**Kindergarten Understanding by Design Unit Template**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Title of Unit** | | Wonder Walk | | | | |
| **Time Frame** | | 3-4 weeks | | | | |
| **Developed By** | | Susan Muir | | | | |
| **School** | | Good Spirit School Division | | | | |
| **Identify Desired Results (Stage 1)** | | | | | | |
| **Content Standards –Curricular Outcomes** | | | | | | |
| **English Language Arts**  **CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.**  **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.**  **CRK.3 Listen, comprehend, and respond to gain meaning in oral texts.**  **CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.**  **CCK.4 Create messages using a combination of pictures, symbols, and letters.**  **Math**  **SSK.1 Use direct comparison to compare two objects based on a single attribute, such as: • length including height • mass • volume • capacity. [C, CN, PS, R, V]**  **SSK.2 Sort 3-D objects using a single attribute. [C, CN, PS, R, V]**  **SSK.3 Build and describe 3-D objects.**  **NK.5 Compare quantities, 0 to 10, using one-to-one correspondence. [C, CN, V]**  **Arts Ed**  **(PEK.2 Locomotors Movement )**  CPK.1 **Express ideas through exploration of the elements of dance including: • action • body • dynamics • relationships • space.**  CPK.4 **Create art works that express own observations and ideas about the world.**  Phys Ed  **PEK.1 Fitness 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.**  Health  **USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.**  **Science**  **LTK.1 Examine observable characteristics of plants, *animals*, and people in their *local environm*ent.**  **Social Studies**  **RWK.1 Examine ways of managing tasks and resources in families and schools.** | | |  | | | |
| **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?** | | |
| I wonder many things about animals.  **What makes different animals special and unique?**  **Why are animals important to people?** | | | | Students will understand that…   1. Animals both domestic and wild have special characteristics that are unique. 2. People need animals for a variety of purposes. 3. Animals and people need to live together in harmony. | | |
|  | | | | **Misconceptions** | | |
|  | | | | **(Optional)** | | |
|  | | | |  | | |
| **Assessment Evidence (Stage 2)** | | | | | | |
| **Observation, Documentation, Interpretation Plan (indicators of learning)** | | | **Performance Task (optional)** | | | |
| **ELA**   * Share information and ideas with a group. * Identify key idea(s) and purpose of pictures, graphics, models, and photographs. * Use strategies to construct and confirm meaning when viewing: * make connections to background knowledge (before) * identify important ideas and events (during)   recall (after).   * Volunteer personal experiences and feelings prompted by various visuals. * Compare similarities and differences such as colour, type of visual, and object placement between various texts such as pictures, photographs, and 3-D models. * Listen for different purposes (e.g., to retell, to direct others, for enjoyment). * Use oral language to engage in exploratory and imaginative play:   **•** create play situations  **•** interpret peer’s response to ideas  **•** explain idea for play  **•** play co-operatively with other children  **•** express suggestions given by playmate.   * Experiment with drawing, scribbling, letters, and temporary spelling to convey ideas. * Use the appropriate strategies to communicate meaning when “writing”:   **•** find ideas to explore (before)  **•** tell story about self (during)  **•** add detail (after).  **Math**   * Compare the length or height of two objects and explain how they compare using the words shorter, longer, taller, or almost the same. * Compare the mass of two objects and explain how they compare using the words lighter, heavier, or almost the same. * Sort a set of familiar 3-D objects using a single attribute, such as size or shape, and explain the sorting rule. * Determine the difference between two pre-sorted sets by identifying the sorting rule used to sort each of them. * Create a representation of a 3-D object using materials such as modeling clay and building blocks, and compare the representation to the original 3-D object. * Construct a set to show more than, fewer than, or as many objects as in a given set of objects. * Compare two sets through direct comparison, and describe the relationship between the sets using words such as: more, fewer than, as many as, or the same number.   **Arts Ed**  Dance   * Use movement to respond to stimuli from diverse sources such as stories, poems, observations, **visual images,** music, sounds, or objects. * Ask questions related to the stimuli to contribute to a dance-making inquiry process (e.g., **How do animals move?**). * Apply personal experience and **imagination to express ideas** in dance. * **Share dance ideas** and movement responses with other children. * Use different kinds of locomotors (travelling) and non-locomotors (non-travelling) actions (e.g., roll, jump, hop, turn, and pause) to express ideas.   Visual   * Discuss how artists and scientists use their **senses to observe and record** characteristics of plants**, animals**, and humans in the environment (e.g., observing nature, sounds, movement, and visual details). * Recognize the difference between the **natural and built environments.** * Ask questions about own environment to contribute to inquiry through visual art (e.g., **Why do** birds have different coloured feathers? **How can we use these art materials to make interesting** birds? Do some birds have special meaning in some cultures? How can we use feathers in our art? Are there some feathers that we cannot use, and why?).   **Phys Ed (Dance)**   * Participate in a variety of movements that challenge muscular endurance (e.g., **animal walks,** climbing on/under apparatus and playground equipment, pulling partner riding on a towel or scooter, rhythmical activities, balances).   **Health**   * **Ask questions and seek answers about healthy behaviours.** * **Illustrate what “healthy” looks like, sounds like, and feels like** in a variety of contexts. **Animals**   **Science**   * **Pose questions about observable characteristics** of plants and **animals** such as “Do all animals have four legs?”, “How do fish breathe?”, “Are all plants green?”, and “Do plants breathe?” * **Record with assistance, observable characteristics** (e.g., colour, texture, odour, teeth, number of limbs, method of movement, method of breathing, number of leaves, shape of leaves, type of leaves, eye colour, height, and hair colour) of plants, animals, and people found at school, home, or in the community, using terminology and language that others understand. * **Seek out information about the observable characteristic**s of plants, **animals**, and people **from a variety of sources, s**uch as family members, friends, Elders, knowledge keepers, and scientists. * Select and safely use appropriate tools such as a hand lens (i.e., magnifying glass) and **digital camera to observe** plants and **animals in the local environment.** * **Show respect for the needs** of other people, **other living things, and the environment when observing and interacting with living things** (e.g., show concerns for other students’ feelings, care for living things that are kept in their classroom, and willingly suggest how we can protect the environment).   **Social Studies**   * Give examples of different types of work in the family and school, including paid and unpaid work. **Taking care of animals.** * Share stories of personal responsibilities within the home and school. | | | **Wonder Walk**  **Students will go on a *wonder walk* and seek out their questions from their curiosity.**  **This wonder walk will be a part of a project that has students analyze and evaluate their findings, while creating a visual story that will require various technological tools.** | | | |
|  | | |  | | | |
|  | | |  | | | |
|  | | |  | | | |
|  | | |  | | | |
|  | | |  | | | |
| **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? | |
|  |  | | | |  | |
| **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.