1. What is our purpose?
   To inquire into the following:
   - Transdisciplinary theme
   How we share the planet
   An inquiry into rights and responsibilities; the struggle to share finite resources with other people and with other living things; communities and the relationships with and between them; access equal opportunities; peaceful conflict resolution.
   An inquiry into: Rights and responsibilities in the struggle to share finite resources with other people and with other living things
   Project: Recycle

   Central Idea: Caring for our planet

   Summative assessment task(s);
   What are the possible ways of the assessing students' understanding of the central idea?
   What evidence, including student initiated actions will we look for?
   Our Kindergarten Students will be provided with a rubric system will be developed to assess what the students know at the beginning of the unit and that the students have a full understanding of the concepts at the end of the unit.
   Other items include:
   - Observation
   - Explorations
   - Work Products
   - Journals
   - Verbal communication through discussion

2. What do we want to learn?
   What are the key concepts (form, function, causation, change, connection, perspective, and responsibility, reflection) to be emphasized within this inquiry?
   - Function
   - Responsibility
   - Connection

   Key Concepts: Reflection, Responsibility, Causation

   Lines of inquiry:
   - Humans are responsible for the use of resources.
   - Understanding the difference between needs and wants.
   - We benefit by sharing our resources among ourselves.
   - Sharing resources is a challenge and an environmental necessity.
   - Fine arts can be expressed from recycling of resources.

   Lines of Inquiry:
   - Uses of natural resources
   - Needs and wants
   - Sharing resources

   What teacher questions/provocations will drive these inquiries?
   - How animals and humans depend on plants, other animals and natural resources and how human use processed goods?
   - What are some roles and duties in the community of people that work in areas that effect the environment?
   - Recognize, observe and discuss the relationships of organisms to their environments (seasons, behaviors and natural habitats)
   - How can we better use materials in better ways that will help the environment?
   - What are things that people do to not care for their resources and their resources?
3 How might we know what we have learned?
“How best might we learn?”
What are the possible ways of assessing students’ prior knowledge and skills?
• Through observations of students interactions and behavior/processes through small and large group instruction.
• Through use of anchor chart(s) teacher will collect students’ information of prior knowledge information.
• Through list Venn diagrams and other graphic organizers.
• Using KWL charts

What are possible ways of assessing students learning in the context of lines of inquiry?
What evidence will we look for?
• Students will be expected to participate in classroom and lab activities and discussions. Active play will be observed in the classroom. Evidence will be recorded by the students in their journals.
• Students will learn through school projects. (such as building terrariums, constructing natural habitats, witness different lifecycles, constructing model of communities, and recycling etc.)
• Students will learn through school/home conservation project utilizing recyclable materials and transforming them into a new use.

4. How best might we learn?
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.
The teacher provides the context for inquiry
• Workstations in classroom will be set up for students to explore each unit. Materials and equipment will be added and removed as needed throughout the unit.
• Each workstation will be modeled including with science and social studies.
• Students in the classroom and in the science lab will experience and explore organisms of the natural world and its conservation. (through books, pictures, songs, objects/items, stories, technology)
• Students will be involved in conversations during whole group and small group instruction.
• Students visit the science lab to explore live organisms through their changes, their needs, their differences and similarities using the five senses.
• Students will learn about organically produced products and how people consume them.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profiles?
• Students explore how natural resources are used everyday and how those resources maybe preserved and managed wisely.
• The student will identify and describe characteristics of organisms like plants, animals and nature.
• Recognize, observe and discuss the relationship of organisms to their environments.
• Child participates in activities to help them become aware of what it is to be part of community conservation and the role the consumer.
5. What resources need to be gathered?
What people, places, audio-visual materials, related literature, music, art, computer software, etc., will be available?
- Science Safety equipment such as goggles and gloves
- Arts and crafts materials
- Drawing and writing materials
- Technology such as United Streaming
- Delta Science Models- From Seed to Plant
- DSM- Food Chains
- SRE and Baylor Food Processing

How will the classroom environment, local environment and/or the community be used to facilitate the inquiry?
Places inside and outside the school will be utilized such as the classroom (small group, whole group, workstations) science lab, playground, garden and school grounds.

6. To what extent did we achieve our purpose?
Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

Students became familiar with vocabulary words related to the environment and also learned what the resources are and where they are found.

Students identified where different resources could be located and how they are used. Students learned about renewable and non-renewable resources and how they are best be used. Classes discussed the idea of choices and consequences and how this relate to our resources and the environment.

Students could relate how recycling and reusing materials would impact our planet. Students also realized how to make a personal impact at home and in their communities.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea?

We need to create specifics about the school / home projects. What recyclable do we want to focus on? Is there a specific item that we want then to create? A rubric with specific criteria should be developed. This year we chose a theme to go along with the project (zoo animals and plants). We think that giving the students choice in materials will benefit and allow them to explore the possibilities of recycling and reusing more materials.

This year we focused on recycle, reduce, and reuse. Students were able to reflect on their understanding of what we can do with our trash in order to reduce our waste. Students were worried about the trash going into the water and other landforms causing for animals to die.

2016-2017: The students made connections with previous planners and identified how trash/pollution affects living things such as people, animals and plants.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students were able to brainstorm and share ideas of how they use various resources. They also verbalized and shared ideas on how items could be reused. Students also recorded ideas. Students also were able to see the differences between recycling and reusing materials.

The students began to take action to demonstrate their understanding of the unit and the central idea by picking up trash every day from playground, restroom, classroom, and common areas.
8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Students were given opportunities to be more hands-on with learning about the different types of items that can be re-used. We were able to discuss these as a whole group and it brought up a lot of questions. These questions led to great discussions about how we share the planet.

Some of the questions were…

- What happens when there is no space in the landfills?
- Where do they throw the trash?
- How can we help the animals when their environment is polluted?
- What is the difference between recycling and reusing materials?
- Where does all the trash that we throw go?
- Why do we have to recycle?
- Why do we need to recycle things in different color containers?
- Where my family take can recycles objects if we don’t have a place in our community?
- They were also reflecting on what will happen when the landfill was full?
- Where would you put chemicals if you cannot put them in the landfill?
- What would happen if houses are built in that place?

2016-2017:
- How we can go and help to clean the trash from the ocean?
- What happen if there is not more pollination from bees? (due to the lack of resources for bees).

We were able to use technology to Google the how pollution affects our planet and different environments. The students also watched videos of different animal habitats that are affected by not taking care of the planet at unitedstreaming.com, BrainPopJr., and then we use our wonder wall to post our questions.

What student-initiated actions arose from the learning?

Students verbalized their commitment to take care of the earth’s resources.

2016-2017:
- The students could explain to their parents what they learned about the importance of recycle. The students with the guidance of the parents could create a project made of recycled materials.
9. Teacher notes

As a Technology Class, guided lessons along with the use of computers and software such as Education City Science will provide our students with the multiple opportunities to be exposed to diverse and meaningful interactions between the natural world and human societies. Also, our students will be able to comprehend how human behavior impacts our planet.

Personal and social development
Students will develop negotiation skills and are able to work independently and cooperatively in small groups in different drama situations.

Responsibility: Why is it important to recognize and respect the personal space of another student?
Perspective: How do you think that person/character is feeling now?
Activities/game: “Story Around the Circle”

Students will increase creative development and teamwork by orally/telling short stories around the circle.
“Once upon a time… (a stinky skunk, a bowl of pasta, a monkey from Mars, an ugly toad, a beautiful rose garden, a wishing well, a big busy city, a mean bully, a soccer game, a very old grandma.)

Concept: Responsibility: in Music class, students are responsible for their own learning and behavior. I.e. cooperate during group recorded practice. Students should be committed and get ready for their upcoming class recitals in May, 2015. Recorder students should also be open minded to other peers points of view and show willingness to learn from each other during tutoring.

Next year Initiative:
We will integrate the Language Arts reading books into each planners. We will incorporate the read aloud lessons as we go next year. An example for natural resources will be “The three little pigs”, “Amalia y sus tortillas”-processed foods, “earth day” book, etc
2016-2017: For next year, we will try to start the final project earlier. The students will have more time to write and explain to their peers about their projects.