

Kindergarten Understanding by Design Unit Template	
Title of Unit	In the Shadows
Time Frame	
Developed By	Ministry
School	
Identify Desired Results (Stage 1)	
Content Standards –Curricular Outcomes	
<p>Arts Ed: CPK.1 Express ideas through exploration of the elements of dance including: • action • body • dynamics • relationships • space. CPK.2 Explore a variety of drama strategies including: • role • imaging • parallel play • journeys • meetings. CPK.3 Create sound compositions exploring the elements of music including: • repeating patterns • beat (e.g., clapping and stepping, and counting) • response to fast/slow paces • high/low sounds • loud/soft sounds • sounds with distinct tone colours/timbres. CRK.1 Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing).</p> <p>ELA: 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.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences. CCK.4 Create messages using a combination of pictures, symbols, and letters. 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>Health: USCK.2 Establish behaviours that support safety of self and others. USCK.3 Explore that who I am includes more than my physical self.</p> <p>Math: NK.2 Recognize, at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures. NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially. SSK.3 Build and describe 3-D objects.</p>	<p>P.E.: 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.5 Vary, with guidance, the movement of the body through changes in • space • effort • relationships</p> <p>Science: FEK.1 Examine the effects of physical forces, magnetic forces, light energy, and heat energy on objects in their environment.</p> <p>Social Studies: INK.2 Describe the diversity of groups represented in the classroom.</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?
<p>How do we best share our ideas, thoughts, feelings, and understandings? How do our creations reflect ourselves? What can I learn from exploring place, my ideas, thoughts, feelings, and understandings?</p>	<p>There are many ways to communicate. We can learn a lot from exploring ourselves and our surroundings.</p>
	Misconceptions
	(Optional)
Assessment Evidence (Stage 2)	
Observation, Documentation, Interpretation Plan (indicators of learning)	Performance Task (optional)
<ul style="list-style-type: none">• Uses and responds to a variety of diverse sources of stimuli.• Demonstrates active participation by creating, contributing, asking questions, and listening.• Describes thoughts and feelings associated with the creation and production of the arts.• Orally identifies key ideas and purpose of visual stimuli and texts.• Makes connections to personal experiences.• Interprets emotions from the visual stimuli or text.• Composes and creates a variety of texts that address identity, community, and social responsibility.• Adequately communicates feelings, experiences, interests, and ideas orally and through stories, and representations.• Demonstrates the ability to investigate, evaluate, and apply safe behaviours at home and school.• Includes emotional, intellectual, and physical descriptions of self.• Identifies, without counting, the number of objects or dots in an arrangement.• Shows a number in two parts, naming the parts.• Creates and describes 3-D objects.• Participates in movement activities such as locomotor movements, stretching, and endurance activities.• Represent images by creating and performing movements consisting of at least two phrases.• Responds with the correct physical movements to instructions (that vary the direction, levels, pathways, and effort of body movement).• Participates and shows an interest in the various cultures represented in the classroom and community.	

BLOOMS TAXONOMY: REMEMBERING: Can the students recall or remember the information? UNDERSTANDING: Can the students explain ideas or concepts? APPLYING: Can the students use the information in a new way? ANALYZING: Can the students distinguish between the different parts? EVALUATING: Can the students justify a stand or decision? CREATING: Can the students create new product or point of view?		Digital Taxonomy for Bloom: KNOWLEDGE: Highlighting, bookmarking, social networking, searching, googling COMPREHENSION: Advanced searches, blog journaling, twittering, commenting APPLICATION: Running, loading, playing, operating, hacking, uploading, sharing, editing ANALYSIS: Mashing, linking, tagging, validating, cracking, reverse-engineering SYNTHESIS: Programming, filming, animating, blogging, wiki-ing, publishing, podcasting, video casting EVALUATION: Blog commenting, reviewing, posting, moderating, collaborating, networking, posting moderating	
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 What needs to be in the environment to allow the children to achieve the outcomes?	Conversations What can I learn through conversations that will scaffold children’s learning?	Play 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">Open space such as a gym or outdoor spaceEstablished routines for children who are participating in the artsMaterials and instruments that can be used to create soundsCd playerVideos and live performances of arts expressionsVarious props for dramasDiverse sources of stimuli such as books (fiction and non-fiction), stories, posters, poems, observations, visual images, music, songs, photographs or modelsmusic, sounds, or objectspaper, pencils, crayons, glue, scissorsclay, blocks, and natural materialsdigital camera and/or video cameraobjects and practices that promote safety (e.g., signs, winter clothing, seatbelts, fire drills, phone)light table and/or overhead projectormath manipulatives (e.g., counters, blocks, cube-a-links)sources of light (e.g., flashlight, overhead, light table, lamp, etc)water tablemagnetssources of heat (e.g., hairdryer, heat lamp, sunlight)objects from the various cultures in the classroom and community	<ul style="list-style-type: none">What do these stimuli make you think about?How do these stimuli make you feel?How do your classmates and adults respond to your creations?What BDA viewing strategies should be used?What emotions are portrayed in the stimuli?How do the emotions portrayed in the stimuli reflect your emotions?How do your emotions affect your actions?What do you know about -?Have you had a similar experience? Thought? Feelings?How will this experience change what you do or think in the future?What materials do you need in order for me to better understand what you are trying to communicate through representation?What makes you special and unique?How do others learn about your thoughts and feelings?How do your thoughts influence your actions?Who controls your thoughts and feelings?What is another way you can show me that number?What other words can you use to describe your 3-D model?What similarities do you notice between the various forms of energy?What do you notice and wonder about as you apply difference forces to objects?How is this object different from one you might find in your home? <p>What else would you like to know about this particular culture?</p>	<ul style="list-style-type: none">Drama spaceMusic spaceDance/movement spaceSafety spaceCreation/representation spaceForms of energy spaceCultural space	
What resources will you use in the learning experiences to meet the outcomes?			
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.