

# Inquiry Planning Framework 2017

Subject: Interdisciplinary Study: Social Studies, English, Religion, Arts, Health (see also individual subject short-term plans)

Term 1 Grade: 6 Time Frame: September - beginning of December

Overriding theme: WE ARE GLOBAL CITIZENS AND WE ARE AN INTEGRAL PART OF A GLOBAL COMMUNITY

What Curriculum Will Be Addressed?	How Are You Monitoring Student Progress?
<p data-bbox="79 703 153 760"><u>Understand</u></p> <p data-bbox="447 675 604 716" style="text-align: center;"><b>Big Idea</b></p> <p data-bbox="180 760 384 789"><b>Social Studies:</b></p> <ul data-bbox="180 800 852 1162" style="list-style-type: none"> <li>• Systems of government vary in their respect for human rights &amp; freedoms</li> <li>• Complex global problems require international cooperation to make difficult choices for the future</li> <li>• Economic self-interest can be a significant cause of conflict among peoples &amp; governments</li> <li>• Media sources can both positively &amp; negatively affect our understanding of important events &amp; issues</li> </ul> <p data-bbox="180 1208 348 1237"><b>English LA:</b></p> <ul data-bbox="180 1248 844 1500" style="list-style-type: none"> <li>• Language &amp; text can be a source of creativity &amp; joy</li> <li>• Exploring stories &amp; other texts helps us understand ourselves &amp; make connections to others &amp; to world</li> <li>• Exploring &amp; sharing multiple perspectives extends our thinking</li> </ul>	<p data-bbox="894 708 1730 737"><b>Summative</b> OF learning (communicates standards-based achievement)</p> <p data-bbox="894 742 2003 802">How will students demonstrate their understanding of the Big Idea (e.g., performance task, project, portfolio, test, etc.)? What evidence will we look for?</p> <ul data-bbox="894 846 1976 1495" style="list-style-type: none"> <li>• class, small group, pair-share discussions</li> <li>• personal responses and reflections on learning (journal, critical responses)</li> <li>• guided responses, open-ended activities, comprehension responses</li> <li>• illustrations, drama</li> <li>• poetry</li> <li>• work with peers to develop criteria to assess (when possible)</li> <li>• gather and correctly organize data (ie: charts, graphic organizers)</li> <li>• accurately interpret texts/learning experiences using detailed examples, evidence from texts</li> <li>• predictions and conclusions based on research, discussions, class experiences</li> <li>• vocabulary use in oral and written work</li> <li>• applied understanding to choices made in daily life</li> <li>• self- and peer-assessment</li> <li>• performance assessment</li> <li>• collection of work into portfolios</li> <li>• teacher observation, checklists</li> <li>• teacher designed tasks, projects, and tests</li> </ul>

- Questioning what we hear, read, & view contributes to our ability to be educated & engaged citizens

**Religion (revised curriculum) and integration of the school theme: Care for EVERYONE in our Common Home**

- Appreciation for the relationship between faith & culture
- Ability to apply Catholic principles to interpersonal relationships
- Understanding and respect for gift of life, responsible stewardship, social justice
- **Christ-centered:** Christian Education fosters a personal relationship with Jesus Christ in the family of the Church: our faith in Christ is evident and permeates all facets of the educational environment
- **Love:** Catholic Education calls us to witness that GOD IS LOVE; and therefore, recognizes the inherent dignity of every human person, especially the marginalized and most vulnerable.
- **Communion/ Community:** Catholic Education is inclusive and welcoming where every student is nurtured in developing a right relationship with God and others by balancing the rights of the individual with the Common Good.

**Arts:**

- Engaging in creative expression & experiences expands people's sense of identity & community
- Drama & visual arts are each unique languages for creating & communicating
- Experiencing art is a means to develop empathy for others' perspectives & experiences

**Health:**

- We experience many changes in our lives that

influence how we see ourselves & others  
 Learning about similarities & differences in individuals & groups influences community health

**Do**

**Curricular learning standards**

**First Nations Principles of Learning**

*Learning involves generational roles and responsibilities.*

*Learning involves patience and time.*

*Learning involves recognizing the consequences of one's actions.*

Students are expected to be able to DO the following:

**Social Studies: Global citizenship/ personal group. community building**

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  
 - Make ethical judgments about events, decisions, or actions that consider the conditions of

**Formative Learning Engagements:**

What are some learning experiences to be included in this unit?

- Brainstorm and activate prior knowledge on what is a global citizen? Global community?
- Create a visual and word title page on 4 themes to be examined over the year: culture, environment, economics, and government
- Inquiry discussion on teacher generated questions (see below)
- Investigate one GNO and present to class: mini inquiry project using 5Ws and How?
- Learn about Faith-based NGOs: Door is Open, Men's Hostel, Sancta Maria House, Chalice, etc...
- collection of items for Sancta Maria House
- link to St. Francis (Peace prayer/ song,

**Formative Assessment FOR learning** (standards-based; informs instruction)

How will information be gathered about what students already know (i.e., pre-assessment/accessing prior knowledge)?  
 What strategies will be used to evaluate student learning and adjust teaching? Where will students have the opportunity to share their understanding in order to receive feedback, revise and improve?

- oral discussions
- writing reflections and responses
- graphic organizers
- assignment tasks

**Reflective Assessment AS learning** (meta-

<p><i>Learning is embedded in memory, history and story.</i></p> <p><i>Learning is holistic, reflexive, reflective, experiential, and relational.</i></p> <p><i>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.</i></p>	<p>a particular time and place, and assess appropriate ways to respond (ethical judgment)</p> <p>-Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)</p> <p><b>English LA:</b></p> <p>-Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability</p> <p>-Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</p> <p>-Recognize how language constructs personal, social, and cultural identity</p> <p>-Construct meaningful personal connections between self, text, and world</p> <p>-Respond to text in personal, creative, and critical ways</p> <p>-Exchange ideas and viewpoints to build shared</p>	<p>“Preach the Gospel, and if needed, use words”) and to St. Teresa of Calcutta and her support/ ministry of the poor</p> <ul style="list-style-type: none"> <li>• St. Teresa Song: <i>Christ has no body now but yours</i></li> <li>• Matthew 25: “Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me”</li> <li>• Use of text book, using titles and subtitles to take notes (teacher guided)</li> <li>• Map skills: know and locate the 7 continents</li> <li>• Oral and written responses to critical thinking questions, group discussions</li> <li>• School (individual and/or partner work) and home research opportunities on computers in Learning Commons ex: issues of poverty and inequality in the world, especially in relation to children and indigenous peoples (in the lens of the CWV)</li> <li>• Teacher read aloud of <i>Bitter Chocolate</i></li> <li>• Generating questions of interest: share within a small circle group, then bring one or two questions to whole group to discuss (student initiated)</li> <li>• Making connections to self and world community</li> <li>• Bringing in and sharing current events</li> <li>• Connecting theme of “Care for EVERYONE in Our Common Home” to being a Global citizen: visual to integrate these two ideas in a poster form (with a partner)</li> <li>• T-chart on 'Think Globally, Act Locally'</li> <li>• Active participation in 3R’s, understanding resources and managing of these</li> <li>• Discuss importance of respecting everyone as part as an integral member of our class community and working outward, especially as a Catholic Faith community</li> <li>• Gospel readings of Christ helping and connecting with the marginalized and most vulnerable</li> <li>• personal reflections and assessments</li> </ul>	<p>cognitive; immediate feedback to learner)</p> <p>What opportunities will there be for students to reflect on their thinking and feelings as part of their learning? (e.g., self/peer evaluations, partner talk, goal setting, journaling, etc.)</p> <ul style="list-style-type: none"> <li>• reflections, personal responses</li> <li>• Core Competency self-evaluation</li> <li>• whole group, small group, partner discussions</li> </ul>
---	--	---	--

		<p>understanding and extend thinking          -Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation</p> <p><b>Religion:</b></p> <p>- <b>Christ-Centered</b> in the core of all that is taught, learned, and experienced</p> <p>-recognizing, respecting, and appreciating one's gifts and talents (inherent dignity of every human being) and those of others to build a Christian community (link to our role as Global citizens)</p> <p>-Volunteer to contribute time, talent, &amp; treasure</p>	<ul style="list-style-type: none"> <li>• Quiz/ test on vocabulary</li> </ul> <p>Link to second term...Celebrate Culture and Diversity</p>	
<p><u>Know</u></p>	<p><b>Content learning standards</b></p>	<p>Students are expected to be able to KNOW the following:</p> <p><b>Social Studies: Global citizenship/ personal group. community building</b></p> <ul style="list-style-type: none"> <li>• roles of individuals, govt. organizations, NGOs, including groups representing indigenous peoples</li> </ul>		

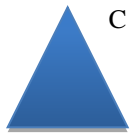
- global poverty & inequality issues
- economic policies & resource management
- media technologies & current events

**English LA:**

**Strategies & Processes (ongoing) SEE LT PLANS**

- reading strategies
- oral lang. strategies
- metacognitive strategies
- writing processes

**Core Comp.**



C

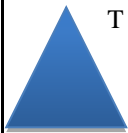
**Communication Facets**

**Connect and engage with others (to share and develop ideas):**

- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

**Acquire, interpret, and present information (include inquiries)**

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way



T

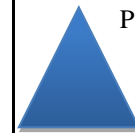
**Thinking Facets**

**Analyze and Critique:**

- I can identify criteria that I can use to analyze evidence
- I can analyze evidence from different perspectives
- I can reflect on and evaluate my thinking, products, and actions
- I can analyze my own assumptions and beliefs and consider views that do not fit with them

**Question and Investigate:**

- I can ask open-ended questions and gather information



PS

**Personal and Social**

**Personal awareness and Responsibility:**

**Self Determination:**

- I can show a sense of accomplishment and joy
- I can celebrate my efforts and accomplishments
- I can advocate for myself and my ideas
- I can imagine and work toward change in myself and the world
- I take the initiative to inform myself about controversial issues

**Self-Regulation:**

- I can use strategies that help me manage my

**Collaborate to plan, carry out, and review constructions and activities**

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

**Explain/recount and reflect on experiences and accomplishments**

- I give, receive, and act on feedback
- I can represent my learning, and tell how it connects to my experiences and efforts

- I can consider more than one way to proceed an investigation
- I can evaluate the credibility of sources of information
- I can tell the difference between facts and interpretations, opinions, and judgments

**Develop and Design:**

- I can experiment with different ways of doing things
- I can monitor my progress and adjust my actions to make sure I achieve what I want
- I can make choices that will help me create my intended impact on an audience or situation

**CREATIVE THINKING**

**Novelty and value:**

- I can get new ideas or build on other people’s ideas, to create new things within the constraints of a form, a problem, or materials
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers
- I can develop a body of creative work over time in an area I’m interested in or passionate about

**Generating Ideas:**

- I build on others’ ideas and add new ideas of my own, or combine other people’s ideas in new ways to create new things or solve straightforward problems
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- I have interests and passions that I pursue over time

**Developing Ideas:**

- I can usually make my ideas work within the constraints of a given form, problem, and materials

feelings and emotions

- I can persevere with challenging tasks
- I can implement, monitor, and adjust a plan and assess the results
- I can take ownership of my goals, learning, and behaviour

**Well-being:**

- I can take some responsibility for my physical and emotional well-being
- I can make choices that benefit my well being and keep me safe in my community, including my online interactions
- I can use strategies to find peace in stressful times
- I can sustain a healthy and balanced lifestyle

**POSITIVE PERSONAL & CULTURAL IDENTITY**

**Relationships and cultural contexts:**

- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- I understand that learning is continuous and my concept of self and identity will continue to evolve

**Personal values and choices:**

- I can explain what my values are and how they affect choices I make
- I can tell how some important aspects of my life have influenced my values
- I understand how my values shape my choices

**Personal strengths and abilities:**

- I can describe/express my attributes, characteristics, and skills
- I can reflect on my strengths and identify my potential as a leaders in my community
- I understand I will continue to develop new

if I keep playing with them

- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- I use my experiences with various steps and attempts to direct my future work
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

abilities and strengths to help me meet new challenges

### **SOCIAL RESPONSIBILITY**

#### **Contributing to community and caring for the environment:**

- With some support, I can be part of a group I can participate in classroom and group
- activities to improve the classroom school, community, or natural world
- I contribute to group activities that make my classroom, school, community, or natural world a better place
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

#### **Solving problems in peaceful ways:**

- I can solve some problems myself and can identify when to ask for help
- I can identify problems and compare potential problem-solving strategies
- I can clarify problems, consider alternatives, and evaluate strategies
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

#### **Valuing diversity:**

- With some direction, I can demonstrate respectful and inclusive behaviour
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

#### **Building relationships:**



- I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing
- I can identify when others need support and provide it
- I am aware of how others may feel and take steps to help them feel included
- I build and sustain positive relationships with diverse people, including people from different generations

**Teacher Questions/ Guiding Questions and Related Concepts:**

-What big questions and concepts will facilitate student understanding?

What is a GLOBAL CITIZEN and how am I one? How am I an INTEGRAL PART OF A GLOBAL COMMUNITY?  
 How do I contribute to my community? (different levels of community) under the lens of the Christ-Centered Principle

What is a Global Citizen? How are we called to be a Global Citizen?

What is a Global Community?

How are we Global Citizens within this community?

What constitutes culture? environment?

How do we link our theme, “Care for our EVERYONE in our common home” to global citizenship?

What are our rights? Responsibilities? (especially as young Catholics) Freedoms?

How do think globally and act locally?

What are issues of inequality in our world? How do we, as Catholics, deal with this?

What are NGO's ? (mini-project) What are faith-based NGO's?

What are some groups that represent indigenous peoples? What are their needs/ struggles?

Connect to next theme of study: Culture and Diversity

## Extending the Unit

**Student Inquiry (voice and questions)**

- Inquiry connection challenges
- Record a range of student initiated inquiries
  - What are some ways that I, as a child, can make a difference in the world?
  - What are some NGO's we have been contributing as a school community? Who benefits from these?
  - How do we live this at home with our parents? (inalienable)??

**Essential Questions Connecting to Truth, Beauty, and Goodness:****TRUTH:**

- Are our actions true in relation to the teachings of God? Is our thinking properly attuned to God?
- What more do we want to learn? What do we wonder?

**BEAUTY:**

- What is the beauty of *x* that we want to help? (ex. the ladies of Sancta Maria, the Men at the Men's Hostel)
- How do these NGOs reveal God's graciousness and presence?

**GOODNESS:**

- How does this NGO fulfill God's intended plan?
- How does this emphasize Catholic morality? Link to *Bitter Chocolate* and child labour

**Cross Curricular Opportunities**

- What opportunities are there for developing transdisciplinary skills?

**Religion: see above****Language: see above****Socials: see above****Science:****Mathematics:****Applied Design, Skills and Technologies: inquiry opportunities in Learning Commons with computer work****Health: see above****Art: see above****Career Education:**

- What opportunity is there to embed Aboriginal perspectives into this unit?

- roles of individuals, govt. organizations, NGOs, including groups representing indigenous peoples

**Teacher Shared Reflection (After the unit discussion)****How Did it Go?**

Assess the outcome of the unit by providing evidence of student understanding of the big idea (action in or outside the classroom):

- great interest in NGOs and HOW people are helping others
- deep connection with Sancta Maria House: collecting and SEEING WHO benefits: personal relationship/ putting a face to the 'title'

**Where To Next?**

Notes, plans and ideas for next time:

- continue working with LRT to extend learning through literature
- guest speakers: representative from an NGO to come into the class (secular and Christian)
- Adrienne Gear: *Powerful Understanding*: self, others, the world
- Going out to the neighbourhood to "spread goodness"

# Resources

What are resources you could use?

- *Global Citizens* text; new text *Global Issues and Governance*
- atlas
- Internet links
- *What in the World?*
- Current Events
- CISVA resources
- *Laudato si* video clip
- YOUCAT
- YOU TUBE:
- Trade books: Learning support - finding appropriate literature to support the above themes, using:
  - Adrienne Gear: *Powerful Understanding: self, others, the world*