

Grade: Kindergarten		Subject Areas: Science, Socials, Art, Math	Planning Team: Eva, Regan, Shelley
<b>Big Ideas: What do students need to understand?</b> <ul style="list-style-type: none"> <li>Humans interact with matter every day through familiar materials (science)</li> <li>Objects have attributes that can be described, measured, and compared (Math)</li> <li>Engagement in the arts creates opportunities for inquiry through purposeful play (Art)</li> <li>Stories and other texts help us learn about ourselves and our families (LA)</li> <li>Stories and traditions about ourselves and our families reflect who we are and where we are from (SS)</li> </ul>		Unit Guiding Questions: <ul style="list-style-type: none"> <li>How do I <b>interact</b> with different <b>materials</b> and <b>objects</b>?</li> <li>How can I <b>describe</b> different materials and objects?</li> <li>How can I be <b>curious</b> about, <b>learn</b>, and <b>play</b> using different materials and objects?</li> <li>How can I use different materials and objects to share <b>stories</b> about myself and my family?</li> <li>How can I choose specific materials and objects to <b>represent</b> my family?</li> </ul>	
Types of Goal	Curricular Language	Student Friendly Language	
<b>Content (Science)</b>	<ul style="list-style-type: none"> <li>properties of familiar materials (sci)</li> <li>local First Peoples uses of plants (sci)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to <b>interact</b> with objects and materials by using my <b>senses</b></li> <li>I know different ways that First Peoples <b>use</b> objects and materials (e.g., plants)</li> </ul>	
<b>Content (Math)</b>	<ul style="list-style-type: none"> <li>single attributes of 2D shapes and 3D objects (math)</li> <li>concrete or pictorial graphs as a visual tool (math)</li> </ul>	<ul style="list-style-type: none"> <li>I know what makes materials, objects (<b>3D</b>) and shapes (<b>2D</b>) different from each other</li> <li>I know how to show "<b>how many</b>" using objects and pictures</li> </ul>	
<b>Content (Art)</b>	<ul style="list-style-type: none"> <li>processes, materials, movements, technologies, tools and techniques to support arts activities (art)</li> <li>traditional and contemporary Aboriginal arts and arts-making processes (art)</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use materials and objects to <b>create</b> art</li> <li>I know how First Peoples use materials and objects to make art</li> </ul>	
<b>Content (Language Arts)</b>	<ul style="list-style-type: none"> <li>Story structure of story (LA)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I know how to use materials and objects to <b>show, tell</b> and <b>write</b> a story</li> </ul>	
<b>Content (Social Studies)</b>	<ul style="list-style-type: none"> <li>ways in which individuals and families differ and are the same</li> <li>people, places, and events in the local community, and in local First Peoples communities</li> </ul>	<ul style="list-style-type: none"> <li>I know what makes my family <b>unique</b></li> <li>I know what makes families different from each other</li> <li>I know how to use materials and objects to show: <ul style="list-style-type: none"> <li><b>Who</b> my family is</li> <li><b>Where</b> my family is from</li> <li>What <b>events</b> or <b>traditions</b> are special to my <b>family</b></li> <li>What events or traditions are special to my <b>community</b></li> </ul> </li> </ul>	
Curricular Competency (Science)	<ul style="list-style-type: none"> <li>Planning and conducting <ul style="list-style-type: none"> <li>effects of pushes/pulls on movement</li> <li>Make exploratory observations using their senses</li> </ul> </li> <li>Questioning and predicting <ul style="list-style-type: none"> <li>Demonstrate curiosity and a sense of wonder about the world</li> </ul> </li> <li>Processing and analyzing data and information <ul style="list-style-type: none"> <li>Discuss observations</li> <li>Represent observations and ideas by drawing charts and simple pictographs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can show what happens to different objects when they are <b>pushed</b> or <b>pulled</b></li> <li>I can share what happens to objects when they are pushed or pulled on different materials</li> <li>I can share what happened by using my senses</li> <li>I can be curious by asking questions about different materials, shapes and objects</li> <li>I can talk to others about what I see</li> <li>I can show that I understand by making <b>graphs</b> and drawings of my learning</li> <li>I can talk about what I am learning</li> </ul>	

	<ul style="list-style-type: none"> <li>Communicating <ul style="list-style-type: none"> <li>Share observations and ideas orally</li> </ul> </li> </ul>	
Curricular Competency (Math)	<ul style="list-style-type: none"> <li><b>Understanding and solving (math)</b> <ul style="list-style-type: none"> <li>Visualize to explore mathematical concepts</li> <li>Engage in problem-solving experiences that are <a href="#">connected</a> to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li> </ul> </li> <li><b>Connecting and reflecting</b> <ul style="list-style-type: none"> <li><a href="#">Incorporate</a> First Peoples worldviews and perspectives to <a href="#">make connections</a> to mathematical concepts</li> </ul> </li> </ul>	<p><b>I I can solve problems by using materials, shapes and objects</b>  <b>I can solve problems that are connected to mine and others, family, and community</b></p> <p><b>I know that there are different ways of solving problems</b>  <b>I can solve a problem in a new way by learning from someone else (First Peoples)</b></p>
Curricular Competency (Art)	<ul style="list-style-type: none"> <li>Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and <a href="#">purposeful play</a></li> </ul>	<p>I can <b>create</b> art by <b>playing</b> and using <b>different materials by myself</b> and when working <b>with others</b>.</p>
Curricular Competency (Language Arts)	<ul style="list-style-type: none"> <li><b>Comprehend and connect (reading, listening, viewing)</b> <ul style="list-style-type: none"> <li>Use personal experience and knowledge to connect to <a href="#">stories</a> and other <a href="#">texts</a> to make meaning</li> </ul> </li> <li><b>Create and communicate (writing, speaking, representing)</b> <ul style="list-style-type: none"> <li><a href="#">Exchange ideas and perspectives</a> to build shared understanding</li> </ul> </li> </ul>	<p>I can <b>make connections</b> between a <b>story and me</b>, between a <b>story and another story</b>, and between a <b>story and the world</b>.  <b>I can name the main characters</b> in the story and say what happened at <b>the beginning, middle and the end</b>.</p> <p>I can <b>show, draw, tell, and write about my ideas and share them</b> with my class.</p>
Curricular Competency (Social Studies)	<ul style="list-style-type: none"> <li>Sequence objects, images, or events, and distinguish between what has changed and what has stayed the same (continuity and change)</li> <li>Acknowledge different perspectives on people, places, issues, or events in their lives (perspective)</li> </ul>	<p><b>By noticing things, people and events</b>, I can <b>show and/or tell what changed</b> and what <b>stayed the same when I look at two pictures</b>.</p> <p>I know that my peers <b>feel differently</b> about people, places, problems and events. It is <b>okay to disagree</b>.</p>