they will be responsible to identify key people to achieve those practices such as cleaning the environment, laws, and rights.
- **Socratic Circle:** Students will participate in a Socratic Circle seminar with questions Or statements that are aimed at provoking in-depth discussion. Questions are co-constructed by students and teachers beforehand and statements will be gathered through read alouds, and UNICEF child rights videos.
- **Possible questions:**
 1. Why are children rights important?
 2. Do children have rights in all countries?
 3. What makes a good citizen?



Supporting student agency

Students will view "The Power is Yours" video to inspire them and promote the following activities.

Students in partners will co-construct posters depicting children's rights such as:

- The right to an education
- The right to be protected from abuse
- The right to play
- The right not to work
- The right to say and be heard

Students will create a "Shield of Safety". They are invisible but possible rights by signing the convention on the rights of a child. The "Shield of safety is the right to be safe no matter where you are. "Sword of Knowledge" The right to information and privacy.

Students will participate researching where other countries respect children's rights.



Teacher and student questions

- How would you perceive a world where everyone follows rules and laws?
- Do you think our every day lives function better with laws or without laws?
- Do you think our classroom should have more rules or are our essential agreements enough to keep our class functioning?
- Where else in school do you think we should have rules?



Ongoing assessment

- Student reflections
- Student connections to central idea.
- Student connections to responsibility as a community.



Making flexible use of resources

- Include technology power points in our final presentations –have tech teacher support with PP's.



Student self-assessment and peer feedback

- Students will have choices as how to present their learned information.



Ongoing reflections for all teachers

- To ensure that all students are learning and have a voice in class, teachers will allow students with options as to how and what they would want to learn on rights and responsibilities.



Additional subject specific reflections

- Connections to student responsibilities in Music, P.E, Art, Culinary, Farm

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

Due to covid 19 and having to do virtual teaching, the delivery and instruction was very different than previous years.

Student reflections

Students were making connections to following rules due to wearing a mask and their responsibility as a responsible citizen.

Assessment reflections

Teachers used interactive assessments via peardeck and quizziz to assess student mastery of central idea, classroom expectations and lines of inquiry.

Prompts: Reflecting

Teacher reflections

How did the strategies we used throughout the unit help to develop and evidence students’ understanding of the central idea?

Interactive assessment provided feedback of student mastery.

What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning?

Students were able to investigate with magnets. Students were able to design rules that were appropriate during the covid 19 pandemic.

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