**Grade** **Level**: 2 **Dates**: 3/1 - 3/28

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Mahon  **Buffer**: | **Transdisciplinary Theme**: Where we are in place and time  **Segment of Theme**: interconnectedness of individuals and civilizations  **Over Arching Concept**: Culture | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: People come from different backgrounds that create diversity. | | |
| 1. **Key Concepts**:  * *Connection – How is it connected to other things?* * *Form – What is it like?* * *Function – How does it work? What is the purpose?* * *Perspective, change, responsibility.* | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Culture, identity, and diversity.  Symbolism | An Inquiry into:   * Cultures and traditions around the world. * Where we are globally. * World history. * Cultural diversity. * Cultural contributions. | **DOK Level 3 & 4**  Explain the meaning of the Khamsa hand symbol in the Moroccan culture.  What do the details within the Khamsa hand represent? (Trees, stars, elephants, hearts, flowers)  How do colors represent meaning? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| Students prior content knowledge will be assessed through verbal questioning on their knowledge of Moroccan cultures and their traditions/traditional art. | Students will be assessed through questioning on the similarities and differences of our culture in comparison to that of Morocco.  Students will also compare and contrast the artwork and traditions they are familiar with to those of Morocco. |
| **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):** |
| Students will create a Khamsa hand as a final project | Research Skills  Communication Skills, Social Skills | Open-minded  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? |
| Students prior knowledge will be assessed through verbal questioning on what they currently know about Morocco, Moroccan art, culture, and traditions. | Students will know what a Khamsa hand is and what its purpose/function is in Moroccan arts and culture. | Students will create a Khamsa hand and be able to identify its significance/importance to Moroccan culture and tradition. Students will be evaluated using a rubric. |
| **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? |
| What are some of the traditions that you have in your household?  How are these traditions similar and/or different from those of your classmates? | Creating Khamsa hands.  Students will be encouraged to engage with the inquiries through creating art from other cultures/communities.  Students identify the location of Morocco on the map and find and significant landforms in the country.  Students discuss the climate of the country | The type of art supplies utilized to create the Khamsa hands will be differentiated to suit the needs of individual students and/or classrooms.  Students may also work in teams to investigate the diverse art of Morocco. |
| 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 Standalone unit  Connection to Social Students – Cultures | Students will compare and contrast learned traditions with those of their own. (Graphic Organizer) | Creating Khamsa hands.  This may prompt students to do additional research on Morocco and Moroccan culture on their own.  Students may choose to research other Moroccan arts such as traditional wood, ceramic or textile arts.  Students may wish to explore how to count in Arabic. |
| 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. |
| Creating Khamsa hands. Hands on art project | | Music and art from Morocco will be available. Related literature will be utilized and made available to students.  Paper, pencils, erasers, colored pencils, scissors, glue, markers, oil pastel, crayons, etc. |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Students learned about the culture, traditions, and traditional crafts/artworks of Morocco such as the Khamsa hand. | | |
| 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 given freedom in selecting their specific designs for their Khamsa hands. Students who were able to created more complex designs while students who were struggling creating more simple designs and utilized stencils. | | The students compared and contrasted the traditions and culture of Morocco to that of our own to get a true sense of where we are in place and time. This demonstrated to students the many different backgrounds that people come from. |
| 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? |
| Students created Khamsa hands as a learning experience. Students were open minded and inquirers as they learned about another culture and their traditions. | | A pre-test could have been utilized to show student growth however, through verbal questioning I determined that students did not have any prior knowledge of Morocco and Khamsa Hands. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Students asked to use ipads to look up more images of Khamsa hands. | | Student initiated research. |
| 1. Any additional notes or changes that need to be considered next year? | | |
| I need additional time to complete this, the unit felt rushed. | | |
| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**: