

Unit of inquiry planner

(Primary years)

OVERVIEW

Grade/Year level: 2 nd Grade		Collaborative teaching team: Mrs. Silva, Mrs. Rocha, Mrs. Xydis, Miss. Chu, Miss. Garcia, Mrs. Rodriguez	
Date: 10-20-2020		Timeline: (continued investigation, revisiting once, or numerous times, discrete beginning and ending, investigating in parallel with others)	

Transdisciplinary theme

(Type Transdisciplinary theme here.)

Where we are in place and Time: An inquiry into the orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships betweenand the interconnectedness of individu

Central idea

Changes in communities occur over time.

Lines of inquiry

- Comparing changes over time
- Ways cultures adapt
- Changes in the physical environment

Key concepts

Change, Causation

Related concepts

Resources, interdependence

Learner profile attributes

Balanced, inquirer

Approaches to learning

- Students will use critical thinking, research, communication and technology skills to learn about their communities.
- Social skills- Students will participate in the completion of group/partner assignments.
- Communication skills- speaking /students will be albe to orally explain their work; listen to other classmates attentively.
- Research skills- Students will be recording ata ; interpreting and understanding maps.

Action

In response to the central idea, students have taken action

- identifying physical features in their community and how these have been modified by the local community (buildings, roads, construction).
- Exploring environmental change in various regions.
- Identifying how systems of transportation, vegetation, population and economic characteristics of the local community have changed.
- Comparing local groceries to other businesses.
- Making a collage of with pictures of their community changes over time.

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 pandemic crisis at this time, students might connect the changes in education (virtual teaching) happening due to Covid-19.

Prior learning

Group and paired discussions surrounding changes in:

- Schools
- Homes
- Transportation
- Technology
- Physical features

Connections: Transdisciplinary and past

- Previous unit of inquiry- Central Idea: Community members have rights and responsibilities.
- Authentic connections to the roles and changes of people in reading story.
- Authentic connections to math community properties changes.

Learning goals and success criteria

- Students will be able to explain meanings behind state, national, and international symbols, landmarks, and essential documents.
- Explain how symbols, icons, historical figures and traditions combine to reflect certain cultures over time.
- Students will be able to describe ways in which people can help to make a better community.
- Students will be able to understand the impact of individuals and group decisions on communities.
- Students will be able to explain the significance of voting.
- Students will be able to explain the basic map changes over time.
- Students will be able to locate continents, bodies of water and explain how these have change over time.

Teacher questions

- What is change?
- What goes through change?
- Is change positive or negative? Why and or Why not?
- Can you name some things that go through change?
- How do daily things change and can they have an impact on us?

? Student questions

- Can people also 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:	Where we are in place and Time Central Idea: Changes in communities occur over time.		
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Designing engaging learning experiences

It promoted them to want to vote once they are of age. It also got them to want to pursue their parents to go out and vote.

Supporting student agency

Students will co-construct some of the changes occurred in maps and bodies of water.
Students will identify how the use of money has changed over time.
Students will have to identify how producers and consumers have changed over time.

Teacher and student questions

Will I be able to become president?
What do you need in order to become president?
Where do I live if I become president?
Can I have pets when I become president
What are the requirements and the responsibilities of the president?

Ongoing assessment

- Students will create a film strip or power point showing the changes in (physical features, education, transportation, technology).
- Students will write and illustrate a paragraph about changes occurring on their daily activities and how they are interconnected.
- Students will be able to compare some of the cultural practices and products of various groups of people who have lived in the local community including: land, food, artistic expression.
- Students will be able to develop an understanding of changes that occur over time in other subjects specifically in:
Dance, music, and food.



Making flexible use of resources

- The technology teacher will work with students taking virtual visits to:
 - Natural bodies of water
 - Landforms
 - Continents
 - Different communities around the world (student countries)
- The dance teacher will introduce types of dances and music from different parts of the world communities.
- The art teacher will depict pictures and art from different communities and will show students the changes art has undergo.
- The librarian will support students by conducting read alouds of different communities around the world.
- The Science lab teacher will support students understand landformation, continents, rocks by creating models of such with them.



Student self-assessment and peer feedback

- Students will use reflections/annotations to document their learning.
- Students will have one to one teacher discussions to clear any misconceptions.
- Peer to peer feedback and collaboration- exemplifying learner profile, ATL's.



Ongoing reflections for all teachers

Students experienced the electoral process. The students were able to reflect on how 2020 election made history and discuss their viewpoints on it.



Additional subject specific reflections

Students discussed how elections were done throughout the United States and the similarities and differences in their own country. They were also able to analyze the process of mail ballots.

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

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Teacher reflections

We looked at a sample of a ballot and it was eye opening. The class was divided and felt comfortable in sharing their views as to why.

Student reflections

Student took more ownership on the importance of voting and having a voice. Students expressed their voice in writing letters to the president and wrote their expectations of a president.

Assessment reflections

For the asesments we would like to do something more hands on and maybe some utilize some flip grids in order to get some instant feedback.

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