



<p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none"> · transdisciplinary theme <p>Where We are in Place and Time</p> <ul style="list-style-type: none"> · central idea <p>A community is changed by the wants and needs of its inhabitants.</p>	<p>Class/grade: 3rd Age group: 8-9 yrs. old</p> <p>School: Willard School code: 7202</p> <p>Title: Community Unity</p> <p>Teacher(s): Nhem, Novelo, DeGroof, Beaumont</p> <p>Date 9/25/17 - 11/3/17</p> <p>Proposed duration: number of hours: over 90 hours number of weeks: 6 weeks</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Project: Students will build a model community using recycled materials. They will keep the following factors in mind: environmental impact, zones (industrial, agricultural, residential, multipurpose, business), scale, design, and rationale. The teacher will assess the students' understanding of the how their choices impact the development of their community using the community rubric. Students will demonstrate their understanding of changes that occur in a community by enacting positive changes within their community's plans. Students will also practice making choices regarding the design of their classroom community project by taking on the role of the citizen and exercising their right to vote to enact change.</p> <p>Students will use the above criteria found in the community rubric to assess their peers' projects.</p> <p>Through the study of this unit, students will demonstrate personal and communal responsibility by making choices such as: using resources wisely, recycling, donating money to nonprofit organizations, using environmentally-friendly modes of transportation, and maintaining a clean and healthy environment.</p>	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: connection, change, and responsibility</p> <p>Related concepts: community, citizenship, interdependence</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Components of a community • Role of the citizen within a community • Changes that occur in communities <p>What teacher questions/provocations will drive these inquiries?</p> <p>Teacher Provocations:</p> <ul style="list-style-type: none"> • Teachers will show pictures of the students' local community from the past and ask students to fill out an OTQ chart to gauge students' background knowledge. • Students will fill out a KWL chart to ascertain students' background knowledge. <p>Questions that teachers can ask are:</p> <ol style="list-style-type: none"> 1. What factors influence changes within a community? 2. How does geographical location affect the wants and needs of a community? 3. What different components make up a community? 4. What are our responsibilities in our community? (gov't., citizenship)

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?

Teachers will chart what students know about the components of a community, what they want to know, and what they want to learn by using a KWVL chart during discussions at the beginning of the planner. Teachers will introduce vocabulary terms to determine if students recognize and can define terms related to the components of a community.

Through pictures and discussion, teachers will assess students' understanding of different types of communities based on their geographic location.

During the bird's eye view and zone planning learning experience, the teacher will assess the student's map-making skills and ability to identify zones.

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

- During discussion and research, the teacher will assess students' understanding of various components within a community.
- Through revision of student inquiries, the teacher will evaluate students' ability to conduct meaningful research.
- Through multiple writing assignments related to: roles and responsibilities, components of a community, and environmental impact, the teacher will assess students' ability to understand and explain the above.
- Through the use of timelines and venn diagrams, the teacher will assess students' ability to show how communities change over time and how communities are similar and different.
- Through student presentation of community projects, teachers will assess students' ability to include and explain factors such as: environmental impact, zones (industrial, agricultural, residential, multipurpose, business), scale, design, and rationale.

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 will build background by having the children watch videos and look at photos of communities.
2. The teacher will then brainstorm with the class on what a community is (making a web/map).
3. The class will be exposed to local historic community areas via field trips such as the The Gamble House, and a virtual tour online of other cities around the world.
4. Using photographs and books, students will compare and contrast their current community to that community in the past. Students will discuss how our local community has changed over time due to the needs and wants of its citizens. (Classrooms may build community displaying these changes)
5. Students will later compare and contrast two or more parts of a community to their own community.
6. Students will research online, visit the library, and interview local community members to research how communities change and adapt over time. Based upon their findings, students will make charts, graphs, and hold discussions to share what they have discovered during their research.
7. Students may choose to write creatively about an ideal community, produce imaginary community newspapers or write essays about their community and how it has changed.
8. Students will build a model community using recycled materials. They will keep the following factors in mind: environmental impact, zones (industrial, agricultural, residential, multi-use, business), scale, design, and rationale.
9. In connection with building a community, students will research region's, resources, economies, jobs, and other components of a community related to their location / geographical context.
10. To examine the role of the citizen within a community, students will create a governance system. Students will also compare their role in their city with the role of their local city's government system.
11. Explore NGSS standards connecting community to adaptations, habitats, and inheritance of species within communities.

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

Transdisciplinary Skills

Self-Management Skills: Fine Motor Skills, Organization, Time Management as students develop their ideal community.

Research Skills: Planning, Collecting, organizing, presenting data as they research the components of a community and develop their community projects.

Thinking Skills: Analysis, synthesis, application as students learn the component parts of a community and develop their community projects.

Learner Profile:

Thinkers: Students learn to become thinkers by justifying why they chose to place certain components within their community projects.

Communicators: Students learned to communicate why communities changed over time.

Reflective: Students learned to reflect on how their choices impact how a community changes over time.

5. What resources need to be gathered?

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

Virtual tour of Pasadena Community via the website www.cityofpasadena.org, books, teacher-generated worksheets, magazines, media coverage such as development of Rose Bowl/Arroyo Seco area, videos, Open Court (City Wildlife), purchase new copy of video entitled, "The History of Pasadena", Brain Pop communities, Communités Social Studies, http://www.kcet.org/shows/socal_connected/content/vals-blog/then-now-pasadena.html, <https://www.youtube.com/watch?v=GuF2o7SaRVU>, Esperanza Rising read aloud on Youtube.

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

Students will learn about how a community is planned, the various parts of a community, and the roles and responsibilities within the community. Presentations will be made by other community organizations and government offices.

Classrooms will be rich with community vocabulary and realia. A classroom generated community model will provide children with hands-on experience with the creation of a community. Students will take a field trip to the Gamble House to learn about local history and the Arts and Crafts Movement.

Website for Science and Social Studies <http://www.californiaeei.org/Curriculum/>. Good for geography/regions. Also adaptation and change over time.

Literature: *Where do I Live?* by Neil Chesanow, Talking About Pasadena: Selections From Oral Histories