



IB PYP Homeroom (PreK)

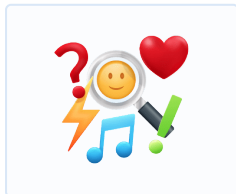
Summary

How We Express Ourselves

Subject	Year	Start date	Duration
English, Mathematics, Science Lab, Social Studies	PreK	Week 2, December	6 weeks

Inquiry

Transdisciplinary Theme



How we express ourselves

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

The Central Idea

Beliefs and ideas

Lines of Inquiry

- Connection to celebrations
- Reasons for celebrations
- Understanding our differences

Teacher questions

- How do families and friends celebrate special days?
- What kind of celebrations do families celebrate together?
- What are similarities and differences among the different holidays?
- Why do we celebrate the holidays that we do within our families?
- How do people celebrate Christmas, Kwanzaa, and Hanukkah?

Learning Goals

Standards and benchmarks

Georgia State Standards: GELDS: Early Learning and Development Standards
Physical Development and Motor Skills (PDM) (48-60 Months)

Health and Well-Being

Standard PD1: The child will practice healthy and safe habits.

PDM1.4f Can name people who keep them safe and healthy.



IB PYP Homeroom (PreK)

Social and Emotional Development (SED) (48-60 Months)

Standard SED2: The child will engage in self-expression.

SED2.4a Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.

SED2.4b With adult guidance, uses verbal and non-verbal expressions to describe and explain a full range of emotions.

SED2.4d With adult guidance, distinguishes between positive and negative emotions and the conditions that evoke each.

Self-Regulation

Standard SED3: The child will demonstrate self-control.

SED3.4a Independently follows rules and routines.

SED3.4b Regulates own emotions and behaviors and seeks out adult support when needed.

SED3.4c Regulates a range of impulses.

SED3.4d Manages transitions and adapts to changes in schedules and routines independently.

Communication, Language, and Literacy (CLL) (48-60 Months)

Receptive Language (Listening)

Standard CLL1: The child will listen to conversations for a variety of purposes and demonstrate comprehension.

CLL1.4a Listens and responds on topic to conversations and group discussions for an extended period.

CLL1.4c Extends/expands thoughts or ideas expressed.

Standard CLL4: The child will use increasingly complex spoken language.

CLL4.4c Describes activities, experiences, and stories with more detail.

CLL4.4d Uses new and expanded vocabulary in a variety of situations.

Early Reading

Standard CLL5: The child will acquire meaning from a variety of materials read to him/her.

CLL5.4d Makes real-world connections between stories and real-life experiences.

Cognitive Development: Mathematics (CD-MA) (48-60 Months)

Standard CD-MA2: The child will manipulate, compare, and describe relationships using quantity and number.

CD-MA2.4c Practices combining, separating, and naming quantities.

CD-MA2.4e With adult guidance and when counting, understands and can respond with the last number counted to represent quantity (cardinality).

Measurement and Comparison

Standard CD-MA3: The child will explore and communicate about distance, weight, length, height, and time.

CD-MA3.4c Uses a variety of techniques and standard and nonstandard tools to measure and compare length, volume (capacity) and weight.

CD-MA3.4d Associates and describes the passage of time with actual events.

Standard CD-MA6: The child will explore, recognize, and describe shapes and shape concepts.



CD-MA6.4a Recognizes and names common two-dimensional and three-dimensional shapes, their parts, and attributes.

CD-MA6.4b Combines simple shapes to form new shapes.

Mathematical Reasoning

Standard CD-MA7: The child will use mathematical problem solving, reasoning, estimation, and communication.

CD-MA7.4b Uses simple strategies to solve mathematical problems and communicates how he/she solved it.

CD-MA7.4c Uses reasoning skills to determine the solution to a mathematical problem and communicates why.

Cognitive Development: Science (CD-SC) (48-60 Months)

Scientific Skills and Methods

Standard CD-SC1: The child will demonstrate scientific inquiry skills.

CD-SC1.4a Uses senses to observe, classify, and learn about objects and environment.

Physical Science

Standard CD-SC4: The child will demonstrate knowledge related to physical science.

CD-SC4.4c Describes materials by their physical properties and states of matter.

Cognitive Development: Social Studies (CD-SS) (48-60 Months)

People and Community

Standard CD-SS2: The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

CD-SS2.4b Explains diverse customs and cultural celebrations within the home, classroom and community.

CD-SS2.4c Recognizes similarities and differences between own cultures and that of others.

History and Events

Standard CD-SS5: The child will understand the passage of time and how events are related.

CD-SS5.4b Differentiates between past, present, and future.

Cognitive Development: Creative Development (CD-CR) (48-60 Months)

Creative Movement and Dance

Standard CD-CR1: The child participate in dance to express creativity.

CD-CR1.4a Uses dance to express thoughts, feelings, and energy. Uses dance as an outlet for creativity.

Visual Arts

Standard CD-CR2: The child will create, observe, and analyze visual art forms to develop artistic expression.

CD-CR2.4a Uses materials to create original work for self-expression and to express individual creativity.

Music

Standard CD-CR3: The child will use his/her voice, instruments, and objects to musically express creativity.

CD-CR3.4a Uses familiar rhymes, songs, or chants and musical instruments to express creativity.

Drama

Standard CD-CR4: The child will use dramatic play to express creativity.

CD-CR4.4d Participates in dramatic play to express thoughts, feelings, and creativity.

Key and Related Concepts

Key Concepts

Key Concepts	Key questions and definition	Rationale	Subject Focus
<p>Change</p>	<p>How is it transforming? The understanding that change is the process of movement from one state to another. It is universal and inevitable.</p>	<p>Change - difference in the way celebration change over time example birthday last year and birthday this year.</p>	<p>Social Studies</p>
<p>Connection</p>	<p>How is it linked to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p>connections to symbols and celebrations - example; tree- Christmas, Menorah - Hanukkah. Connections to Hanukkah and Kwanza - candles\lights.</p>	
<p>Perspective</p>	<p>What are the points of view? The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.</p>	<p>Perspective - difference in celebrations based on cultures.</p>	

Developing IB Learners

Learner Profile



Communicators



Open-minded

Description



IB PYP Homeroom (PreK)

Open minded - Students will gain an understanding that not everyone celebrates the same way or the same holidays and that is ok.

Communicator - students will be able to communicate how they celebrate and how others celebrate.

 **ATL Skills**

Approaches to Learning



Self-management Skills

- States of mind - Using strategies that manage state of mind

Perseverance

Demonstrate persistence.

Emotional management

Take responsibility for one's own actions.

Use strategies to prevent and eliminate bullying.

Use strategies to reduce stress and anxiety.

Manage anger and resolve conflict.

Self-motivation

Practice positive thinking and language that reinforces self-motivation.

Resilience

Manage setbacks.

Work through adversity.

Work through disappointment.

Work through change.

 **Assessment & Resources**

Ongoing Assessment

Students will be able to:

identify and describe various holidays.

determine similarities and difference among various holidays.

relate to different cultures and values tied to each.

express thoughts, feelings and creativity through dramatic play.