



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> - Transdisciplinary Theme <p>Sharing the Planet: (Meeting Needs)</p> <ul style="list-style-type: none"> - Central Idea <p>Plants and animals work to meet their needs within their environment</p>	<p>Class/grade: Kindergarten Age group: 5 - 6 yrs</p> <p>School: Willard School code: 7202</p> <p>Title: Sharing the Planet: (Meeting Needs)</p> <p>Teacher(s): Covarrubias, Katsafados, Magalong, Marquez, Munro, Wood</p> <p>Date: 4/2/18 - 5/31/18</p> <p>Proposed duration: 90 hours 9 weeks</p>
<p>1b) Summative assessment task(s):</p> <p><u>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</u></p> <p>Students will demonstrate their understanding of the central idea through a project/presentation of their choice showing how plants and animals meet their needs within their environment</p> <p>Teacher will assess students' ability to demonstrate their understanding of what plants and animals need, how needs are met within the environment, and how plants and animals change the environment.</p> <p>Student self-assessment:</p> <p>Students will share what they know and understand about plants and animals what they need to survive and how they meet them.</p> <p>Throughout the unit teacher will assess student ability <i>to take personal action</i></p> <p>Students may take action such as:</p> <ul style="list-style-type: none"> • conduct a pollution clean-up walk that demonstrates their care or interest in the environment. • demonstrate their understanding of sharing the planet by making good choices related to environmental impact. <i>Students may make daily choices that could help to conserve water, and respect the habitats of living things.</i> 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts: connection, responsibility</p> <p>Related Concepts: need, survival,</p> <p>Subject area focuses: science, social studies, language</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Needs of plants and animals • How needs are met within the environment • How plants and animals change the environment <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What do plants and animals need? 2. How do plants and animals meet their needs within their environment? 3. How do plants and animals change the environment? 4. What is our responsibility toward the environment? <p>Provocations: Teachers provide plants/animals (silkworms, insects, pictures, artifacts), Students play matching games (what does the plant/animal need?)</p>

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills?

What evidence will we look for?

Thinking maps, oral discussions and graphic organizers will be used to assess prior knowledge.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through journaling and discussion teacher will assess student ability to identify what plants and animals need, and how they met their needs.
- Through dramatic play activities / guessing game of related to the central idea (ie. charades)
- Through experiments and working in the garden, teacher will assess students understanding of what plants/animals need, how those needs are met; and be able to explain how animals and plants change the environment.
- Through charade activities, teachers will assess student’s ability to match animal life and plants to their habitats and be able to explain interrelationships.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Students/Teacher investigate what plants and animals need through audio/ visual materials and discussions.
2. Students/Teacher will investigate how needs are met within the environment
3. Teacher/students will represent the relationships between the needs of different plants, for animals (including humans) and the places they live.
4. Teacher/students will construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
5. Teachers/students will explore unit vocabulary and concepts such as environment, plants, habitat, needs, survival, nutrients/nutrition, plant parts, etc.
6. Students will participate in dramatic play activities / guessing game/ charades- Students will sharing information they have learned about animal/plant needs and how they are met.
7. Students will demonstrate various ways to take action to reduce human impact on land, water, air, and other living things in the environment.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary Skills:

Research Skills: Students will formulate questions, observe, plan, collect, interpret, and present research findings as students research the needs of plants and animals.

Communications Skills: Students will read, write, view, and present their findings relating to plants and animals and how they meet their needs.

Thinking Skills: Students will show comprehension and application of what they have learned in their work.

Learner Profile:

- Inquirer
- Reflective

Attitudes:

- Curiosity
- Independence

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?

Picture cards for matching game, puzzles, Brain-Pop Jr., Kidspage Field trip, Brain-Pop programs and manipulatives.

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Social studies link for more information: <http://www.californiaeei.org/curriculum/> ← CA Education and Environment Initiative curriculum that includes how water impacts the local environment. Free class set of books, vocab cards, and teacher manual if you watch the webinar. PDF of all resources available that they will send you if you don't want to watch the webinar.

Interactive displays, puzzles, games, and manipulatives will be readily available for students to utilize. Field trips to the Sea Lab, and Pacific Ocean give students the opportunity to engage in tactile experiences.