

Kindergarten Understanding by Design Unit Template	
Title of Unit	Another World
Time Frame	
Developed By	Ministry
School	
Identify Desired Results (Stage 1)	
Content Standards –Curricular Outcomes	
<p>Science: NSK.1- Explore features of their natural surroundings (eg. soil, water, landform, and weather conditions) and changes to those surroundings over time.</p> <p>Social Studies: DRK.1- Describe the spatial relationships among people, places, and environments. DRK.2- Explore examples of promises made through actions and words, and why it is important to keep promises. DRK.3- Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people.</p> <p>Visual Arts: CPK.4- Create art works that express own observations and ideas about the world.</p> <p>Health Education: USCK.1- Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <p>Mathematics: PK.1- Demonstrate an understanding of repeating patterns (two or three elements) by: • identifying • reproducing • extending • creating patterns using manipulatives, sounds, and actions. SSK.1 Use direct comparison to compare two objects based on a single attribute, such as • length including height • mass • volume • capacity. SSK.2 Sort 3-D objects using a single attribute.</p>	<p>English Language Arts: CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos. CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways. CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences. ARK.2 Reflect and talk about new learning.</p> <p>Physical Education: PEK.1 Participate in a variety of moderate to vigorous movement activities for short periods of time to increase heart and respiration rate, flexibility, muscular endurance, and muscular strength. PEK.2 Explore and practise ways to move the body through space, including at: • a progressing-toward-control level of skill when: • walking • running • jumping forward and sideways • an exploration level when: • hopping (body moves on one foot as in right foot to right foot) • skipping (combines a step and a hop) • leaping (body ‘takes off’ from one foot, propels through air for distance, then lands on the opposite foot) • sliding (one foot steps and the other moves to meet the first foot, “step-close”) • galloping (one foot steps, body propels upward, other foot moves to meet the first foot). PEK.3 Explore and practise ways to move the body in personal space at: • a progressing-towards-control level of skills when: • balancing • jumping and landing (on the spot).</p>
Essential Questions	Enduring Understandings
Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding.	What do you want students to understand & be able to use several years from now?
What does belonging to a group feel like? Why is it important to contribute my ideas, thoughts, feelings, time, and energy to a group? How do the people and environment around me influence who I am?	We all belong to this world and need to respect it and others.
	Misconceptions
	(Optional)
Assessment Evidence (Stage 2)	
Observation, Documentation, Interpretation Plan (indicators of learning)	Performance Task (optional)
<ul style="list-style-type: none">Verbally identifies physical characteristics of their natural surroundings (e.g., parks, river, evergreen trees, and hills).Asks specific questions regarding their local surroundings.Creates a representation of patterns and cycles that occur in the natural world.Able to follow instructions using directions such as left/right, up/down, front/back.Demonstrates care for the environment and environmentally responsible behaviours by reducing, reusing, and recycling.Demonstrates and/or describes the effects the weather has on daily life.Creates and presents a piece of visual art that reflects their own observations and ideas about the world.Uses appropriate language to discuss, ask questions and seek answers about healthy behaviours while representing which habits are important healthy behaviours and why they are healthy.Identifies examples of healthy habits and examines opportunities to be healthy.Explains the importance of taking time to “stop, think, and listen” before choosing/acting.Copies and extends a repeating pattern and describes patterns in the classroom, the school, and outdoors.Compares the length, height, mass, and volume of two objects and explains how they compare.Sorts a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule.Determines the difference between two pre-sorted sets by identifying the sorting rule used to sort each of them.Understand and apply language cues and conventions to construct and confirm meaning...Compare similarities and differences such as colour, type of visual, and object placement between various texts such as pictures, photographs, and 3-D models.	

<ul style="list-style-type: none"> Expresses opinions, recalls and retells important ideas; notices how texts are different from each other. Makes a simple plan for expressing an idea for a story based upon personal experiences. Represents stories and ideas through pictures, dictation, 3D models or open-ended materials; uses language and its conventions to construct message. Listens to and considers feedback that has been given. Participates in moderate to vigorous locomotor movements and a variety of movement activities, progressing towards sustaining movement for four consecutive minutes. Participates in a variety of movements that challenge muscular endurance. Explores and shares ways to move the body through space. Travels as instructed on signal, and tries to stop smoothly on signal. Uses a variety of locomotor skills when playing simple cooperative movement activities and games. Practises balancing in different body shapes, both self-created and given. 	
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BLOOMS TAXONOMY: <u>REMEMBERING:</u> Can the students recall or remember the information? <u>UNDERSTANDING:</u> Can the students explain ideas or concepts? <u>APPLYING:</u> Can the students use the information in a new way? <u>ANALYZING:</u> Can the students distinguish between the different parts? <u>EVALUATING:</u> Can the students justify a stand or decision? <u>CREATING:</u> Can the students create new product or point of view?	Digital Taxonomy for Bloom: <u>KNOWLEDGE:</u> Highlighting, bookmarking, social networking, searching, googling <u>COMPREHENSION:</u> Advanced searches, blog journaling, twittering, commenting <u>APPLICATION:</u> Running, loading, playing, operating, hacking, uploading, sharing, editing <u>ANALYSIS:</u> Mashing, linking, tagging, validating, cracking, reverse-engineering <u>SYNTHESIS:</u> Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting <u>EVALUATION:</u> Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating
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Standards Rubric

The STANDARDS RUBRIC should identify how student understanding will be measured.

Please attach rubric to unit plan.

Learning Plan (Stage 3)
Where are your students headed? Where have they been? How will you make sure the students know where they are going?
How will you hook students at the beginning of the unit? (motivational set)
What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge? How will you organize and sequence the learning activities to optimize the engagement and achievement of all students?
How will you cause students to reflect and rethink ? How will you guide them in rehearsing, revising, and refining their work based on your essential questions and enduring understandings?
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?

Environment	Conversations	Play
What needs to be in the environment to allow the children to achieve the outcomes?	What can I learn through conversations that will scaffold children’s learning?	What interactions (e.g., environment, conversations) can I offer to maximize the children’s opportunities for learning and inquiry?
<ul style="list-style-type: none"> plants nature inside the classroom (bugs, rocks, leaves, flowers, etc.) outdoor environments (school yard, play structures, neighbourhood, park, landfill, local transportation trip etc.) thermometers, rain gauges, windmills bug cages and nets winter and summer dress up clothes books about local environment local maps, globes poems, songs, and music about the local environment and nature photographs, videos, and newspaper articles about local environment clipboards, paper, scissors, glue, textured materials, paint, wire, clay, crayons, markers, etc. digital camera and digital photo frame sand, water, pebbles, containers of various sizes signal (whistle, music, walk light) 	<ul style="list-style-type: none"> Is there more than one right answer? How can conversation, listening, and mutual respect of children’s ideas be encouraged? How can I encourage children to use their imaginations and to ask for what they need (in terms of materials, emotional support, etc)? What can I learn about the children’s knowledge and interests in their world though listening? How can children safely use all 5 senses to learn about their world? What are some other words children can use to describe or compare particular features? How do the choices we make affect our environment? Our safety? Healthy behaviours? Are the changes that humans have made to the environment good or bad? Why? Who is responsible for the environment? Why? What affects our ability to have healthy behaviours and make healthy choices? What makes one object heavier or longer than another? What can you tell me about ...? Is there anything that should be added or changed? What materials are needed to represent those ideas? To enrich the learning experience, what needs to be added to the environment? How does the environment affect the type and intensity of movement? <p>How do the safety concerns change with various environments?</p>	<ul style="list-style-type: none"> Use indoor and outdoor environments (including a green space and a hardtop) Sand and water table spaces Bug catching exploring space Books, photographs, posters spaces Representation space Weather space Math exploration space Dress up space Stage or space for presenting and representing Movement space
What resources will you use in the learning experiences to meet the outcomes?		

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Assess and Reflect (Stage 4)

Required Areas of Study: Is there alignment between outcomes, performance assessment and learning experiences?	
BAL's: Does my unit promote life long learning, encourage the development of self and community, and engage students?	
CELS & CCC's: Do the learning experiences allow learners to use multiple literacies while constructing knowledge, demonstrating social responsibility, and acting autonomously in their world?	
Adaptive Dimension: Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs of all my students?	
Instructional Approaches: Do I use a variety of teacher directed and student centered instructional approaches?	
Student Evaluation: Have I included formative and summative assessments reflective of student needs and interests based on curricular outcomes?	
Resource Based Learning: Do the students have access to various resources on an ongoing basis?	
FNM/I Content and Perspectives/Gender Equity/Multicultural Education: Have I nurtured and promoted diversity while honoring each child's identity?	
Blueprint for Life: Have I planned learning experiences in the unit that prepare students for a balanced life and/or work career?	

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development.