

WISS KG Program of Inquiry:

<p>Who We Are (4 Weeks/All Year)</p>	<p><u>Homerom</u> WWA- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>			<p><u>PE</u> WWA- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>			<p><u>Music</u> WWA- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>			<p><u>Art</u> WWA- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>		
<p>Central Idea</p>	<p>Understanding rights, roles and responsibilities helps us to understand our identity and relationships with others.</p>											
<p>Summative Assessment</p>	<p>Individual Stories on StoryPark, documenting student growth through the year. (TSG Checklist) Making sure the same learning tags are repeated on these Individual Stories.</p>											
<p>Concepts</p>	<p>Key Concepts: Causation, Perspective, Connection Related Concepts: Cooperation, Perception, Ownership</p>			<p>Key Concepts: Causation, Perspective, Connection Related Concepts: Cooperation, Perception, Ownership Learning Experience: Adventure Challenge</p>			<p>Key Concepts: Causation, Perspective, Connection Related Concepts:</p>			<p>Key Concepts: Causation, Perspective, Connection Related Concepts:</p>		
<p>Lines of Inquiry & Vocabulary (Knowledge)</p>	<ul style="list-style-type: none"> • Rights come with responsibilities in relation to self • Roles come with responsibilities in relation to others • Roles come with responsibilities in relation to the learning environment 			<ul style="list-style-type: none"> • Responsibilities of self come in relation to safety • Roles come with responsibilities in relation to others • Roles come with responsibilities in relation to the learning environment 			<ul style="list-style-type: none"> • Rights come with responsibilities in relation to self • Roles come with responsibilities in relation to others • Roles come with responsibilities in relation to the learning environment 			<ul style="list-style-type: none"> • Rights come with responsibilities in relation to self • Roles come with responsibilities in relation to others • Roles come with responsibilities in relation to the learning environment 		
	<p>Rights Roles Responsibilities Teamwork Empathy</p>	<p>Cooperation Ownership Sharing Friendship</p>	<p>Consequence /Outcome Choices Reflect</p>	<p>Rights Roles Responsibilities</p>	<p>Teamwork Cooperation Ownership</p>	<p>Consequence /Outcome Choices Reflect</p>	<p>Roles Responsibilities Choices Sharing</p>	<p>Personal Space Shared Space</p>	<p>Move Freeze Steady Beat Compose</p>	<p>Roles Responsibilities Sharing Choices</p>	<p>Table Monitor Art Materials</p>	<p>Sketch Book Illustration Self-Portrait Permanent Marker</p>
<p>Teacher Questions (Understanding)</p>	<ul style="list-style-type: none"> • Causation- What responsibilities do you have in relation to your rights? What are rights/responsibilities? • Perspective- How do you develop relationships with others? How do you make friends? • Connection- What roles are in the learning environment? Do your roles change between home and school? How? 			<ul style="list-style-type: none"> • Causation- What responsibilities do you have in relation to your team and self? Why are these important? • Perspective- How do you develop relationships with others? How do you make friends? • Connection- What roles are in the learning environment? 			<ul style="list-style-type: none"> • Causation- What are your rights/responsibilities in the music room? • Perspective- How do you develop relationships with others? How do you make friends? • Connection- What roles are in the learning environment? How are the roles same/different in different learning spaces? 			<ul style="list-style-type: none"> • Connection- What roles are in the learning environment? Do your roles change between home and school? How? • Causation- What are your rights/responsibilities? • Perspective- How do you develop relationships with others? 		
<p>TSG Outcomes (Do)</p>	<p>See KUD</p>			<p>Identity: Objective 1: Regulates own emotions and behaviors. a. Manages feelings Objective 3: Participates cooperatively and constructively in group situations. a. Balances needs and rights of self and others. b. Solves social problems Interactions: Objective 2: Establishes and sustains positive relationships. c. Interact with peers Active Living: Objective 11: Demonstrates positive approaches to learning. a. Attends and engages b. Persists c. Solve problems</p>			<p>Objective 34: Explores musical concepts and expression a. Shows awareness and appreciation of different kinds of music c. Shows increasing awareness of various components of music: - timbre (sound quality distinguishing one instrument or voice from another) Objective 35: Explores dance and movement concepts b.1 Demonstrates spatial awareness (where the body moves) b.2 Demonstrates location (separate or shared space)</p>			<p>Creating: Objective 7: Demonstrates fine motor strength and coordination b. Uses writing and drawing tools (sketch book, self portrait) Objective 33: Explores the Visual Arts e. Explores different tools, materials, and processes. (sketch book, self portrait) Responding: Objective 33: Explores the visual arts c. Communicates what he sees and how it makes him feel g. Communicates about his artwork (sketch book, self portrait)</p>		

Provocations/Pre-Assessment & Formatives/Learning Engagements	Provocation/ Pre-Assessment: Chain Link Activity Formatives/Learning Engagements: Roles Chart- Student Led and Chosen Rights & Responsibilities Connection (Food, Education, etc.) Essential Agreement Friendship crafts (bracelets, cards, etc.) Role Play Team building Challenge Box Center (Saving Fred the Worm, STEM Bridge Crossing Activity) Literacy Story Box (Create own stories of how to build friendship) Community Circle Time UN Videos Kelso's Choice Second Step	Provocation/ Pre-Assessment: Across the River (Team Building) Formatives/Learning Engagements: Essential Agreement Daily Team and Roles Chart Daily Team and Roles Reflection Capture the Gold Hula Hut Building Challenge Battleship Dodgeball Hula Hoop Ring Group Balloon Games Stations Minefield Partner Stunting Mega Pass Team Building Stations	Provocation/Pre-Assessment: Formatives/Learning Engagements: Essential Agreement Elmer Composition Parachute Dancing This Leg, That Leg	Provocation/Pre-Assessment: Formatives/Learning Engagements: Essential Agreement Table Monitors Sketch Book cover Learner Profile posters Self-Portrait
Learner Profiles Attitudes Skills	Learner Profile: Caring, Principled, Risk-taker Attitudes: Skills: Communication, Social, Self-Management	Learner Profile: Caring, Principled, Risk-taker Attitudes: Skills: Communication, Social, Self-Management	Learner Profile: Caring, Principled, Risk-taker Attitudes: Respect, Cooperation, Skills: Communication, Social, Self-Management	Learner Profile: Caring, Principled, Risk-taker Attitudes: Cooperation, Respect Skills: Communication, Social, Self-Management
Collaboration		Level 3	Level 3	Level 3

Sharing the Planet (7 Weeks)	<u>Homeroom</u>			<u>PE</u>			<u>Music</u>			<u>Art</u>		
	STP- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.			STP- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.			STP- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.			STP- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.		
Central Idea	Living things have features and behaviors that help them survive in their environment.											
Summative Assessment	Summative:			Summative:			Summative:			Summative: Painted/printed/collaged composite, invented animal.		
Concepts	Key Concepts: Form, Causation, Change Related Concepts: Classifications, Survival			Key Concepts: Form, Causation, Change Related Concepts:			Key Concepts: Form, Causation, Change Related Concepts: Classifications			Key Concepts: Form, Causation, Change Related Concepts: Classifications		
Lines of Inquiry & Vocabulary (Knowledge)	<ul style="list-style-type: none"> Features of plants and animals Behavioral adaptations Immediate environment 						<ul style="list-style-type: none"> Behavioral adaptations Immediate environment Instrument classifications 			<ul style="list-style-type: none"> Features of animals Behavioral adaptations Immediate environment 		
	<ul style="list-style-type: none"> Movement Body Parts Reproduce Life Cycle Skin Texture Shelter Food 	<ul style="list-style-type: none"> Hibernation Migration Instincts Coloration (Camouflage) Features Food 	<ul style="list-style-type: none"> Environments Forest Grassland Aquatic/Ocean Tundra/Arctic Desert Habitats 				<ul style="list-style-type: none"> Movement Body Parts 	<ul style="list-style-type: none"> Environments Forest Grassland Aquatic/Ocean Tundra/Arctic Desert 	<ul style="list-style-type: none"> Metals Woods Shakers Scrapers Membranes 	<ul style="list-style-type: none"> Skin Texture Body Parts 	<ul style="list-style-type: none"> Coloration (Camouflage) 	<ul style="list-style-type: none"> Environ Forest Desert Grassla Aquatic/ Tundra/ Habitats
Scope & Sequence/ Learner Outcomes (Do)	See KUD											

<p>Assessment & Activities</p>	<p>Provocation/ Pre-Assessment: Formatives/Learning Engagements: Environmental Centers (Forest, Desert, Ocean, Grassland, Artic): Stage 1- Animals, Books, iPads, Environmental Setting Pieces Stage 2- Stage 1 + Crayons, Paper, Cardboard Boxes, Glue Foldables In-House Animal Expert (bringing in animals) Trip to ZOO Study Jams Videos: Anima and Plant Adaptation Videos Animal Games- http://studyjams.scholastic.com/studyjams/jams/science/animals/animal-adaptations.htm Plant- http://studyjams.scholastic.com/studyjams/jams/science/plants/plant-adaptations.htm 40 Animal Habitat Project Ideas and Science Activities https://www.kcedventures.com/blog/exploring-habitats-with-the-cat-in-the-hat-40-projects-science-activities Light Table X-Ray: https://www.pinterest.com/pin/42713896453857864/ Dramatic Play (animals): Safari/Jungle/Zoo/Rainforest https://www.pinterest.com/pin/42713896453857826/ (rainforest movement cards) https://www.pinterest.com/pin/329888741451354017/?nic=1 (picture example) 10 Engagements that show how various animals adapt to their environment http://thediscoveryapple.com/2017/08/14/10-exciting-animal-adaptations-activities-and-resources/ What do you do with a Tail like this- by Robin Page and Steve Jenkins <ul style="list-style-type: none"> Stem activity to build a 3D model of adaptive processes. https://www.teachersareterrific.com/2019/03/can-you-see-me-now-animal-adaptations.htm#more Animal Adaptation Book/Chart- https://i.pinimg.com/564x/ad/b3/be/adb3bedf44b39d8f5021f17fac7bc05c.jpg If I ran the zoo by Dr seuss: stem challenges www.saraicreations.com/2017/03/zoo-themed-stem-activity.html Live webcam of Desert-Sedona Red Rock Cam https://www.earthcam.com/usa/arizona/sedona/redrock/?cam=sedona_hd Earth Day for Kindergarten: https://pin.it/hogr6dpaxmryk Create Habitat/environment and fill in animals on the walls as we move on in the unit (some art examples: https://www.pinterest.com/faithcao1988/sharing-the-planet/) -- connected to math concepts as well (classifying). Excellent Kindergarten appropriate graphic organizer for different animals https://www.pinterest.com/pin/7740630595958049/ Life Cycle Activities https://thekindergartenconnection.com/must-try-life-cycle-activities-kids/ Book: Habitats of the World</p>	<p>Provocation/ Pre-Assessment: Formatives/Learning Engagements:</p>	<p>Provocation/Pre-Assessment: Music room mess Formatives/Learning Engagements: Movement (crawl, fly, swim, walk, gallop, hop) Body parts (isolation, mirroring, freezing) Habitat soundscapes Saint-Saëns: Carnival of the Animals Peter and the Wolf (instruments to sound like animals) Instrument identification & classification <ul style="list-style-type: none"> Hula hoops Instrument bingo </p>	<p>Provocation/Pre-Assessment: Formatives/Learning Engagements:</p> <p>Art History/photo presentation of images, discussing colors, shapes, ty etc https://wss.sharepoint.cn/p/r/sites/EYAr/_layouts/15/Doc.aspx?source=C271-4663-A872-DD1B9F5ED42A%7D&file=KG-Sharing%20the%20Animal%20Habitats.pptx&action=edit&mobileredirect=true Interactive Animal website: www.switchzoo.com Art History: Composite animals/Sphinx https://wss.sharepoint.cn/p/r/sites/EYAr/_layouts/15/Doc.aspx?source=5B9F-40F8-A6A9-C5D62ADE69B4%7D&file=KG-sharing%20the%20sphinx.pptx&action=edit&mobileredirect=true Invented Animal: <ul style="list-style-type: none"> focus on features (wings, trunks, fins, hooves, beaks, manes, colors/skins (fur, feathers, skin, scales, etc) Create invented animal Animal Flip Book Invented Animal habitat sheet: https://wss.sharepoint.cn/sites/EYAr/Shared%20Documents/2019-2020/KG/UOI%20Sharing%20the%20Planet/Kindergarten_%20Sharin</p>
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	https://www.teacherspayteachers.com/Product/Habitats-of-the-World-Introduction-Whats-a-Habitat-Little-Book-1687036 Creating and comparing habitats https://www.kcedventures.com/blog/arctic-animals-forest-animals-comparing-animal-habitats Home Sweet Habitat: Crash Course Kids https://www.youtube.com/watch?v=p15lrEuhYmo Animal Habitats Animal Homes Animals video for kids https://www.youtube.com/watch?v=Xj1ASC-TlsI Animal habitat graph https://www.pinterest.com/pin/725572189950003124/?nic=1 Mini sensory tubs animal habitats https://www.pinterest.com/pin/725572189950003111/?nic=1 Sorting https://www.pinterest.com/pin/725572189950003095/?nic=1 Animal habitats sorting https://www.pinterest.com/pin/725572189949986210/			
Learner Profiles Attitudes Skills	Learner Profile: Thinker, Knowledgeable Attitudes: Curiosity, Skills: Research, Thinking, Communication	Learner Profile: Attitudes: Skills:	Learner Profile: Attitudes: Skills: Self-Management, Thinking, Research	Learner Profile: Thinker, Knowledgeable Attitudes: Curiosity Skills:
Collaboration				

How the World Works (6 Weeks)	Homeroom	PE	Music	Art
	HTWW- <i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	HTWW- An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	HTWW- An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	HTWW- An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
Central Idea	The properties of light and sound can be produced, changed, and used in different ways.			
Summative Assessment	Summative:			
Concepts	Key Concepts: Connection, Form, Causation Related Concepts: Interaction, Properties, Discovery	Key Concepts: Related Concepts: Learning Experience:	Key Concepts: Related Concepts:	
Lines of Inquiry & Vocabulary (Knowledge)	<ul style="list-style-type: none"> Purpose of light and sound Properties and sources of light and sound Creation of light and sound 			<ul style="list-style-type: none">
Scope & Sequence/ Learner Outcomes (Do)	See KUD			