



1. What is our purpose?

1a) To inquire into the following:

- **transdisciplinary theme**

Who We Are

An inquiry into the nature of the self; **beliefs and values**; personal, physical, mental, social and spiritual health; **human relationships including families, friends, communities and cultures**; what it means to be human.

- central idea

Customs, traditions, and relationships make homes and families special and unique

Class/grade: 1

Age group: 6-7

School: Willard

School code:7202

Title: Who We Are

Teacher(s): Elaine Kaiteris, Marisela Figueroa, Dianne Cahir, Donna Irie, and Lindi Killen

Date: 08/14/17 - 09/22/17

Proposed duration: number of hours: 90 over number of weeks:6

1b) Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

The students will demonstrate their understanding of the central idea by choosing a project or presentation of their choice, about their family including roles, responsibilities, values, or traditions. They will be able to compare and contrast and discuss the similarities and differences between their families.

The teacher will assess students' ability to explain their family structure, the roles and responsibilities that exist in their family, and the culture, traditions, and relationships make their family unique. From the discussions related to the different presentations, teacher will assess the ability to identify similarities and differences.

Through the unit students will demonstrate the ability to take personal action such as:

- appreciate and be tolerant of other cultures or beliefs and other family structures different from their own
- become more aware of the similarities and differences of other family cultures
- become aware of families and circumstances throughout the world and provide aid: natural disaster, poverty, health epidemics

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Key Concepts: Responsibility, Connection, Perspective

Related Concepts: family, culture, diversity

What lines of inquiry will define the scope of the inquiry into the central idea?

- What makes a family
- Roles and responsibilities in families
- How time, culture, traditions, and relationships make families unique

Teacher questions/provocations

- Family cooperative group time sharing stories about their families - leading discover similarities and differences. Groups use various stems to help guide their discussions.

What teacher questions/provocations will drive these inquiries?

1. What makes up a family?
2. What responsibilities do families have?
3. What is a tradition and what traditions do families have?
4. How do families vary from place to place?
5. What is our role and responsibility in our family?

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

-Thinking maps (double bubble to compare and contrast) and discussion about different makeup of families and their cultures and traditions

-Student's explanation of their own family during class discussion.

-Family Trees will demonstrate their knowledge of their family members and connections that create a family structure

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Through reading literature, class discussions, thinking maps, family trees, and writing activities that reflects other cultures, students will understand different types of families.
- Through family interviews and class discussions, students will be able to identify roles and responsibilities in the family.
- Through family interviews, literature, and family quilt, students will become more aware of different cultures and traditions.

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?

1. The teacher and the students will create a bar graph of the number of people that live in their homes and will compare with classmates.
2. The teacher and the students will discuss and brainstorm a list of the roles and responsibilities of different members of their family. The class will identify their own role and responsibility in their family.
3. Teacher/ students read stories about families around the world that will expose students to different cultures and traditions.
4. The students will paint a picture of the members of their family and will compare with other classmates.
5. The students will create a family tree by working with family members. They will then compare and contrast differences and similarities within their families.
6. The students will draw and write about people who live in their homes and other important family members who live outside their homes.
7. The student will design an interview question to use at home while interviewing a special family member regarding culture and traditions. The students will role play interviewing in the classroom. Students will present using a tree map.
8. The students will each create a family quilt square. One side of the square will have a representation of each family member. The squares will be put together to make a class quilt.
9. The students will bring in a favorite family recipe to put into a class/family recipe book.
10. Students will bring and present in various items and artifacts in a family culture bag that represent their family's traditions and culture.
11. Students complete technology projects that include: Google Slides presentations about their families, kidspiration webs, and paint pictures.
12. Students bring different games from home that they play with their family.
13. Students will explore related STEMscopes -Traits and variations, protecting the young, how plant and animal offspring are similar to the parent.
14. Learn songs and make up songs related to family.
15. Students may create a family doll dressed up in traditional clothing.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Transdisciplinary Skills

Social Skills: respecting others, accepting responsibility resolving conflict as they are learning tolerance for other cultures and beliefs and as they follow through on their own responsibilities at home.

Research Skills: formulating questions, collecting data, as they research their own families and present it to others

Self-management: Students practice gross motor skills as they control their bodies in the group setting. Students practice their fine motor skills as they write, paint, draw about their families. Students work on organization as they keep up with assignments. Students also work on healthy lifestyle, codes of behavior, and informed choices.

Learner Profile:

Caring: Helping out at home, helping others, being respectful to each other, ourselves, and our school.

Attitudes:

Tolerance, respect, appreciation and confidence as they learn about families, cultures and beliefs by celebrating each other's different cultures and foods, acknowledging different family traditions and holidays, and having students share about their cultures in front of the class.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Videos, Social Studies books unit 2, Book about families around the world with all of their possessions, teachers' personal family pictures, family stories, shared family cultural or traditional items, primary sources: photographs (from students, and staff baby pictures/ pictures of moms), Throw Your Tooth Over The Roof (Book), Brainpop, Jr.

Accessing information from different family members, literature, library, internet, recipes, pictures, examples of fine art, PowerPoint, Paint, songs, friends

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

- Students will invite family members to a family picnic at a local park and to our School Beautification Days.
- Family Pajama Read-A-Thon, in which family members come and do reading activities
- In-Class sharing of family cultural or traditional items or customs