Inquiry Project Design Plan

Teacher/Designer Names: Lashawn Adorno **School: Montessori School 27**	
Name of Project: My Community & Me	**Grade Level: PK/K**
Est Launch Date: 8/2023	**Est Duration (in weeks):**
Disciplines Involved: Social Studies, ELA, Computer Science, Math, Mindfulness	
Problem Statement: Make sure students understand themselves as well as their place within their community.	

STAGE 1: DESIRED RESULTS

- **Big Idea:** *"Knowing yourself is the beginning of all wisdom."*–Aristotle

Enduring Understandings:	**Essential Question(s):** (MEANT TO BE SHARED WITH STUDENTS)
● Physical understandings of the school building. ● Physical content about themselves ● Take away general themes of time and place within societal and scientific constructs.	● Who am I, and how do I fit in my community?

Established Goals (Standards, Performance Indicators, Learning Goals):
*choose relevant standards to unit/project plan timing and learning goals; do not need to use all disciplines below.
** unpack into SWK and SWBAT under identified standards as this will lead to aligned assessment design

Science Standards (list if using, unpack under each standard into SWK and SWBAT)**:**

SWK:
- Physical changes in our world
- 4 seasons
- Quantifying time

SWBAT:
- 4 seasons
- What season their birthday is in
- Sing about: days of the week, months in the year, 4 seasons

Social Studies Standards (list if using, unpack under each standard into SWK and SWBAT)**:**

SWK:
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SWBAT:
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Mathematics Standards (list if using, unpack under each standard into SWK and SWBAT)**:**

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SWK:
- Shapes
- Colors
- How to combine colors and shapes to create something new

SWBAT:
- Will learn perameters of a shape
- How to create shapes
- Usage of colors & shapes

ELA Standards (list if using, unpack under each standard into SWK and SWBAT)**:**

SWK:
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SWBAT:
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Technology Standards:

- **NYS Computer Science and Digital Fluency** (select at least 1 for Smart Start)**:**
- K-1.IC.3 Identify computing technologies in the classroom, home and community.

- **ISTE:**

Social Justice Standards:

ID.K-2.5
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both.

Other (Art, SEL, etc):

Links to Standards/Reference Frameworks:
NYS NextGen ELA and Math, NGSS, NGSS by DCI Nat'l C3 SS Framework, NYS K-8 SS Standards, ISTE, Social Justice Standards, CASEL SEL Framework, NYS CS and Digital Fluency

Teaching/Learning Goal Notes for Stage 1:

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STAGE 2: EVIDENCE & ASSESSMENTS:

Performance Task Narrative

Goal: *Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.*

The goal of this unit is for students to gain an understanding of themselves as well as the school environment. As students gain knowledge of their world as. well as themselves they'll begin to see how they fit into their school community.

Young children face unique fundamental challenges while entering school. They struggle to feel comfortable as they have often have. left the hands of loving family members for the first time. They lack stamina for educational activities due to their age and the new found everyday consistency of school. Also, students may orr may not find other students inviting as we work through new adeventtures during the early parts of the year.

Role: *Define the role of the students in the task. State the job of the students for the task.*

The job of the students is to be themselves as they learn about their school as well as their world. We will explain physical and theoretical structures through hands on activities, songs, and classroom structures and students will gradually find how they fitt into the classroom/ school with their unique perspectives.

Audience: *Identify the target audience within the context of the scenario.*

The audience when working with young children will always be the students, parents, and administtration of the school building. Young learners need assistance from all levels as they gain a new world view and begin to accept their new roles as young citizens in our schools and community.

Situation: *Set the context of the scenario. Define the narrative.*

As students are ushered into school we will start to develop an understanding of classroom rules, school structures, world views, and physical dynamics (whitin the classroom, school, andoutside dynamics). PK/K students will gain understandings from concrete structures as the school building, our classroom, and seasons within our environment.

As we move through the school acclimation process students will begin to visit and revisit themes such as all about me, community, 4 seasons, and begin to establish an identity of themselves withing those constructs. Students may think, as the world moves from Summer to fall, I, may have to dress differently.

Product(s): *Clarify what the students will create and why they will create it.*

- We will create classroom routines for structure
- We will build a model of a school and begin to find the intracacies of that school within the model.
- We will have a AR/VR version of the outside school where students will comment on parts of the school (as well as create the model).
- Students will make voice recordings to explain their feelings about how they feel about certain physical structures

Criteria for Success): *Provide students with a clear picture of success. Identify specific standards for success such as rubrics, checklists, quizzes, etc.*

- ❑ Participation checklists
- ❑ Verbal recordings from each student
- ❑ Observe behaviors as we work through projects
- ❑ Exit ticket meetings. about activities

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Other Evidence/Assessments:

STAGE 3: THE LEARNING PLAN:

Learning Activities

(potential layout below. Can be daily, divided by periods, or even using the Engineering Design Process to divide into stages such as Ask, Imagine, Plan, Create, Improve)

Week 1 Shapes and Time
Learning Goals: NY-K.G.2 Name shapes regardless of their orientation or overall size.
Learning Events: **Students will study block shapes and learn to count their sides.**
Formative Assessments: Observational **Draw shapes to create pictures**
Notes/Resources: **Exit/Entry tickets** **PK has to do a _____ assessment**
Week 2 4 Seasons
Learning Goals:

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Developing ideas about time through seasons in a year

Learning Events:

Children will learn how to work within rug routines and act out songs to better their thinking of time within the four seasons

Formative Assessments: Observational

Singing songs
Conversations on seasons

Notes/Resources:

- **Sesame Street "Elmo's World, Learning About the 4 Seasons"**
- **The Seasons Song- Super Simple Songs**
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Week 3 Physical understanding of our school

Learning Goals: Students will walk around the inside and outside of our school and then have it presented to them virtually via AR/VR.

Learning Events:

-Learning walk to examine the physical space around the school
-Have a group discussion about what they saw
-Record voices on robots to add to AR/VR pictures
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Formative Assessments:

-Voice recording
-Informal discussions

Notes/Resources:

-Padlet may be used to record voices

Week 4 Create a model of a school

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Learning Goals: Students will use learned information and prior knowledge to add drawings into our model of the school.

Learning Events:

-Class discussions
-AR/VR review
-Painting boxes
- Design implementation

Formative Assessments:

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