



<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none"> - Transdisciplinary Theme: Who We Are - Central Idea : Knowing and respecting ourselves and others helps create responsible citizenship 	<p>Class/Grade: Kindergarten Age group: 5 - 6 years.</p> <p>School: Willard School code: 7202</p> <p>Title: Myself and Others</p> <p>Teacher(s): Covarrubias, Katsafados, Magalong, Marquez, Munro, Wood</p> <p>Date: 9/18/17-10/27/17</p> <p>Proposed duration: 90 hours 6 weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will create a project/presentation of their choice demonstrating their strengths, interests, and how they respect themselves and others. Teacher will check for students' ability to identify strengths, interests, similarities, and differences among their peers.</p> <ul style="list-style-type: none"> · Throughout the unit teacher will observe student ability to take personal action such as: <ul style="list-style-type: none"> ● Students choose to use their strengths to help others (i.e. peer tutoring and setting good examples). ● Students will set goals to improve their interpersonal relationships (IB attitudes and profiles) ● Students will demonstrate their self-care abilities in the way they dress, healthy food choices, and physical activity. <p>Student self-assessment:</p> <ul style="list-style-type: none"> · Students reflect on the IB attitudes/ profiles and set/monitor personal goals 	<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: form, responsibility, reflection.</p> <p>Related concepts: identity, diversity, relationships</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> · Individual strengths and interests. · Our similarities and differences. · Respecting ourselves and others. <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. How are people the same? 2. How are people different? 3. What are my strengths and interests (individual)? 4. How do my choices affect my health? 5. How do I respect myself and others?

Planning the inquiry

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?

- Ask students to use their self-portraits to work with a partner and discuss what they know about themselves.
- During discussion, students' contributions related to previous experiences with children of different abilities, will help teachers 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?

- Teacher observation of students' participation and engagement in literature, discussion activities, songs, rhymes, and chants.
- Teacher will observe whether students can identify their own strengths and interests, and whether they respect the qualities in themselves and in others.
- Teacher will monitor student's ability to demonstrate respect for others through role-play and in real situations.
- Teachers will assess self-understanding through student journaling and be able to explain the importance of personal hygiene and basic health care by using their five senses.

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. Teacher reads literature that highlights individual similarities and differences as well as respect for different qualities in everyone.
2. Teacher and students develop thinking maps and interactive writing as each child discovers their strengths and favorite things/interests.
3. Students will use art supplies to create a multimedia replication of themselves.
4. Students create self-portraits and write/dictate about their individual strengths and interests.
5. Students trace a body and label body parts with one sentence describing each of the five senses.
6. Students write about individual strengths and interests.
7. Students exercise respect for others through role-play activities and discussions about the IB attitudes.
8. Teacher uses drawing of a child to demonstrate how our words can hurt others.
9. Student will show how to respect each other through role play. Students will create a puppet show, which displays how to solve problems with each other.
10. Students will create a book about themselves.
11. Students collect small objects from the school campus to examine and draw to create a temporary museum.

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

Communication Skills: Students will use listening, speaking, and presenting as they share their knowledge about themselves and others.

Research Skills: Students will collect, record and organize data as they create graphs about themselves and others.

Thinking Skills: Acquisition of Knowledge as students learn about themselves, their family, and the families of their peers. Students will analyze their strengths, interests, abilities, likes, and dislikes.

Self-Management Skills:

Healthy Lifestyle: Students will listen to read alouds about nutrition, good hygiene, exercise, and make knowledgeable decisions about living a healthy lifestyle.

Informed Choices: Students will be knowledgeable about making choices in the cafeteria, in their physical activity, how they treat others,

Learner Profile:

Respect - Students will learn to respect themselves and others by waiting their turn, sharing materials and toys, and using polite words. Student will learn to respect their personal and classroom materials by using them properly.

Tolerance: Students will demonstrate tolerance by working to understand others. Students will work in collaborative groups which will allow them to know each other better and practice being tolerant of each other.

Confidence: Students will demonstrate confidence as they learn about their strengths and interests. They will develop confidence as they set academic, social, and emotional goals. They will build confidence as they share their strengths and interest with others.

Attitudes:

Balanced: Students will learn how important it is to balance their life activities (school, homework, play, sports, etc.).

5. What resources need to be gathered?

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

<https://www.gonoodle.com/home> ← a free website that a class can use on the projector to get opportunities for movement to discover dancing, yoga, etc. These are things that they may not know they are good at. (Flow, Think About It)

<http://www.starfall.com/n/me/me/load.htm?f> ← Starfall: Who Am I? (questions re: gender, looks, interests, etc.) The link then continues on to having students identify other things about themselves like pet preferences, etc.

<http://youtu.be/frN3nvhIHUK> ← link for Do You Like... video that discusses foods that kids may like and then they discuss what they may not like

Brainpopjr.com - Video on bullying. Follow up with video on friendship.

Books: I Like Me By,

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

Different centers related to the unit will be available for students to explore the concepts. These will include: Art projects, Dramatic play, Show and tell of adaptive equipment in the Special Day Class, hands-on science activities to facilitate the use of the five senses, listening center, social studies activities to encourage social skills and appropriate behaviors, and exploration of feelings and emotions.

Guests speakers such as the school nurse and Nutrition Network staff will provide activities, materials and opportunities for inquiry into healthy food choices and physical activity during their presentations.

Community walks will promote physical activity and encourage inquiry into using the five senses, based on student observations and experiences.