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| **School Information**  **Class/Grade**: Kindergarten  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Bussey, Ellison, Heise, Spikes  **Dates**: Aug 5—Sept. 10  **Buffer**: Sept. 13-17 | | | | **Transdisciplinary Theme**: Who We Are  **Segment of Theme**: human relationships, including families, friends, communities and cultures; rights and responsibilities.  **Over** **Arching Concept**: Relationships | | |
| **Section 1: Overview** | | | | | | |
| 1. **Central Idea**: Our Actions Affect Our Relationships | | | | | | |
| 1. **Guiding Related Concepts**: Citizenship, Relationship, Differences | | | | | | |
| 1. **Key Concepts**: | | 1. **Lines of Inquiry**: | | | 1. **Teacher Questions**: | |
| Responsibility  Connection  Function | | It is our responsibility to follow rules (Responsibility)  Rules are made to be followed. (Connection)  Rules help our community function. (Function) | | | What is the connection of positive character traits and being a good citizen? (connection)  Why is following rules our responsibility? (responsibility)  How does making rules help our community function? (function) | |
| 1. **Prior Content Knowledge:** | | | 1. **Assessing the Lines of Inquiry:** | |
| Who is in their own family  Some basic expected behaviors  How people get along with each other  “Right and Wrong” | | | **How will you assess student’s understanding of the lines of inquiry?**  Students will be able to illustrate rules/essential agreements showing correct behavior | |
| **Section 2: What Are Our Target Goals?** | | | | | | |
| 1. **Concept Based Summative Assessment** | | | 1. **Targeted Approaches to Learning** | | 1. **Targeted Learner Profile Attributes** | |
| In pairs or in small groups, students will write and illustrate classroom essential agreements  Students will share about their family. | | | Approaches to Learning: Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | | Principled  Caring | |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | | | | | |
| 1. **Pre-assessments:**   **What assessment will be given at the beginning of the unit to inform current understanding** | | | 1. **Formative Content Based Assessments:**   **What assessments will be given to monitor student learning of content?** | | 1. **Summative Content Based Assessments**   **What assessments will be given for students to show mastery of unit content?** | |
| Share rules they already know  Letter Identification  Name Writing/ID  Number ID and Counting  “Right and Wrong” | | | Letter ID Check  Name Writing/ID  Number ID and Counting check  ID and explain rituals and routines | | Illustration/ demonstration of rules  Role play of correct behavior  Demonstrate various classroom/school expectations | |
| **Section 4: How will we Facilitate Learning?** | | | | | | |
| 1. **Provocation:**   **How will interest into this unit be sparked?** | 1. **Learning Experiences:**   **What activities/experiences will help facilitate the learning?** | | | | | 1. **Evidence of Differentiation:**   **How will the learning experiences be adjusted to different learning styles/abilities?** |
| Student from upper grade came into the class room to display non-principled behavior (throwing down chairs, sitting on top of tables etc.) | **Tuning In:**   * Role play (student from another class) scenario on correct/wrong behavior and have the kids discuss what was done right/wrong: yelling out in class, refusing to work, not following directions, hitting others, name calling, lining up, etc. * Students will bring in family pictures and share details about who is in the pictures/relationships: family members, why they are important, * Discuss your friends and why they are important: what makes a good friend, what happens in a disagreement, etc.   **Finding Out/Sorting Out:**   * Interview a family member to find out more about their family: to show same/different (where they live, who lives with them, past/life experiences etc.) * Discuss rituals and routines and find out why they are important and what would happen if we didn’t have them: walking in line, raising hands, being polite, sharing, taking turns, being caring, etc. * Create a poster showing what makes a good friend (share, take turns, listen, be caring, etc.)   **Going Further:**   * Students can help create rules/routines for different parts of the school/home and why it’s important to follow these rules: hands to yourself, no talking in the hallway, sitting and eating correctly in the lunch room etc. * Students will bring a rule/routine from home and share why they follow that rule: clean up toys, making the bed in the morning to keep room clean, putting dirty clothes in the hamper for washing.   **Drawing Conclusions/Reflecting and Acting:**   * Compare families: routines/rules, family members, who is living in the house, (Venn Diagram) * Why are rules/routines set important to show that we should maintain order and chaos. * Compare U.S.A / Mexican to show alike/differences | | | | | Going back to the basics, very beginning. Review over and over. Using social skills.  Individualized instruction on letter and number ID, Name practice, Letter sounds to meet student’s needs |
| 1. **Learning Experiences in Specials**   **How are Specials Courses able to connect to this unit?** | | | 1. **Local/National/Global Connections:**   **How can we connect the content to local/national/global issues?** | | 1. **Student Action:**   **What learning experiences support potential student-initiated action?** | |
| PE  A focus will be placed on learning and consistently practicing the daily warm-up routine. This will support the line of inquiry regarding rules helping our community (P.E. class) function. | | | Compare to families and schools around the world; how different countries compare to the US | | Students illustrating classroom essential agreements. Bringing in family pictures.  Students demonstrating classroom/school expectations  Role play about school and family | |
| 1. **Student Agency and Play:**   **What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?** | | | | | 1. **Resources:**   **Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials.** | |
| Letter play/exploration, role play, number and counting exploration, one-to-one correspondence. | | | | | iPads, books, YouTube,  Repeated role play | |
| **Section 5: Reflection** | | | | | | |
| 1. **Reflect on learning experiences** | | | | | | |
| (Ellison)- This learning experience was fun for the kids, they were able to learn how to reflect on themselves and relationships they have at home and school.  (Spikes) The kids learned what it meant to be principled. They reflected upon how they feel about themselves. They talked about family and who lives with them.  Bussey- Students were engaged in the lessons about family. They were able to compare their families to others. They also identified the needs and wants of themselves and understood why that is important. Through rituals and routines they are learning the concept of being principled as doing the right thing which will definitely help improve and sustain healthy relationships.  Heise-I agree with all of the above. This gives the kids a chance to really engage and learn through experience | | | | | | |
| 1. **How were the tasks differentiated to meet different learning styles?** | | | | | 1. **How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea?** | |
| (Ellison)-Tasks were differentiated in level of difficulty for students and how complex responses were to questions.  (Spikes) Assignments were differentiated on the students level of work ethic  Bussey- The task assigned were differentiated to meet the students at their learning levels, whether it was using activity sheets or manipulatives.  Heise-Because of the variety of learning levels, it was so important to meet the kids where they are, to move them forward. | | | | | (Ellison)- The strategies allowed students to draw responses, verbalize responses, and see examples through videos of the concepts of the unit.  (Spikes) The stories allowed for conversation to express things about themselves and their own families.  Bussey- Students were able to understand that if their actions were positive and caring it could help build positive relationships with their teacher as well as classmates.  Heise-students were able to connect to things that are familiar to them. | |
| 1. **What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning?** | | | | | 1. **How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments?** | |
| (Ellison)-When students had to describe the members of the family and the roles that they play, they demonstrated the learn profile of communicator.  (Spikes) They demonstrated being knowledgeable when talking about their families because some children cannot describe what goes on within their family at home.  Bussey-Students had to describe their role as well as their family members roles in the home and why they were important; they were being thinkers and communicators  Heise-Students corrected each other, they also were able to use the learner profiles in every day language. | | | | | (Ellison)-The assessment strategies will be effective because it will give us an understanding of what students learned throughout the unit.  (Spikes) The students were able to draw themselves and also talk about their family in descriptive details.  Bussey- The summative assessments measured how well the students mastered the standards and understood the concepts of family and rules.  Heise-The only struggle I had was getting everything done on top of all the BOY assessments. | |
| 1. **What student initiated inquiries (questions) arose from this unit of inquiry?** | | | | | 1. **What student action arose from this unit of inquiry?** | |
| (Ellison)-Student inquiries that arose where, “Why is her/his family so big or small?” “Why do we need to have rules?”  (Spikes) Do all families have a mommy and daddy? What do rules help us do?  Bussey- Students wanted to know if the class a family?  Heise-“Do you have a family? Do you have a mama?” | | | | | (Ellison) No student action arose in my class from this unit.  (Spikes) They were excited about talking about their families and/ themselves to their classmates  Bussey- Students wanted to be caring to their class family.  Heise-The students were excited to learn about each other | |
| 1. **Any additional notes or changes that need to be considered next year?** | | | | | | |
| (Ellison) I think that next year we can incorporate more school pride in the unit and help them to get an understanding of who they are as students and Wildcats.  (Spikes) We could discuss how we can be a school family not just have a family outside of school  Bussey-I would love for the family members to come in and do an in class assignment  Heise-Would love to have more time to get BOY assessments done, so it doesn’t interfere with the unit. | | | | | | |
| **Section 6: Picture Evidence** | | | | | | |
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