



<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none"> - Transdisciplinary Theme How We Express Ourselves <p>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.</p> <ul style="list-style-type: none"> - Central idea <p>Celebrations reflect the beliefs, values, and heritage of a culture.</p>	<p>Class/grade: Kindergarten Age group: 5 -6 yrs</p> <p>School: Willard IB Magnet School code: 7202</p> <p>Title: How We Express Ourselves (Celebrations)</p> <p>Teacher(s): Covarrubias, Katsafados, Magalong, Marquez, Munro, Wood</p> <p>Date: 10/30/17 - 12/21/17</p> <p>Proposed duration: 90 hours 7 weeks</p>
<p>Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students demonstrate understanding of the central idea by creating a project/presentation of their choice about celebrations including beliefs, customs, and culture.</p> <p>Teacher will assess students' ability to identify the characteristics of a celebration including: naming it, the reason why it happened, how it reflects a culture's beliefs, describe the food, music or dance involved, etc. They may do this in a format of their choice.</p> <p>Students will empathize with others by taking personal action. This may be by:</p> <ul style="list-style-type: none"> • Bringing cans for the Thanksgiving can drive • Donating clothes and toys to our school used toy sale during the holidays • Demonstrating caring, respect, enthusiasm, open-mindedness towards others' celebrations. 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: form, connection, perspective Related concepts: culture, beliefs, symbolism</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Types of celebrations • International customs, artifacts, foods, music and dance • How celebrations are related to culture, tradition, and history <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What is the difference between a celebration and a tradition? 2. What, why and how do you and your family celebrate? 3. What are your family's traditions? 4. How are celebrations the same and different? 5. What do people eat, wear, and sing at celebrations throughout the world? <p>Provocation:</p> <p>Teachers bring in artifacts that are related to the various celebrations throughout the world. Students participate in OTQ (observe, think, question) as they explore and rotate through the tables with various objects. Students will then discuss and try to discover what the items may have in common (ie. light, candles, food, etc)</p>

<p>3. How might we know what we have learned?</p> <p><i>This column should be used in conjunction with "How best might we learn?"</i></p> <p>What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?</p> <p>Teachers will use thinking maps and discussions to determine students' conceptual knowledge of International Celebrations.</p> <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <ul style="list-style-type: none"> • Through students' journaling about their favorite celebration, teachers will assess understanding of various holidays and customs. • Through class discussions students will demonstrate an understanding that celebrations are based on events that happened long ago. • Through the study of celebrations teachers will observe students' use of newly acquired vocabulary (i.e. names of food items, artifacts, dances, historical people, and events) • Students are able to connect artifacts, music, crafts, and food to the corresponding region or cultural celebration 	<p>4. How best might we learn?</p> <p>What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?</p> <ol style="list-style-type: none"> 1. Teachers will expose students to types of celebrations, customs, artifacts, foods, and songs through literature and short videos. 2. Teachers will introduce unit vocabulary such as celebration, food names, clothing items, culture, people groups, tradition/customs, harvest, religion/beliefs, names of cultural objects pertaining to each celebration. 3. International celebrations such as Rosh Hoshana, Ramadan, Halloween, Dia de los Muertos, Diwali, Kwanzaa, Hanukkah, Christmas, Las Posadas, Chinese New Year, Passover, Easter, Valentine's Day, St. Patrick's Day, Mother's Day, Kodomo No Hi (Japanese Children's Day), Cinco de Mayo, Earth Day, Independence Day, etc. Customs will be studied using artifacts, books, foods, music and dance. 4. Students and teacher will create celebration thinking maps that students will use in journal writing. 5. Students will ask their parents about celebrations, holidays, customs, and traditions of their own family. Students will bring in artifacts for show and tell and discussion. 6. Parents will bring in items such as food, clothing, artifacts and music. 7. Student will create crafts related to the different celebrations or cultures studied (i.e. Thanksgiving projects, Kwanzaa crafts; advent wreaths; dreidels; etc. 8. Students may participate in holiday performance activities <p>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</p> <p>Transdisciplinary Skills:</p> <p>Social Skills - Respecting others, cooperating as students learn about world celebrations. Students will adopt a variety of group roles when they work cooperatively in groups</p> <p>Self management skills- Students will use gross motor when learning a variety of cultural dances. They will use fine motor skills and spatial awareness in writing and craft activities.</p> <p>Thinking Skills - Acquisition of knowledge and comprehension as students learn and explore different celebrations. Synthesis skills are used as students develop a short explanation of a celebration from all of its components.</p> <p>Learner Profile:</p> <ul style="list-style-type: none"> • Open-Minded: Students will learn to be more open-minded when listening to others and how their families/cultures celebrate different holidays and traditions then what their families may celebrate. <p>Attitudes:</p> <ul style="list-style-type: none"> • Appreciation: Students will learn to appreciate different celebrations and traditions and they explore and learn more about them and participate in various aspects of each celebration. • Respect: Students will demonstrate respect by cooperating and learning about all the celebrations, traditions and artifacts we will review in this unit.
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<p>5. What resources need to be gathered?</p> <p>What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?</p> <p>Parent volunteers, Book – Celebrations around the World; Book - Hooray for the Holidays (scholastic books); multicultural/celebrations books from the library; Multi-cultural websites: Starfall and BrainPopJr.com activities and videos on Christmas, Thanksgiving, Winter Holidays, Halloween, YouTube video located in the IB activities file folder. Teachers Pay Teachers resources on Holiday and Celebrations.</p> <p>How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?</p> <p>Print-rich environment, interactive displays, and audio-visual materials are readily available for student access. Guest speakers and family members are invited to share about holidays, traditions, and customs celebrated within their families.</p>
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