

Teaching and Learning Inquiry Cycle (Adapted from the TLCP)

CURRICULUM AREA: Social Studies

GRADE: 6

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Data/Information based on student : - diagnostic assessment - past report card data - student interest survey - diverse student population (many cultural backgrounds will make a rich unit where students can build knowledge by sharing their own experiences) - information gathered in class profile	Problem or Needs as determined by data (can be problem of practice, can be weakness in certain skills, can be needs) - student with a communication disability who struggles with writing and reading comprehension (needs technology support) - student who struggles socially and organizationally - needs organization prompts and needs to work with supportive peers - ESL student who will need extra language support	Curriculum Expectations <u>Social Studies</u> A. Heritage and Identity: Communities in Canada, Past and Present A1.2 evaluate some of the contributions that various ethnic and/or religious groups have made to Canadian identity A1.3 explain how various groups have contributed to the goal of inclusiveness in Canada A2.1 formulate questions to guide investigations into different perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada A2.2 gather and organize information from a variety of primary and secondary sources using various technologies that present different perspectives on the historical and/or contemporary experience of two or more communities in Canada A2.4 interpret and analyse information and evidence relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about perspectives on the historical and/or contemporary experience of two or more distinct communities in Canada A2.6 communicate the results of their inquiries, using appropriate vocabulary <u>Language</u> Oral Communication 1.2 Active Listening Strategies 2.1 Purpose 2.2 Interactive Strategies 2.4 Appropriate Language 2.7 Visual Aids Writing 1.1 Purpose and Audience 1.2 Developing Ideas 1.3 Research 1.5 Organizing Ideas 2.5 Point of View 2.6 Preparing for Revision 2.7 Revision Media Literacy 1.4 Audience Responses 1.5 Point of View <u>Math</u> Data Management and Probability – collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements; – collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including continuous line graphs) that have appropriate titles, labels, and scales that suit the range and distribution of the data, using a variety of tools; <u>Science</u> Understanding Life Systems: Biodiversity	Success Criteria (Overall...) - I can reflect on the different things that “Canadian culture” could mean, thinking from a variety of perspectives. - I can identify different cultures that exist within my class and community, and identify/celebrate similarities and differences between different cultures within Canada. - I can think critically about the way the media portrays different cultures and the impact this has on these cultures. - I can assess how “green” our school is and reflect on how important green initiatives are in our school, community, and across Canada. - I can use the inquiry process to gather and organize new knowledge. - I can dramatize important events in a historical figure’s life and connect this to Canadian culture and identity.
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		1.1 analyse a local issue related to biodiversity, taking different points of view into consideration, propose action that can be taken to preserve biodiversity, and act on the proposal 1.2 assess the benefits that human societies derive from biodiversity and the problems that occur when biodiversity is diminished <u>Arts</u> B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places B1.2 demonstrate an understanding of the element of role by selectively using other elements to build belief in a role and establish its dramatic context	
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“Big Idea” Theme: Canadian culture and identity Guiding Question: How has the culture of different groups shaped our Canadian identity?	Learning Goal (s) (can be overall; might change throughout inquiry) - Understand similarities and differences between different cultures within Canada and our community and school. - Think critically about the way different cultures are viewed and the effect this may have. - Identify what makes our community unique, focusing on how our community contributes to or reflects culture within Canada.	Assessment and Evaluation - KWL chart - teacher observations - peer assessment (e.g. two stars and a wish) - self-assessment reflection (written) - verbal feedback during group work - written teacher feedback
DIAGNOSTIC ASSESSMENT TASK (AT THE START OF THE CYCLE) KWL Chart: Individually, students start a KWL chart on the topic of Canadian Culture and Identity. Each student fills out what they know (K) and what they want to learn (W) about the TLCP big idea. Then, as a class, start a class KWL chart for the big idea and ask students what they know and what they want to learn. Students keep their individual KWL charts and the class keeps an overall KWL chart to combine everyone's knowledge.	CULMINATING ASSESSMENT TASK (AT THE END OF THE CYCLE) KWL Chart: Students reflect on what they have learned about the big idea of Canadian Culture and Identity. They will have updated their KWL chart several times throughout the TLCP. At the end of the learning process, students will share what they have learned and add to the class KWL chart. Each student will hand in their KWL chart so the teacher can see each student's individual learning progress.	Culminating Task/Project - Instructions for Students: Your community needs your help! You have been asked to develop a strategy to attract tourists to your community. In order to do this, you will need to: - figure out what makes your community unique: what contributions has your community made to Canadian identity? How have two or more cultural groups contributed to your community's Canadian identity? - create a marketing strategy using the information you have learned about your community, including one or more of the following: brochure, commercial, poster, or any other advertisements you can think of (with the teacher's permission) You will be working in groups of 2-3. The final products you will be producing include: 1) a presentation in which you present your new information to the class and explain your marketing strategy, showing any advertisements/resources you have made 2) a written reflection; questions to consider: - What did you learn about your community's Canadian identity? - What did you learn about contributions to your community from various cultural groups? - How did you use this information to create your marketing strategy? - How effective was your marketing strategy?

Summary (DESCRIPTION) of the Inquiry Cycle	Rationale (Why it matters to student, why it matters to community, why it matters to world, how it connects to social studies, geography, history VISION and GOALS)
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In this TLCP, the focus will be centered on the Social Studies strand A. Heritage and Identity: Communities in Canada, Past and Present. The big idea will be Canadian culture and identity, with the guiding overall question “How has the culture of different groups shaped our Canadian identity?” With this open-ended big idea, students will be able to form their own inquiry questions and guide their own learning. Daily guiding questions/topics will encourage students to explore topics such as cultures across the world, cultures within their community and across Canada, similarities and differences between different cultures, and examine cultures from different points of view. Inquiry cycles will have students exploring these topics and more by starting with a guiding question or big idea, drawing on information that they know about the topic to form more inquiry questions, using these questions to guide their learning, researching in a variety of ways (e.g. creating and performing surveys, researching online, etc.), and sharing their knowledge in a variety of forms (e.g. presentations, drama, written reflections, etc.).	This unit is relevant to all students as it allows them to draw on their own experiences as they explore different cultures in Canada and across the world. The big idea of Canadian culture and identity matter to all students so that they can learn that there are many different cultures within Canada and learn to celebrate diversity in their country, their community, and their school and class. This TLCP relates to Social Studies as it allows students to follow the inquiry cycle to explore the culture and identity in Canadian communities in the past and present (which relates to strand A in the Grade 6 Social Studies curriculum).
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Example of Methods, Resources and tools used (Think of your “Big Idea”, curriculum expectations, text, zone of proximal development)

Teacher-directed - lead class discussions - mini lessons to introduce topics - guide brainstorming sessions - teacher feedback	Collaborative Opportunities - group tasks - group discussions - partner work (e.g. write letters to partners and respond) - peer assessment	Hands-on - field trip - create and perform surveys - gather and analyse data from primary sources (in performing surveys) - connect learning to the community and school	Independent - self-assessment - written reflections - individual tasks	Media Literacy - examining how media portrays different cultures; looking from different points of view - final task requires creating and evaluating the effectiveness of media
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Cross Curricular - Language - Math - Science - Arts	Prof. Resources - http://www.canadiangeographic.ca/kids/ - http://www.ualberta.ca/~jkirman/ - http://www.classroomconnections.ca/en/sb/uelementary.php	Parent/ Communication Resources - classroom blog for regular updates - letter to parents (found on classroom blog) - phone calls or emails for specific concerns	Field Trips, Learning outside the classroom - Halton Region Museum
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Differentiated, Accommodated, Modified and Enriched (What tools, teaching strategies or methods will be used to ensure ALL students are engaged and are learning)

Accommodations (For all students) - variety of group work,	*Modifications for students with specific LD - assistive technology for students struggling readers - graphic organizers for students who struggle with organization of ideas	First Nations, Metis, Inuit - explore Canadian culture (in	BLENDED LEARNING Some subtasks involve watching a video in order to learn about a new concept. Videos will be posted to
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partner work, and individual work - access to information in a variety of ways (e.g. online information/videos, reading material, visual representations, oral explanations)	- texts to suit different reading level (for students reading at lower grade levels) *Modifications for students that are Gifted - texts to suit different reading levels (for students reading at higher grade levels) - strategic grouping so gifted students can sometimes support struggling students and sometimes be challenged by other gifted students - additional resources will be provided on class blog for students looking to extend their knowledge	the past and present) from FNMI perspective - invite an FNMI contact such as an elder into the class to discuss FNMI culture - ask FNMI students to share about their cultures - read FNMI literature to examine culture	the class blog and students will be asked to watch the videos before the lesson (at home), but will be provided an opportunity to review the videos in class (for students without access to a computer at home) on class Ipads or computers. Students will be expected to review videos after lesson for clarification of understanding if after assessment, they have not quite understood new concepts.
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Learning Environment - collaborative (sitting in small groups) - individual work stations for students who need to focus by themselves during individual work - use of technology (class Ipads and/or computers)	Human Resources and Additional Programming opportunities - field trip (Halton Region Museum)	Parent/Communication Resources - letter to parents found on class blog - regular updates on class blog	Other (Game-Based learning, Global projects, STEM, Coding, Robotics) - Flat Stanley project for students to learn more about different cultures across the world: http://www.flatstanley.com/	ESL - Encourage the use of the first language in reflective writing, personal dictionaries, word lists, prewriting activities, and when preparing outlines or drafts. - Create a word wall (with first language translations) with pictures to introduce and reinforce unit-specific vocabulary, and teach students how to use it as a tool to increase understanding. - Find out about the student's prior knowledge about a topic and use it to make connections and address gaps.
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Tasks, Lessons and Activities may not be linear and may depend student learning (Subtasks are lessons)

Pre-Assessment (Diagnostic) Relates back to the data or problem KWL Chart: Individually, students start a KWL chart on the topic of Canadian Culture and Identity. Each student fills out what they know (K) and what they want to learn (W) about the TLCP big idea. Then, as a class, start a class KWL chart for the big idea and ask students what they know and what they want to learn. Students keep their individual KWL charts and the class keeps an overall KWL chart to combine everyone's knowledge.	Subtask #1 <u>Assessment:</u> Students demonstrate their knowledge of visually representing data (Math) <u>Question:</u> What cultures exist within our community? https://docs.google.com/document/d/1hMLpRjYjqgHYRW6emRLmN-0u5OrOtvRG4wZkIBPwNSA/edit?usp=sharing	Subtask #2 <u>Assessment:</u> peer feedback (writing) <u>Question:</u> What does it mean to be Canadian? <u>Written Task:</u> https://docs.google.com/document/d/1fXLr9t0mjm5uwV449w4i7FHD-NovrCNsOtLFfOd3UQ/edit?usp=sharing	Subtask #3 <u>Assessment:</u> self-assessment (oral communication) <u>Question:</u> What cultural groups exist within our own class? What is similar and what is different about these cultures? <u>Oral Language Task:</u> https://docs.google.com/document/d/1ZxrJU8XQWcjOxFLxhq3C2QXT1Dbagw4lQzxJBsYm20A/edit?usp=sharing	Subtask #4 <u>Assessment:</u> recorded teacher observations <u>Question:</u> How are different cultures portrayed in the media? <u>Media Literacy Task:</u> https://docs.google.com/document/d/1yfjlcX17VxKAKsaYGO78QW4RQuoTN5iMXwE8Mkrv2GI/edit?usp=sharing
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Subtask #5	Subtask #6	Subtask #7	Culminating	FINAL Assessment
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<u>Assessment:</u> self-assessment (reflection) <u>Big Question:</u> How important are green initiatives in our Canadian culture? <u>Flipped Lesson:</u> https://docs.google.com/document/d/1uPTeuzjU6w4XbcMRwhlmsa41h9RzDiP-7PtsFBH3plk/edit?usp=sharing	<u>Assessment:</u> self-assessment (written reflection) <u>Big Question:</u> How has going green become part of our Canadian identity? How environmentally friendly is our school? <u>Science Lesson:</u> https://docs.google.com/document/d/1EWKoM1M9jCEw2pRZBsdYRp2536o6X65aK1pAZHiqSW8/edit?usp=sharing	<u>Assessment:</u> written teacher feedback after drama presentations <u>Big Question:</u> How have different people in Canadian history contributed to our culture? How can we dramatize the important events in these individuals' lives? <u>Arts Lesson:</u> https://docs.google.com/document/d/1y_L60wwuvMA-ZzeyVhWbtQkckMjeJhTSo87vdOEuRk/edit?usp=sharing	Task: https://docs.google.com/document/d/1nGCUrSx9l1OF8vcOxJPm5RHqYPYSUO-k6gAlixqBals/edit?usp=sharing	TASK: KWL Chart: Students reflect on what they have learned about the big idea of Canadian Culture and Identity. They will have updated their KWL chart several times throughout the TLCP. At the end of the learning process, students will share what they have learned and add to the class KWL chart. Each student will hand in their KWL chart so the teacher can see each student's individual learning progress.
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