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| **School Information**  **Class/Grade**: Kindergarten  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Bussey, Ellison, Heise, Spikes  **Dates**: September 20th to October 22nd  **Buffer**: October 25th to 29th | | | | **Transdisciplinary Theme**: How We Organize Ourselves  **Segment of Theme**:  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. ​  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.  **Over** **Arching Concept**: Community | | | | | |
| **Section 1: Overview** | | | | | | | | | |
| 1. **Central Idea**: Community Helpers provide goods and services. | | | | | | | | | |
| 1. **Guiding Related Concepts**: Discovery, Organization, Community | | | | | | | | | |
| 1. **Key Concepts**: | | 1. **Lines of Inquiry**: | | | | | 1. **Teacher Questions**: | | |
| Function  Responsibility  Connection | | There are helpers in every community (function)  Community helpers have special roles (responsibility)  People’s jobs are connected (connection) | | | | | What are the functions of the different community helpers? (Function)  What are our responsibilities to our community? (Responsibility)  How are goods and services connected to community helpers? (Connection) | | |
| 1. **Prior Content Knowledge:** | | | 1. **Assessing the Lines of Inquiry:** | | | |
| ID Some Community Helpers  Know jobs some Community Helpers do  Basic knowledge of what a job is | | | **How will you assess student’s understanding of the lines of inquiry?**  Students will be able to illustrate/draw/dictate information about various community helpers and the jobs they do. | | | |
| **Section 2: What Are Our Target Goals?** | | | | | | | | | |
| 1. **Concept Based Summative Assessment** | | | | | 1. **Targeted Approaches to Learning** | 1. **Targeted Learner Profile Attributes** | | | |
| Students will pick a favorite community helper and dress up like them. Share three facts about that Community helper | | | | | Approaches to Learning: Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | Knowledgeable  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 prior knowledge of Community Helper  Letter Identification  Name Writing/ID  Number ID and Counting | | | Letter ID Check  Name Writing/ID  Number ID and Counting check  ID and explain various Community Helpers | | | | Illustration/ Write about various Community Helpers  Letter 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? |
| First day, have the students come into a room that is “trashed” discuss student reactions, leading to the custodians quit and how that affects us. What if the lunch room workers quit? Etc. | **Tuning In:**   * Have various community helpers within the school to not do their job for a little while and observe the student’s reaction. Example: The room will not be clean (floor not vacuumed) or the teacher comes in and just sits in the class. Express to the students that lunch is going to be really late because the cafeteria workers did not feel like cooking. * Brainstorm: Who are Community Helpers and examples of them. Create a chart with the different Community Helpers to see what children already know since most kids should have some knowledge.   **Finding Out/Sorting Out:**   * Start exploring about individual community helpers and what their jobs are (baker-bread, waitress-serve food.) * Discuss the importance of the jobs/services and what would happen if that job didn’t exist. * Focus on different areas and the community helper (School: principal, teacher, assistant principal, media specialist, lunchroom, custodians, etc.; City: mayor, superintendent, judges, etc.) Goods and services.   **Going Further:**   * Students will choose a community helper of their choice, dress up as that person and deliver characteristics and their job. * Have a wax museum to showcase the different community helpers invite pre-k, first grade, admin to come observe.   **Drawing Conclusions/Reflecting and Acting:**   * Share what they know about community helpers and the importance of their jobs. What life would be like without those jobs? * Showcase the learner profiles using the community helpers. | | | | | | | Meet kids where they are and what they already know.  Then move forward and extend background knowledge on community helpers and responsibilities. |
| * **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?** | | |
| Language B will support the Unit by learning a Spanish song about the community helpers. | | | Compare/Contrast what the community helpers look like in other countries. | | | | Role Play as various community helpers (teachers, custodians, police, librarian, chef, baker, etc.) to show knowledge  Research community helpers | | |
| * **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.** | | |
| Letter play/exploration, role play as various community helpers showing what they do, why they are important, etc., number and counting exploration, one-to-one correspondence. | | | | | | | iPads, books, YouTube,  Repeated role play to demonstrate knowledge of community helpers | | |
| **Section 5: Reflection** | | | | | | | | | |
| **1. Reflect on learning experiences** | | | | | | | | | |
| Ellison- Students enjoyed learning about community helpers and learning about jobs within their community that they didn’t know existed. Gender roles became evident as every girl wanted to either be a nurse or teacher, and most of my young boys wanted to be firefighters or policemen.  Spikes- The students enjoyed learning about community helpers. Some already do knew some of them and some learned some new ones and they were able to connect it to the real word experiences too.  Bussey- Students enjoyed learning about the various community helpers. They also enjoyed sharing that their family members have jobs as the community helpers that we introduced in class. Students were happy to share which community helper that they wanted to be when they grow up.  Heise-Students enjoyed learning about community helpers, I wish we got time to spend more time on it. | | | | | | | | | |
| **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- The tasks were differentiated through the writing assignments. When students had to write a sentence about a community helper, some were able to trace a sentence while others were able to write it out free-handedly.  Spikes- It was differentiated through writing. Some trace and some finish a sentence. I have not started them to writing a whole sentence yet.  Bussey- Students were instructed to write 1 to 2 word phrases or sentences based upon their level about community helpers.  Heise-Different writing levels, expectations and goals. | | | | | | | Ellison- The read aloud throughout the unit help students to articulate the jobs of each community helper. I supplemented read aloud with video clips.  Spikes- They learned new words during the read aloud and was able to connect with what they thought each community helper did or didnt do and also with charts as well like I see I think I wonder or bubble maps, etc.  Bussey- Students were able to learn new vocabulary as it pertained to the community helper as we read stories aloud. They also acted out the jobs of the community helpers (role play).  Heise-Students got to really jump in and explore more about community helpers of choice. Then they could share what they knew to show understanding. | | |
| **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- When students had to answer comprehension questions from the read aloud on specific community helpers it supported the learner profile of: reflection.  Spikes- When the students listened to the read aloud and watching the videos for the community helpers i think supported their learning as well as writing and drawing about it so they have a physical image of what the community helper does.  Bussey- The learning experiences that really supported student development is dressing up like your favorite community helper and having students draw different community helpers and writing about them.  Heise-The dressing up as a community helper of choice! They loved it. | | | | | | | Ellison- Our summative assessment is schedule for Oct. 28, but based on what students have shown they’ve learned thus far, I think they will be able to demonstrate that they have learned a lot of information.  Spikes- They will dress up like their favorite community helper on the 28th. They are excited about it as well. I believe they will be able to tell us what they do and why they chose the person they did.  Bussey- The students will dress up like their favorite community helper on Oct. 28th. I believe students will enjoy presenting their information. They can make a poster next year as apart of their assessment.  Heise-They loved to pick their community of choice and dress up like what they want to be when they grow up. | | |
| 1. **What student-initiated inquiries (questions) arose from this unit of inquiry?** | | | | | | | **7. What student action arose from this unit of inquiry?** | | |
| Ellison- Questions that arose from this unit of inquiry were: Why do police officers have dogs? Who is our principal? Ms. Walton is our what? (custodian)  Spikes- They said things like where is our other custodian? Do you go out to eat? Ms. Spikes are you a community helper?  Bussey- The students inquired if the various community helpers had to be caring to do their job effectively; when we were talking about health care community helpers. They also were curious to know if they had to go to school.  Heise- What is a principal? WHo is Ms. Walton? | | | | | | | Ellison- Students will dress up as their favorite community helper and give a short presentation.  Spikes- They wanted to help Ms. Walton by keeping the classroom neater and they get to dress up as their favorite community helper.  Bussey- The students are trying to keep the classroom clean to mimic the role of a custodian  Heise-ROle Play!!! | | |
| **8. Any additional notes or changes that need to be considered next year?** | | | | | | | | | |
| Ellison- Hopefully next year we can have people from the community come in and explain their job or do virtual field trips to places in the community.  Spikes- We can have a day where lot of community helpers come out and we visit each one k-2 of course and get goodies from them as they here about what they do and get to look at their different tools they use as a community helper  Bussey- Next year I would love if we are COVID free, to have community helpers from the community come into the classrooms and share what they do.  Heise- Community helpers come in!!  Spanish:  Students had fun by learning a rap song about community helpers in Spanish. Ss reflected about the importance of the different jobs in the community. | | | | | | | | | |
| **Section 6: Picture Evidence** | | | | | | | | | |
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