



Summary

Sharing the Planet - Neighbors We Need

Subject

English, Spanish, Social Studies

Year

Kindergarten

Start date

Week 1, October

Duration

6 weeks

Inquiry

Transdisciplinary Theme



Sharing the planet

The Central Idea

Communities function according to roles.

Lines of Inquiry

- responsibilities within communities.
- exploring similarities and differences in organisms.
- making choices.

Teacher questions

- What are responsibilities within communities?
- Why do we make choices?
- How are organisms the same/different?

Learning Goals

Scope & Sequence

Social Studies

[CCGPS] Economic Understandings

Learning Outcomes

SSKE1 The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer,



doctor, and teacher).

SSKE2 The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.

SSKE3 The student will explain how money is used to purchase goods and services.

a. Distinguish goods from services.

b. Identify various forms of U.S. money (coins, currency).

SSKE4 The student will explain that people must make choices because they cannot have everything they want.

Standards and benchmarks

Georgia State Standards

GSE: Physical Education (2018)

Motor Skills and Movement Patterns Kindergarten

Manipulative Skills

f. Throws underhand with opposite foot forward.

g. Catches a self-tossed object (ball, scarf, and bean bag).

h. Drops a ball and catches it after a single bounce.

GSE: Fine Arts: Visual Arts (2017)

Creating Kindergarten

VAK.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning.

a. Generate individual and group ideas in response to visual images and personal experiences.

b. Produce visual images using observation, experience, and imagination using a variety of art materials.

VAK.CR.2 Create works of art based on selected themes.

a. Create works of art emphasizing one or more elements of art and/or principles of design.

b. Use pictures to tell a story.

VAK.CR.3 Understand and apply media, techniques, and processes of two-dimensional art.

a. Attempt to fill the space in an art composition.

c. Create drawings and paintings with a variety of media.

d. Experiment with color mixing.

e. Develop manual dexterity to develop fine motor skills.




Key and Related Concepts



Key Concepts

Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
 Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.	We will discuss: *The function of each community helper by listening to non-fiction texts, watching videos, discussing jobs with parents, and visiting the Atlanta Botanical Garden (this is an APS mandated trip. Sometimes the trip is scheduled in the fall, other years it is scheduled in the spring. We have no input into scheduling). *How teachers use their tools (Promethean boards, document camera, hot glue guns, and the laminating machine) *The role of the community helpers in our daily lives. *The connections between community helpers. *The importance of people having jobs. *Who provides with good and services. *The school counselor has scheduled a career day for November. This concept was selected because students need to understand how a community works, as well as how community helpers use their tools in order to do a good job.	employment, interdependence, production,	English, Social Studies
 Connection	How is it linked to other things? The understanding that we live in a world of		interdependence, relationships	



Key Concepts	Key questions and definition	Rationale	Related concepts	Subject Focus
	interacting systems in which the actions of any individual element affect others.			
 Responsibility	What are our obligations? The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.	Students will: *Demonstrate that they are more aware of their role and responsibility as they take turns doing a variety of class jobs. *Understand the jobs and responsibilities of the community helpers. We will talk about: *How each member of the community has a responsibility and what would happen if people didn't do their jobs. *Which jobs we would miss the most if they didn't exist/people didn't do them. *Workers who provide a good or a service. This concept was selected because students need to understand that we "all" have a job to be hold accountable. As kids, they have responsibilities. Adults, including parents, also have responsibilities which help our communities stay organized.		English, Social Studies



Developing IB Learners

☆ Learner Profile



Thinkers



Balanced



Description

Balanced—SW learn that every community helper works and has time for fun and relaxation.

Thinker—SW have to think about what the neighborhood would be like without one or more community helpers.

Appreciation – SW write letters to school or neighborhood helpers thanking them for the jobs they do.

Cooperation – The roles that students have in the class (paper passer, messenger, etc.) will allow them to experience first-hand what happens if one of the community helpers does not do his/her job.

Enthusiasm – SW understand why it is important to love the job you do.

Social Skills – SW demonstrate the ability to listen to others and discuss ideas, ask questions, and work toward and obtain consensus.



ATL Skills



Approaches to Learning

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Social Skills

- Interpersonal relationships, social and emotional intelligence - developing positive interpersonal relationships and collaboration

Interpersonal relationships

Help others to succeed.

Build consensus and negotiate effectively.

Make fair and equitable decisions.

Practise empathy and care for others.

Be respectful to others.

Learn cooperatively in a group: being courteous, sharing, taking turns.

Encourage others to contribute.

Take on a variety of roles in group learning.



Advocate for one's own rights and needs, and those of others

Social and Emotional Intelligence

Be aware of own and others' emotions.

Manage anger and resolve conflict.

Be self and socially aware.

Be aware of own and others' impact as a member of a learning group.



Thinking Skills

- Critical thinking - Analysing and evaluating issues and ideas, and forming decisions

Analysing

Observe carefully in order to recognize problems.

Consider meaning of materials.

Take knowledge or ideas apart by separating them into component parts.

Use models and simulations to explore complex systems and issues.

Evaluating

Synthesize new understandings by finding unique characteristics; seeing relationships and connections.

Identify obstacles and challenges.

- Creative Thinking - Generating novel ideas and considering new perspectives

Generating novel ideas

Use discussions and diagrams to generate new ideas and inquiries.

Practise "visible thinking" strategies and techniques.

Make unexpected or unusual connections between objects and/or ideas.

Considering new perspectives

Ask "what if" questions and generate testable hypotheses.

Apply existing knowledge to design new products processes, media and technologies.

Consider multiple alternatives, including those that might be unlikely or impossible.

Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments.

Practise "visible thinking" strategies and techniques.

- Reflection and Metacognition - Using thinking skills to reflect on the process of learning

Identify strengths and areas for improvement.

Record thinking and reflection processes.

Reflect on their learning by asking questions.



Action

Student-initiated Action

2019-2020

A student spoke with Principal about how his role is a community helper. Students chose what to make for the school store.

2020-2021

After learning about doctors in class, a student independently learned more about bones and created a skeleton with q-tips.

Some students wore attire and used props to support their summative assessment job application.



Assessment & Resources



Ongoing Assessment



[store_reflections.flipchart](#) Nov 29, 2021

K_Unit_2_Artifacts.docx Oct 27, 2021

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

GRASP Assessment:

Goal: participate as buyer/seller in class/grade store.

Role: buyer or seller.

Audience: buyer or seller.

Scenario: You will take turns buying or selling items in class/grade store. You will use the pennies you earned throughout the planner to purchase the goods or services.

Product: goods or services made during class prior to store opening.

2020-2021

Due to the virtual learning environment, we modified the summative assessment to a Job Application.

GRASP At-Home Project

Goal – Identify the title and responsibilities of the job you want. For example: Pilot – safely fly airplane from one place to another.

Role – job applicant



Audience – Employer (teacher)

Scenario – You are applying for a job and you are trying to convince the employer that you are the best candidate for the job.

Product – Completed job application

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

- SW create a KWL chart on Community Helpers
- Teacher observation
- Student participation
- Picture matching pre-assessment

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Learning Experiences

Designing engaging Learning Experiences

- explore, investigate, and research roles and responsibilities
- explore, investigate, and research goods and services
- explore, investigate, and research connections between community members
-

Using construction paper and clip-art images, make doctor kits with tools that doctors use; using construction paper and copy paper, make toothbrushes listing dental health tips on the bristles; draw pictures of urban and rural communities; view images of



community helpers from around the world and discuss the similarities and differences between cultures; students can take turns delivering the mail (students decorate postcards and deliver to "mailbox envelopes" with student addresses); watch BrainPopJr. videos and take quizzes; watch Studies Weekly videos and complete student newspaper issue; sort pictures of needs and wants; sort pictures of goods and services

Music Class Instruction

Central Idea: Music is Tuneful

Assessments: Students will be assessed according to the music performance rubric.

Key Concepts: Function, Connection, Responsibility

Learner Profile: Students will develop their reflective, knowledgeable, and risk-taking learner profiles.

- Learn songs about Learner Profile Attributes and identify which attributes describe various musical community members.
- Learn about responsibilities in performing (instrumental or vocal)
- Prepare for a performance

PE Class Instruction:

Key Concepts: Function, Connection, Responsibility

- Learn about Learner Profile attributes and identify which attributes describe various responsibilities of others in our community and their roles.
- Discuss the importance of our community members such as firefighters, doctors, police, nurses and teachers.
- Have students take part in a circuit training activity that involves locomotor skills, levels, speed and force.
- Tag game People in our Neighborhood tag
- Toss and catch to self using a variety of manipulatives.
- Toss into a target using opposite foot opposite hand movement

Art Class Instruction:

Central Idea: Art is historical

Key Concepts: The understanding that everything has a purpose, a role or a way of behaving that can be investigated.

Students will be focusing on IB profiles: Thinkers, Balanced by:

- Students will be studying Mexican Heritage month by creating a Day of the Dead vase of marigolds using painted paper
- Students will create an autumn landscape using patterns, reflection, and color theories
- Students will learn blended techniques through painting to create their marigolds
- learning an artists' place in the world through the study of color theory and media exploration
- Studying weather and how it can be represented visually through pattern and color .
- Use multiple painting techniques: ie- brushes, q-tip etc



-make connections between color, mood. Create a work of art that facilitates different moods with warm and cool colors

-Make connections between weather and seasons to the way you blend colors in a work of art.

Science Class instruction:

Key Concepts: function, connections

- Observe form and characteristics of groups (size, weight, height, color, texture) using Earth Materials (Soil, rocks, water, air)
- Classify and investigate attributes of rocks and soils with hands-on soil labs (trays of various soils with living and non-living things)
- Observe earthworms to understand the differences (attributes) between living and non-living things.
- Observe Guinea Pig, rock, plants, and earthworm to distinguish differences between living, non-living, plants and animals.
- Students will touch animal specimens and connect body covering to grouping techniques,
- Students will act-out various animal behaviors to create groupings.
- Students will sort pictures of various animals and match to body covering sensory cards.

Spanish Class Instruction:

Key Concepts: Function, Connection, Responsibility

-Students will learn vocabulary about community helpers, ie. fire-fighter, police officer

-Students will make a connection between each role of community helpers and how their role align with their responsibilities and the relationships and differences between them.

-Students will be studying Mexican Heritage month by creating Day of the Dead sugar skulls using painted paper

- idea for 2022 - 2023 Have students make a Gracias (Thanksgiving card) for a community worker - use "Doy Gracias por" song

Provocations

What would you like to be when you grow up? Why?

Are certain jobs more important than others?

Why do people work?



Reflections

General Reflections

Looking Back



Adrienne Mather Nov 30, 2020 at 11:49 AM

Students uploaded completed activities (sorts, pictures, writing) to Google Classroom. Students presented their Job Applications during Zoom sessions. After presentations, classmates had an opportunity to ask the presenters a question, give a compliment, or offer a suggestion for improvement.

Through classroom conversations, we were able to gauge student understanding. As the planner progressed, students used more and more of the vocabulary related to the planner. Students also participated in Visual Thinking Routines such as "I see, I think, I wonder."

Students demonstrated responsibility by completing assignments and by being prepared to share their Job Applications. They also developed their communication skills of listening and speaking.



Adrienne Mather Nov 30, 2020 at 11:51 AM

The planner is suited well for Kindergarten students as they are learning more about the world around them and their role in it.



Jessica Weingart Nov 29, 2021 at 8:15 AM

Caring Bingo: Kids were excited, but we need more time. There has

been lots going on in the month of November. Promoting unified expectations across specials was nice.



Paul Hulsing Nov 29, 2021 at 9:51 AM

Students a reflection after discussed the culminating activity. They had three topics: what they liked, did not like, and what they would like to do next time. Students enjoyed the activity and were engaged the entire time.



Looking Forward



Adrienne Mather Nov 30, 2020 at 11:53 AM

The virtual environment can be challenging for students to manage and navigate. We got creative with new ways to engage students and we adapted lessons for on-line learning. For example, the use of Nearpod lessons, Bitmoji classrooms, and Boom Cards.



Paul Hulsing Nov 29, 2021 at 10:00 AM

We need to consistently include more reflection throughout the process. to guide future instruction. It seems difficult at this point in the year to have students assess themselves. We need to show them what that looks like (modeling, think alouds). Start at the beginning of the unit with whole group.

We can strengthen the creative thinking - What if... - goods were made of different materials

We can strengthen the math connection with shapes (rearranging the Eureka units so the shapes are at the same time).

We would like to get more community helpers next time - the kids like it when they have in person helpers to hear from - police, firefighters, mobile petting zoo, real time and real world connections.



Jessica Weingart Nov 30, 2021 at 3:59 PM

We would do our bingo again in a less busy time of year, perhaps September and March.



Stream & Resources

Resources



Note posted on Aug 15, 2019 at 9:48 AM

nonfiction texts, BrainPopJr. videos



Note posted on Aug 15, 2019 at 9:48 AM

Profession cards

Tool cards