

Teaching and Learning Inquiry Cycle: <https://goo.gl/DLCEz6>

CURRICULUM AREA: Strand A, Heritage and Identity: Communities in Canada Past and Present GRADE: 6

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[Brainstorm](#)

[Presentation](#)

Overview

Expectations <i>Overall expectations</i> <i>(Link to list of specific expectations addressed)</i>	“Big Idea” <i>This will be the overriding theme, question, focus for the teaching and learning inquiry.</i>	Learning Goals <i>(Can be overall; might change throughout inquiry)</i>
Expectations addressed in this unit	What does it mean to be Canadian?	Unit Learning Goals

Diagnostic Assessment <i>(At the start of the cycle/unit)</i>	Culminating Project <i>The overall teaching should prepare students to complete this task.</i>	Culminating Assessment Task <i>(At the end of the cycle/unit)</i>
	Create a website designed to inform people about what it means to be Canadian. Each lesson will culminate with a product, and of the 11 products students will choose 6 to showcase on the website.	Using what students have learned throughout the unit, they will respond to eight questions about Canada and Canadian identity. Link lesson 12 lessonplan [https://goo.gl/MvJ5OL]

Summary (DESCRIPTION) of the Inquiry Cycle <i>200-300 words</i>	Culminating Task/Project - <i>(The overall teaching should prepare students to complete this task.)</i>	Rationale <i>(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)</i>
Summary	Students will create a frequently asked question page to add to their website. Their website will include 6 of the sub-tasks they complete throughout the unit (each lesson is one sub-task).	Rationale

Instructional Strategies & Approaches:

Accommodations (For all students)	Field Study/Trips, Experiential Learning outside the classroom	Environmental Education	Equity & Inclusive Education	Aboriginal, First Nations, Metis, Inuit Education
Note-takers available. Technology available (translation apps, explain everything, etc). Group work. Scaffolded learning.	Woodlands Cultural Centre In lesson 9, we will be traveling to Brantford to learn how the distorted images of First nations peoples in the past and present, have affected their communities and identities. Students will learn how and what First nations peoples are doing to combat stereotypes.	Examining perspectives on the environment past and present	Alternative ways of showing learning. Respectfully investigating the perspectives of multiple groups in Canada. Allowing students to identify bias, and foster respect for all people (examination of the immigration policy, access to education, and the elevator activity).	Integration into unit

Tech-Enabled Learning	Blended Learning	Media Literacy	Connection to Current Events & Issues	Community Resources
Google drive sharing Google form Kahoot Linuit Integrating student devices	Access online articles and government websites to further inquiry and investigation. Sharing investigations, thoughts, ideas, products via Google drive.	By completing the culminating project (the website) students will engage in creating media. In addition, by exploring electronic sources for information, they will learn about reputable sources of information and how to navigate the internet for the information they need.	Overview	American Holocaust museum Woodlands Cultural Centre Royal Botanical Gardens Guest Speaker (newcomer parent)

Healthy Relationships /Mental Health	Financial Literacy	Cross-Curricular & Integrated Learning	Collaborative Opportunities	Hands-on
We will begin each lesson with a moment of gratitude and thankfulness, and respect for the Earth (mediation).	In lesson 6, we explore the costs of education and what it takes to attend higher education in Canada. We compare (through role playing) what the costs are for various groups in Canada, and graph our results.	Each of our lessons attempts to connect two, or more, subject areas. There's an outline of the curriculum connections here .	Throughout the unit, our lessons encourage students to work collaboratively in meaningful ways. They need to learn to delegate and distribute work, and make decisions about the course of the activity with their group.	Self portrait Graffiti brainstorm Field Trip Chilli and smoothie making Propaganda poster Scenario skit Artistic representations of ideas

Independent	Teacher-directed	Professional Resources	Learning Environment	Parent/Communication
Final Assessment task	Modelling how to complete the type of research we're expecting. Guided inquiry. Leading discussion -> guiding questions.	The following resources influenced our lesson plans and unit design: Many Roots, Many Voices Supporting Minds Full Circle 21st Century Learning Design A Sound Investment Acting Today, Shaping Tomorrow	In-classroom (individually, groups) Field Trip Kitchen Outside	Access to blogs Twitter Parent Letters (field trip, and introduction)

Lesson Sequence

Lesson #1:	Lesson #2:	Lesson #3:
<u>Introduction - what does it mean to be Canadian?</u> [https://goo.gl/o1gYVd] (Ellena) <i>Big Idea:</i> Why do people come to Canada? <i>Assessment:</i> Diagnostic - Kahoot quiz of citizenship test. Anecdotal notes of journal reflections and creating new citizenship test	<u>Making the Map</u> [https://goo.gl/0meq0w] (Megan) <i>Big Idea:</i> How has Canada's physical geography contributed to Canada's identity and how Canadian communities have settled each region. <i>Assessment:</i> Checklist based on observations as well as the completion of the consolidation activities (blog post and consolidation worksheet)	<u>Canadian symbols in art</u> [https://goo.gl/XBEiw0] (Amanda) <i>Big Idea:</i> What aspects of Canadian identity is represented in art? <i>Assessment:</i> Photos and anecdotal notes documenting students working through the assigned tasks. Checklist based on success criteria for students presentation of symbol and significance.
Lesson #4:	Lesson #5:	Lesson #6:
<u>I am Canadian - Multiculturalism</u> [goo.gl/KxFhZa] (Anna) <i>Big Idea:</i> What does it mean to be multicultural? <i>Assessment:</i> Exit Card: Sticky note explaining at least one thing that makes Canada a Multicultural country.	<u>Martians Attack</u> [https://goo.gl/uo2Twh] (Megan) <i>Big Idea:</i> Different groups may experience the same development or event in different ways. <i>Assessment:</i> checklist based on success criteria (assessing their response)	<u>Education Today</u> [https://goo.gl/WWDY02] (Megan) <i>Big Idea:</i> What is inclusive? Is education a right? <i>Assessment:</i> Checklist based on success criteria (assessing their response as well as observations [photos, conversations, recordings])

Lesson #7:	Lesson #8:	Lesson #9:
<u>What's on the menu?</u> [https://goo.gl/c378S3] (Ellena) <i>Big Idea:</i> How do different regions of Canada influence the food you eat? <i>Assessment:</i> Checklist based on success criteria to create a new menu.	<u>Perceptions on the environment</u> (goo.gl/A9UFC0) (Anna) <i>Big Idea:</i> How has the development of Canada affected our environment? <i>Assessment:</i> Letter/note to a newcomer, warning them about an environmental issue in the area and how they can avoid worsening the situation.	<u>How do stereotypes affect people?</u> [https://goo.gl/XwQFDz] (Amanda) <i>Big Idea:</i> How do stereotypes and prejudice affect a person or a community? <i>Assessment:</i> Pictures to and short video clips to documents students working through lesson tasks.
Lesson #10:	Lesson #11:	Lesson #12:
<i>How do you ride an elevator?</i> [https://goo.gl/xpQJK7] (Ellena) <i>Big Idea:</i> Why do people come to Canada as tourists, short-term visitors, and immigrants? <i>Assessment:</i> Procedural writing - level 1-4 on writing, Anecdotal notes during jigsaw discussion, Google form - check for completion	<u>Advertising for Canada</u> (goo.gl/nqBERq) (Anna) <i>Big Idea:</i> How has Canada been represented in the media in history? How has that view changed? <i>Assessment:</i> Using the advertisement techniques taught, design a poster that tells someone why they should come to Canada.	<u>What does it mean to be Canadian?</u> [https://goo.gl/qgEeig] (Amanda) <i>Big Idea:</i> What does it mean to be Canadian? <i>Assessment:</i> Rubric based on success criteria.