**Grade** **Level**: 5th grade **Dates**: January 24th to February 25th, 2022

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teacher**: Yaqueline Garcia Mendoza  **Buffer**: | **Transdisciplinary Theme**: How We Express Ourselves    **Segment of Theme**: “Travelling across Colombia” - discover and express ideas, feelings, culture, and beliefs  **Over Arching Concept**: Culture | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: The cultural elements represent the customs and traditions of a certain place. | | |
| 1. **Key Concepts**: Form, connection, perspective | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Culture, symbolism, and traditions. | * Types of cultural elements * The connection between food, typical clothing and music as part of a nation's cultural heritage. * How cultural elements are related to a country's traditions. | 1. How do our traditions allow us to express ourselves?  2. What are some popular traditions?  3. Why do cultures have different traditions?  4. What role does food play in traditions?  5. Why is clothing and music such an important part of culture?  6. How can we use cultural elements to express ourselves?  7.What are some cultural elements in the Encanto movie?  8. In the movie, how is the family's home decorated? What are their outfits like? Dress? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| 1. T will use brainstorming and thinking routines to assess students' conceptual knowledge of traditions.  2. Ss will watch a movie trailer and describe some Colombian traditions.  3. Ss will recognize some aspects of Colombian culture. | 1. T will assess students' comprehension of cultural vocabulary in Spanish.  2. During their study of Colombian traditions, T will assess students' use of new Spanish vocabulary (i.e. names of food items, clothing and cultural elements.)  3. T will assess student's ability to connect artifacts, music, crafts, and food to the appropriate Hispanic cultural tradition. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| Ss will create a WebQuest about aspects of Colombian culture; including food, clothing and music, as well as they will describe how these reflect the country's traditions.  Ss will be able to name and recognize several features of Colombian culture. | Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills  **Transdisciplinary Skills:**   * Social Skills - Respecting others and cooperating as students learn about Hispanic culture. * Fine motor skills in writing and hands on activities. * Thinking Skills - As Ss discover and explore some cultural elements, they gain knowledge and comprehension. * Research and communication skills. | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, communicator, reflective, thinker, inquirer  **Learner Profile:**  ● Open-Minded   * Inquirer * Knowledgeable * Communicator * Reflective |
| **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? |
| Thinking maps and oral discussions to determine students’ conceptual knowledge of Hispanic culture.  KWL Charts, Venn diagram, and T-Charts  Shared Readings about Hispanic culture.  Thinking routine: ‘See, think, wonder’  Range a variety of images and short film clips  Design a Wonderwall activity  Create a questionnaire for students to complete. | Throughout the lesson, T will utilize a variety of continuing formative assessment procedures to measure students' abilities, knowledge, and development. The lines of inquiry will serve as the unit's focal point and a point of reference throughout each lesson. T will assess students' progress using a variety of methods, including:   * Exit notes * Brainstorming activities * Recording information with graphic organizers * Presenting findings with charts * Group discussions * The research project and the students' presentation about their results. * Art Gallery to demonstrate understanding of some Colombian cultural elements * WebQuest of their final project * Reflection Sheet | Informal Observations  Oral Discussions/Participation  Students’ Work Samples  First, Ss will conduct research on Colombian cultural elements by posing questions and looking for answers.  Then, Ss will create a WebQuest project about cultural elements in Colombia, including food, typical clothing, and music.  Finally, students will write reflections about how the cultural elements are connected. |
| **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? |
| T will present different cultural elements related to Colombian culture.  Ss will engage in OTQ (observe, think, question) as they explore and rotate through the tables with different images.  Ss will debate and try to figure out what the items have in common.  Thinking routine: "See, think, and wonder" about symbols, explore images and look for common features in the photos.  KWL – Throughout the unit of inquiry, students will identify cultural facts they know and pose questions they would like to investigate. | 1. Videos will be used to learn about Colombian traditions, food, music and typical clothing.  2. T will explain the vocabulary, food names, clothing items, culture, tradition/customs, names of cultural objects.  3. Ss/T will make thinking maps that students will use in writing.  4. Ss will make hands on activities related to the Colombian culture.  5. T provides the context for inquiry: Venn diagram, KWL Charts on Colombian Culture.  6. T will Involve Ss in oral discussion on traditions.  7. T will expose Ss to types of cultural elements, customs, artifacts, foods, and music through literature. | Differentiation strategies will be used to assign roles in the summative task based on the abilities of each student (art, music, writing skills, vocabulary skills, movie maker, research skills, and technology skills).  This Unit proposes varied activities based on the different learning styles of the students and at different levels of complexity.  Activities have been planned around common interests, themes, and skills. Lesson content is flexible and it will be adjusted periodically to meet student’s needs.  An effective level of questions for specific students will also be provided. |
| 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? |
| Art:  • Art gallery.  • Creating a mask inspired by Colombian cultural elements.  PE:  •Scavenger Hunt Activity to develop research questions and answers based on the studied unit. | The Cultural Art Gallery will be displayed outside the hall for all to see and learn about. | 1. Ss could get home and research more about the cultural elements studied in class.  2. Ss will able to lead a conference with their parents in which they discussed everything they had learned in class.  3. Ss will be curious in cultural awareness and will be more interested in watching the movie “Encanto” and connect the cultural elements in the film. |
| 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?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| 1. The Ss will draw a cultural element of his choice.  2. Ss will display various cultural symbols and will write about their significance.  3. Ss will create a WebQuest about aspects of Colombian culture, such as food, clothing, and music, and describe how these reflect the country's traditions. | | Images, videos, songs, readings, and texts about Colombia Culture, food, music, and traditions.  Library books about Colombia, cultural websites, video clips and YouTube videos.  T will display pictures, maps, and other information about the country.  Multi-cultural websites  Students will have access to a print-rich environment, interactive displays, and audio-visual materials. |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| The cultural gallery provided a relevant and interesting context, as students easily connected with the content and approached to observe and comment on the images on their own initiative.  The teacher acts more like a student, asking open-ended questions to pique the students' interest and attention. At the same time, the activity encouraged students to connect with previous ideas, knowledge, and experiences, because some students had seen the film, or at least the early stages of it; as a result, their curiosity was piqued. | | |
| 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? |
| Students were divided into small groups based on their skill level to facilitate the tasks and to help each other. There was also an appropriate level and number of questions for each group.  T accompanied some Ss and provided reasons and arguments to help students focus and gain a more in-depth understanding of their interpretations.  In general, the activities were varied based on various abilities such as art, music, writing, vocabulary, research, and technology skills. Throughout the unit, the activities were simplified in terms of content, vocabulary, level, and number of questions for specific students, according to their needs. | | Because the unit was created in stages to ensure that Ss understood not only the central idea but also the units of inquiry.  The first focused on provocative and contextual learning opportunities.  The second stage included exploratory experiences and question formulation.  The third stage included activities that allowed students to communicate with one another and deepen their understanding of what they had learned (explanation).  The fourth stage was to create a cultural model for a "Cultural Art Gallery."  Finally, the fifth stage was a reflection of what they have learned throughout the unit. |
| 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? |
| * Open-Minded: informal discussions about Colombian traditions, food, and music after watching cultural videos. * Inquirer: Search about Colombian cultural elements in the Encanto movie.      * Knowledgeable: Name and recognize the Colombian cultural elements in a quiz.      * Communicator: Express their ideas by using graphic organizers. * Reflective: write a reflection on what they learned in the unit. | | Ss will first conduct research on Colombian cultural elements by posing questions and seeking answers (Effective)  Then, Ss will create a WebQuest project about Colombian cultural elements such as food, traditional clothing, and music. (Only two tasks could be completed in a WebQuest model in Canvas.)  Finally, students will write reflections on how the cultural elements are related to one another. (Due to the holiday and LFH day, we had to postpone this activity. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| 1. Is “tinto” a red wine? After some research, some Ss found this particular word. Since in Colombia is black coffee but in Spain is red wine. 2. Girls commented about the “mochila wayuu” that Maribel wears in the movie and the search about it. They said: “I would like to have one” 3. Comments: Is “arepa con queso” delicious? Asking about what Julieta prepared to heal Maribel. | | Ss conducted additional research on the cultural elements covered in class and completed some assignments at home on their own.    Ss were curious and more interested in watching the movie "Encanto," and made comments in class. |
| 1. Any additional notes or changes that need to be considered next year? | | |
| It would be very interesting to create a Unit of Inquiry that integrates art and PE at the same time. "How we express ourselves" is an excellent unit for incorporating other single subjects (All specials in one unit-instead of each one separately) It was my first time working on a unit by my own, and I found it too long to cover all the aspects and also it was difficult to follow the sequence since we have class just once a week. | | |
| **Section 6: Picture Evidence** | | |
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