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| **School Information**  **Class/Grade**: Kindergarten  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Bussey, Ellison, Heise, Spikes  **Dates**: Feb 22nd to March 25th  **Buffer**: Mar 28th to Apr 1st | | | | **Transdisciplinary Theme**: Where We Are in Place and Time   * **Segment of Theme**: An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.​ * An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.   **Over** **Arching Concept**: Evolution | | | | |
| **Section 1: Overview** | | | | | | | | |
| **Central Idea**: The Evolution of our Past Impacts our Present and Future | | | | | | | | |
| 1. **Guiding Related Concepts**: Discovery, Journey, Time | | | | | | | | |
| 1. **Key Concepts**: | | 1. **Lines of Inquiry**: | | | | | 1. **Teacher Questions**: | |
| Change  Form  Function | | Education has evolved. (change)  People have traveled in various ways over time. (form)  Various tools are used to communicate. (function) | | | | | How have schools changed over time? (change)  How have the different functions of communication changed? (function)  How has the forms of transportation changed? (form) | |
| 1. **Prior Content Knowledge:** | | | 1. **Assessing the Lines of Inquiry:** | | | |
| They know things evolve or change, because they are changing and growing.  Past picture ID | | | **How will you assess student’s understanding of the lines of inquiry?** Compare and contrast using words and pictures to show change in schools, transportation and communication | | | |
| **Section 2: What Are Our Target Goals?** | | | | | | | | |
| 1. **Concept Based Summative Assessment** | | | | | 1. **Targeted Approaches to Learning** | 1. **Targeted Learner Profile Attributes** | | |
| Timeline with five events from a child’s life. First tooth, birth, pictures, etc. Chronological order. Add in one thing from the future that you hope to do. | | | | | Approaches to Learning: Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | Inquirer, Thinker | | |
| **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 prior knowledge of  Letter/Sound Identification  Name Writing/ID  Number ID and Counting  Measurement  Sight Words | | | Letter/Sound ID Check  Name Writing/ID  Number ID and Counting check  ID and explain various  Sight Words | | | | Write/draw/dictate about changes over time  Letter Name/Sound and Number Write/ID | |
| **Section 4: How will we Facilitate Learning?** | | | | | | | | |
| **1. Provocation:**  How will interest into this unit be sparked? | **2. Learning Experiences:**  What activities/experiences will help facilitate the learning? | | | | | | | **3. Evidence of Differentiation:**  How will the learning experiences be adjusted to different learning styles/abilities? |
| No Technology Day, play games (jacks, checkers, marbles, red rover, jump rope, etc.) Picnic outside, outhouse, writing with feather and ink, | **Tuning In:**   * In the past day: What it was like having no technology, outhouse, playing old fashion games (jacks, red rover, ring around the Rosie, marbles, slinky, writing on slates, lanterns, eating outside, no stations, writing with feathers, etc.)   **Finding Out/Sorting Out:**   * Students view a scene from Little House on the Prairie showing what school, houses, and communication were like so students can learn how these things have evolved. * Students interview parents and grandparents about their experiences in school, and how their houses and communication were different to show then and now. * Students will view a video about transportation around the world to show then and now.   **Going Further:**   * Changes through the years and around the world: houses, transportation (trains, planes, boats, cars/horses, etc.), clothing (washboards), schools (desks, furniture, etc.), communication (telegraphs, pony express, carrier pigeon, telephones) to show how things have evolved. * Compare Cambodia transportation (Tuk-tuk) /U.S.A. (Uber etc.) to show alike/difference and appreciation.   **Drawing Conclusions/Reflecting and Acting:**   * Circle time: students discussed what they have learned and what they like best about how things have evolved around the world. | | | | | | | Since this is so new to all of our kids  Differentiation won’t be as significant  Students will be able to explore, learn, role play and grow at their own rate. |
| * **Learning Experiences in Specials**   **How are Specials Courses able to connect to this unit?** | | | * **Local/National/Global Connections:**   **How can we connect the content to local/national/global issues?** | | | | * **Student Action:**   **What learning experiences support potential student-initiated action?** | |
| We will focus on Spanish vocabulary about different ways of transportation. | | | Pictures from countries around the world. | | | | NO TECH DAY (replay possible) | |
| * **Student Agency and Play:**   **What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?** | | | | | | | * **Resources:**   **Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials.** | |
| Act out different tools from the past. Role Play.  Old desk, type writer, record player, wash board, phone, glasses, lantern, etc | | | | | | | Books, technology, music, arts and crafts materials  Old desk, lantern, jacks, checker board, marbles, playing games such as “red light, green light” and duck, duck, duck goose. Chalk and chalk boards | |
| **Section 5: Reflection** | | | | | | | | |
| **1. Reflect on learning experiences** | | | | | | | | |
| Ellison- My students enjoyed the read aloud, videos, and gallery walk that outlined the past versus the present. My students really enjoyed me sharing about a past trip I have taken to Africa.  Spikes- The students enjoyed the gallery walk and seeing things from the past they were amazed that things used to be so different in the past.  Bussey- Students to appreciate technology from the “No Tech Day” activity. The gallery walks of transportation, schools technology and homes from the past helped them make connections by having something concrete to refer to.  Heise- As with all year, I feel like I could have done more with my students. They loved “no tech day” but they did not have the stamina to make it very long in the “past” I would love to include more hands on. | | | | | | | | |
| **2. How were the tasks differentiated to meet different learning styles?** | | | | | | | **3. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea?** | |
| Ellison- Students were about to work on their ability level in groups where they shared similar learning styles.  Spikes- They were able to work on activities according to what they liked when completing the writing assignments.  Bussey- The task were differentiated by their learning levels and the various groups based on data through observations and assessments.  Heise- Kids are able to work at their speed. Focusing on what they need and their interests. | | | | | | | Ellison- My students enjoyed seeing my pictures of my trip to Ghana (that was in 2010) and exploring the new modes of transportation I used to get there.  Spikes- They liked to see the old stuff from the past, the videos, and completing the different IB charts that we do to help them understand the past from the present.  Bussey- The students were able to make connections to the central idea by completing activities from past vs. Present, such as completing gallery walks, viewing videos and listening to read aloud  Heise- The kids loved seeing the “old” desk, lantern, wash board, and other “old” things from the past. it made the connection stronger. | |
| **4. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning?** | | | | | | | **5. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments?** | |
| Ellison- Students were able to compare and contrast items from the past and present through gallery walks, videos, and read aloud.  Spikes- They were able to see and touch items that are from the past and present.  Bussey- Students were able to role play, participate in gallery walks, assist with creating graphic organizers and creating artifacts from the past using various manipulatives to show that they were thinkers and have communication skill.  Heise- students were able to put their hands on “old” items. they got to really examine how to play marbles and read with a lantern. They loved writing with chalk on the chalkboards | | | | | | | Ellison- The summative assessment was effective and students were able to categorize pictures.  Spikes- They were able to tell things that were from the past and the present and they could tell what things were doing from the past and the present.  Bussey- The summative was effective. Students were able to sort out pictures of things from the past, present and future in their correct categories.  Heise-Students were really able to organize things by when they happened. | |
| 1. **What student-initiated inquiries (questions) arose from this unit of inquiry?** | | | | | | | **7. What student action arose from this unit of inquiry?** | |
| Ellison- Students wanted to know how people felt traveling by horse and riding in old fashioned cars.  Spikes- They wanted to know how the planes were different and about the outhouse they thought it was nasty... lol  Bussey- Students wondered how did people in the past learn in 1 room schools and could they learn in that type of environment.  Heise- a LOT of Whys? And how did that work? | | | | | | | Ellison- Students engaged in collaboration with their peers.  Spikes- They enjoyed discussing what they were going to draw to go with their sentence on what we're talking about for the week and enteracting with their peers as well.  Bussey- Students were able to teach their peers and others about the past vs. present.  Heise- Peer teaching!!! | |
| **8. Any additional notes or changes that need to be considered next year?** | | | | | | | | |
| Ellison- A field trip to the museum would be awesome so that the concept of past v. present, is bought to life.  Spikes- I wish I did a virtual field trip to the museum this year and talk to people who grew up in different eras and see what things they could bring to show and tell to the students to go along with the theme. It’s fun to have visitors as well.  Bussey- I would love to have the students take a field trip to the museum so that they can experience things from the past in person.  Heise-I can’t wait to do the museum again. | | | | | | | | |
| **Section 6: Picture Evidence** | | | | | | | | |
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Where We Are in Place and Time

Change, Form, Function

Discovery, Journey, Time

The Evolution of our Past Impacts our Present and Future

How have schools changed over time? (change)

How have the different functions of communication changed? (function)

How has the forms of transportation changed? (form)

Education has evolved. (change)

People have traveled in various ways over time. (form)

Various tools are used to communicate. (function)