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| **School Information**  **Class/Grade**: Kindergarten  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Bussey, Ellison, Heise, Spikes  **Dates**: November 1st to December 17th  **Buffer**: December 13th to December 17th | | | | **Transdisciplinary Theme**: How We Express Ourselves  **Segment of Theme**:   * An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic​ * An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic   **Over** **Arching Concept**: Identity | | | | |
| **Section 1: Overview** | | | | | | | | |
| **Central Idea**: Our Beliefs and Values Determine Our Identity | | | | | | | | |
| 1. **Guiding Related Concepts**: Discovery, Relationships, Belonging | | | | | | | | |
| 1. **Key Concepts**: | | 1. **Lines of Inquiry**: | | | | | 1. **Teacher Questions**: | |
| Change  Connection  Perspective | | Identity is connected to traditions (connection)  Beliefs impact our values (change)  Perspectives affect our traditions and cultural celebrations. (perspective) | | | | | How is our identity connected to our traditions? (connection)  How does our beliefs change our values? (change)  How does our perspectives affect our traditions and Culture Celebrations? (perspective) | |
| 1. **Prior Content Knowledge:** | | | 1. **Assessing the Lines of Inquiry:** | | | |
| Some familiarity with holidays in America. Thanksgiving, Christmas and New Year’s. | | | **How will you assess student’s understanding of the lines of inquiry?**  Students will be able to illustrate/draw/dictate information about holidays from different countries. Kwanza, Thanksgiving, Christmas, Pere Noel, Hanukah, etc. | | | |
| **Section 2: What Are Our Target Goals?** | | | | | | | | |
| 1. **Concept Based Summative Assessment** | | | | | 1. **Targeted Approaches to Learning** | 1. **Targeted Learner Profile Attributes** | | |
| Students will share their family holiday traditions by presentation, poster, etc. | | | | | Approaches to Learning: Social Skills, Research Skills, Communication Skills. Thinking Skills, Self-Management Skills | Inquirer, Open-Minded | | |
| **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 Identification  Name Writing/ID  Number ID and Counting  Prior Holiday Knowledge | | | Letter ID Check  Name Writing/ID  Number ID and Counting check  ID and explain various | | | | Write/draw/dictate about various holidays and traditions from around the world.  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? |
| Decorate the classroom with various holiday decoration (Easter, Halloween, Thanksgiving, Hanukkah, Christmas, etc.) then discuss what is “wrong” with the decorations to introduce Thanksgiving | **Tuning In:**   * Decorate the classroom with various holiday decoration (Easter, Halloween, Thanksgiving, Hanukkah, Christmas, etc.) then discuss what is “wrong” with the decorations to introduce Thanksgiving * Gallery walk of pictures from different holidays around the world: Christmas in Germany, United States, France, Peru, Mexico, Cambodia; traditions, food, songs, dance;   **Finding Out/Sorting Out:**   * Explore cultures and traditions from around the world (St. Nick day in Germany, Lighting the menorah for Hanukkah, Light Kwanzaa Candles) eating special foods, etc. * Compare and contrast clothing, Christmas tree, food in different countries to show their celebrations and how they are alike and different.   **Going Further:**   * Celebrate holidays in different countries by using songs, food, dances, clothing, (use assigned countries and teach the other classes what they have learned) also show how they are different/ same. * Travel around the world completing a passport from each country you have visited. In each country you will learn about songs, food, clothing and decorations to show alike/different.   **Drawing Conclusions/Reflecting and Acting:**   * Share favorites from each country: food from one country, a special song celebrating Hanukkah (Dreidel, Dreidel, Dreidel), traditions from one country (leaving boot out for Germany for St. Nick on Dec. 6th.) * Display favorite parts of Holidays around the world and explain why they like them and how they are a part of their beliefs and traditions. | | | | | | | Meet kids where they are and what they already know.  Then move forward and extend background knowledge on holidays and traditions. Different countries around the world (Germany, France, Mexico, Peru) |
| * **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?** | |
| Art  In unit 3, Kindergarten students are learning about cultural traditions and celebrations in their homeroom classes. When students come to art, they will continue to learn about these same cultures and traditions with an emphasis on the arts as they relate to these celebrations.  Spanish  Language B will support the unit by learning about the “Day of the Death Celebration” Ss will learn about this Mexican tradition. | | | Germany, France, Mexico, Peru one per class, teach other kindergarten classes about our assigned country traditions and holidays.  Compare and Contrast holidays from various countries. | | | | Role Play and investigate/research holiday traditions/cultures | |
| * **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.** | |
| Get involved: Make the decorations, dance the dances, sing the songs, etc. that go with each holiday celebration. Eat the food? | | | | | | | Books, technology, music, arts and crafts materials | |
| **Section 5: Reflection** | | | | | | | | |
| **1. Reflect on learning experiences** | | | | | | | | |
| Ellison- The students were curious about the meaning of the different holidays and were excited to learn more about the Christmas holiday.  Spikes- The students were very interested to know so much about holidays and the ones they didn’t know about.  Bussey- The students were very excited to learn about other winter holidays.  Heise- With so much going on, I wish we could dive deeper into this unit. The kids would have so much fun! | | | | | | | | |
| **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- Tasks were differentiated to meet different learning styles by providing visual representations for visual learners, music and videos for audio learners, and hands-on activities for kinesthetic learners.  Spikes- Worksheets were differentiated and whole group was differentiated to help the students communicate effectively on the topic we are studying.  Bussey- We planned activities that met the students at their learning level.  Heise- Students were able to learn in their own way and at their own rate. | | | | | | | Ellison- The learning experiences we provided allowed students to learn information on different cultures and traditions other than their own.  Spikes- They were able to learn about different things from you tube and the stories that were read to them. They got to see the similarities and differences of the holidays.  Bussey- Students were able to learn about various winter holidays and the traditions that are practiced along with them. They were able to compare and contrast the Holidays to Christmas.  Heise- Students were able to see outside of their own world. Express curiosity and ask questions. Which made it more interesting for them. | |
| **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 become more knowledgeable by listening to the different cultural practices of the winter holidays around the world.  Spikes- They were able to recall facts that they heard about holidays and draw pictures depicted upon the sentences they wrote in stations.  Bussey- The students were able to communicate through pictures and role play various winter holidays. They enjoyed different dances and songs that were performed for the winter holidays  Heise- The kids were excited to learn about other holidays, listening to stories and music. They were able to be open minded and think about what they were learning. | | | | | | | Ellison-The summative assessment proved to be very effective and students were able to paint of a picture of what their family’s winter holiday traditions were.  Spikes- They enjoyed telling what they do for the holidays and learning something new about other Christmas holidays.  Bussey- Students enjoyed drawing and writing about their family traditions for Christmas. They also were able to draw a write about the 4 winter holidays  Heise- Students love sharing about what they do in their own homes 😊 | |
| 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 what Diwali meant, they also wanted to know who exactly celebrates Kwanzaa.  Spikes- The students wanted to know what the Hanukkah candles meant and what was fried donuts and laskes were.  Bussey- Students wanted to know why people fast for Ramadan and What was Christmas like in the past  Heise- Why are they different? What does that mean? Where are our candles? | | | | | | | Ellison- Dancing and singing arose from this unit of inquiry.  Spikes- They wish they could try the food and love to see how they celebrated the holidays.  Bussey- Students want to taste food that is served during the Christmas Season from Germany  Heise- Excitement!! Dancing and questions | |
| **8. Any additional notes or changes that need to be considered next year?** | | | | | | | | |
| Ellison- I would love to demonstrate how the Kwanzaa holiday is celebrated and actually have a set up for students next year along with the African-styled clothes.  Spikes- I would love to demonstrate Hunakkah holiday so they can get an actual feel for the holiday and how it is truly celebrated.  Bussey- I would love to invite people that practice celebrating various different winter holidays to come in and share their traditions with the kindergarten classes  Heise- Kindergarten Smoregaspord “Holidays around the World” Unit so that kids can fly to a different country each day. | | | | | | | | |
| **Section 6: Picture Evidence** | | | | | | | | |
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