

Care for Everyone in Our Common Home

Theme: Interdependence

Units: Individual & Collective Past, Archeology

Approximate Length of Unit: September-November (Term 1)

Curriculum Area: Socials Studies

Interdisciplinary: Humanities (L.A. & Religion) / STEM (Science/Tech/Math) / Fine Arts

BIG IDEAS

✓ **Religious and cultural practices that emerged during this period have endured and continue to influence people**

Concepts for Term One:

- 1. *Everyone is interconnected through our collective past*
- 2. *Our individual & collective past affect us today*
- 3. *Early Peoples have recorded history through oral traditions*
- 4. *Artifacts and processes, skills, tools & techniques have allowed us to learn or discover more about our past*
- 5. *Proper preservation of artifacts is important and can impact many different groups of people*

QUESTIONS TO SUPPORT INQUIRY *What essential questions will frame the learning?*

- 1. How are we connected to everyone? (collective past)
- 2. How does our individual and collective past affect us today? (cause & effect)
- 3. How can we learn about different groups or the past? (artifacts, tools, techniques)
- 4. How have people of the past recorded history or past events? (oral traditions)
- 5. How can we ethically preserve the information and artifacts we retrieve from the past as well as preserve the rights of any descendants today? (ethical decisions)
- 6. How have religion and cultural practices endured and continue to influence people?

CATHOLIC WORLDVIEW & CATHOLIC PRINCIPLES

Tradition: Is there a conflict between faith and science when addressing creation and evolution? What are the religious truths of our creation story? How does creation radiate truth, beauty, and goodness?

What role do relics and religious artifacts, including sacramentals play in our Faith Development?

How has the bible and other religious documents help preserve our Faith History?

One: How does the theory of evolution support our creation story? How is all God’s creation interconnected? How are we as a human race or as a global church interconnected? How do our actions affect others?

Love: How does every life have inherent dignity and value, created out of love?

Communion: How do we balance individual rights versus common good? (ethical decisions)

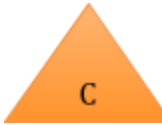


Apostolic: How does the church inform and empower us with the truths so we may give witness to our faith when challenged? What role does the church and our Faith community play in our Faith development?

Inalienable: What part do your parents play in the formation of your identify and Faith development?

ABORIGINAL VIEWS AND PERSPECTIVES/FIRST PEOPLES PRINCIPLES OF LEARNING

- Learning involves generational roles and responsibilities
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations
- Learning involves recognizing consequences of one’s actions
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)
- Learning recognizes the role of Indigenous knowledge
- Learning is embedded in memory, history, and story
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors

CORE COMPETENCIES

	<p><u>Communication Facets</u></p> <ol style="list-style-type: none"> 1. Connect and engage with others (to share and develop ideas) 2. Acquire, interpret and present information (include inquiries) 3. Collaborate to plan, carry out and review constructions and activities 4. Explain, recount and reflect on experience and accomplishments 		<p><u>Creative Thinking Facets</u></p> <ol style="list-style-type: none"> 1. Novelty and value 2. Generating ideas 3. Developing ideas <p><u>Critical Thinking Facets</u></p> <ol style="list-style-type: none"> 1. Analyze and critique 2. Question and investigate 3. Develop and design 	 <p><u>Positive Personal and Cultural Identity Facets</u></p> <ol style="list-style-type: none"> 1. Relationships and cultural contexts 2. Personal values and choices 3. Personal strengths and abilities <p><u>Personal Awareness and Responsibilities</u></p> <ol style="list-style-type: none"> 1. Self-determination 2. Self-regulation 3. Well-being <p><u>Social Responsibilities</u></p> <ol style="list-style-type: none"> 1. Contributing to community and caring for the environment 2. Solving problems in peaceful ways 3. Valuing diversity 4. Building relationships
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LEARNING STANDARDS *What curricular connections will be addressed?*

*Students are expected to **DO** the following:*

- ✓ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
 - ❖ *Select an appropriate graphic form of communication for a specific purpose (timeline)*
 - ❖ *Represent information fairly and cite sources consistently*
 - ❖ *Select appropriate forms of presentation suitable for the purpose and audience*
 - ❖ *Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry*
- ✓ Determine what is significant of a particular artifact, an account, narrative, map, and text (significance)
 - ❖ *Prioritize importance of artifacts or information found and identify the significance to hypotheses made or conclusions drawn*
- ✓ Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
 - ❖ *What are the advantages and disadvantages of specific types of sources for specific purposes?*
 - ❖ *What are different information-gathering methodologies? (eg. primary research using surveys, archaeological excavation, interviews, research using secondary sources; testing hypotheses)*
 - ❖ *What criteria should be considered to evaluate information and information sources (eg. assess bias, reliability, authorship, audience; confirm value using multiple sources)*
- ✓ Determine what factors led to particular decisions, actions, and events, and assess their short- and long-term consequences (cause and consequence) 1 & 2
 - ❖ *How did certain archeological practices and decisions of the past affect groups in the past and present?*
- ✓ Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
 - ❖ *What are different perspectives on retrieving and possession of artifacts in the past and today?*
- ✓ Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical decisions)
 - ❖ *What are fair practices on retrieving and possession of artifacts considering different perspectives and rights of descendants?*

*Students are expected to **Know** the following:*

- anthropological origins of humans
 - ❖ *we all share the same collective past*
 - ❖ *we are all interconnected through our anthropological origins*
- origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas
 - ❖ *different groups of people have their own narratives about our creation and these stories have evolved overtime as part of religious beliefs*
- scientific, philosophical, and technological developments
 - ❖ *different processes, tools, and techniques have allowed us to learn more about the past*
 - ❖ *different hypotheses and theories have evolved overtime based on archeological findings*

UNIT ASSESSMENT *How will students perform or demonstrate their learning?*

(Integrated Humanities, Integrated STEM, Integrated Fine Arts)

THE HOOK: Camp 1st week of school – Interconnected Activity

Large circle with a long string zig zagging across the middle of the circle. Everyone is attached to different points by the string wrapped around their finger. Any finger movement by one student should be felt by all.

Discuss & Discover: How we are all interconnected, How everything we do affects others (Cause & Effect), something in the past can still affect us today
 How this is related to theme> Care for everyone in our Common Home, How we are all connected in classroom and each decision we make affects all

- **One: How are we everyone is interconnected? How do our actions affect others?**
- **Communion: How do we balance individual rights versus common good? (ethical and moral decisions)**
- **Learning involves recognizing consequences of one’s actions**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)**

Core Competencies	Comm. #	Cre. Th.	Cri. Th.	PP&CI	PA	SR
	#2, 3, 4		#1	#2	#3	#1&4

Concept #1 We are all connected through our collective past

Catholic Principles & Aboriginal Views:

- **One:** How are we connected to others through the global church?
- **Apostolic:** How is Church and our Faith community influencing our Faith Development?
- **Inalienable:** What role do our parents play in our Faith Development as the primary educator?
- Learning involves recognizing consequences of one’s actions
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)
- Learning recognizes the role of Indigenous knowledge
- Learning is embedded in memory, history, and story
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How are we connected to others through our collective past?

- Individual and collective past
- Timelines
- Research techniques
- primary and secondary resources
- Share interests, talents, and family values and traditions, faith development (stages in life) baptism, reconciliation & communion, confirmation

1. Individually research both individual and collective past (same years) and create a timeline demonstrating the relationship (individual one side & collective the other)

Formative Assessment: Observe students’ research of collective past at school (Individual done at home with parents)

Summative Assessment: Assess timeline & presentation of it based on criteria provided

Self & Peer Assessment: Self evaluate process, product & presentation & Peers provide feedback of presentation

Curricular Competencies:

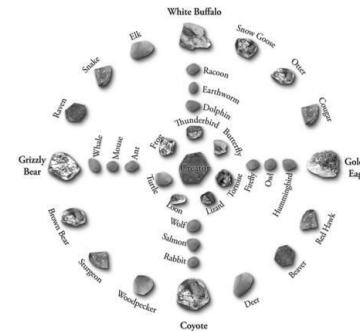
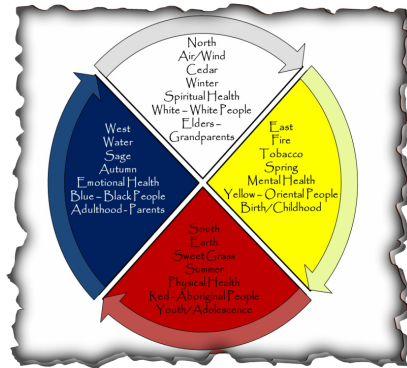
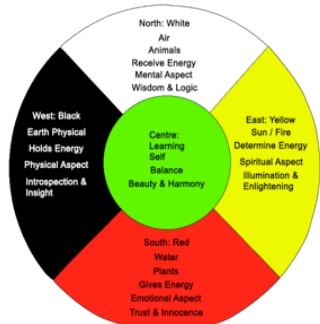
- o Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings
Select an appropriate graphic form of communication for a specific purpose (timeline)
Represent information fairly and cite sources consistently
- o What are the advantages and disadvantages of specific types of sources for specific purposes?

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	#1, 2, & 4	#3	#3	#3		#3

2. Medicine Wheel

What is a medicine wheel? First Nation beliefs, especially in Eastern Canada’s Ojibwe Nation

- Construct a medicine circle outside with rocks (collaboratively)
- Construct own medicine wheel, reflecting the interconnection to each other, earth, and balance in their own life
- Represent understanding the importance of the need for Spiritual Development in order to be fully balanced and fulfilled
- Create an artistic representation of the medicine circle (individually)



- Formative Assessment:** Observe students participation, cooperation, and comprehension in discussion of collaborative medicine circle
- Summative Assessment:** Assess individual medicine circles based on criteria provided
- Self-Assessment:** Self evaluate process, product & presentation

Curricular Competencies:

- Determine what is significant of a particular artifact, an account, narrative, map, and text (significance)

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	#1, 2, 3 & 4	#1,2, &3	#2&3	#1,2,3	#1,2,3	#1,2,3,4

Discover the interconnectedness and interdependence of living things and their environment and how animals represent different groups or first nations people, ie. totems

- Burnaby Museum Art Project on First People’s Printmaking. Strong connection to nature and living things and demonstrates the interconnectedness of living things and environment. Spiritual component of animal symbolic representation of first peoples.
- group students into organisms from the predator/prey game as they will collaboratively research the group’s animal
- Integrate with Niche Project:** *What it eats, where it lives, the role it takes, and how it interacts with other living things and its environment*
- Discuss how this animal plays a crucial role and its spiritual relevance ie. totems and medicine circle

Concept #2: Our Individual and Collective Past affects us today & Concept #3: First Peoples used oral tradition to record history

- **One: How are is everyone is interconnected? How do our actions affect others?**
- **Communion: How do we find a balance between individual rights versus common good? (ethical decisions)**
- **Learning involves recognizing consequences of one’s actions**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)**
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Integrated Unit with Religion and Language Arts on Legends/Parables/Tales (oral traditions)

How does our individual and collective past affect us today?

How can we learn about different groups or the past? How have people of the past passed on information to the next generations? (Oral Tradition)

- 'Firebringer' legend demonstrating teamwork and everyone has something to offer. But also demonstrates cause and effect. Something created in the past that now we continue to use in a helpful way even if it has evolved.
- Read Genesis 1 Creation Story. Why is it told this way or in this format? Importance of being storylike in ancient time, when most did not read or write. What are the religious truths?
- Listen to an elder to the Haida Gwaii tell the story of Creation attach link. Why did Haida or other First People use legends?
- Compare & Contrast Haida Gwaii Creation legend with Our Creation story in the bible
- **Discover how oral traditions are used for religious and cultural practices**
- Compare Legends, tales, and parables > unique nature: usually a moral or a lesson, and easy to retell

Cherokee Legend of youth's Rite of Passage: Trust in God and others in the community

<https://todaysfreshmanna.wordpress.com/2009/12/05/the-legend-of-the-chokeee-indian-youths-rite-of-passage/>

Parable of the sower

<https://www.lds.org/bible-videos/videos/parable-of-the-sower?lang=eng>

Parable of the talents

<https://www.lds.org/bible-videos/videos/the-parable-of-the-talents?lang=eng>

- Legends and fables compare and contrast (LA: reading and writing each)

Haida Legends: <http://www.native-languages.org/haida-legends.htm> Some told by elders (audio)

3. Write own legend or parable with a cause and effect theme (keep simple because need to memorize and tell story to a younger class)

Formative Assessment: draft, edit and revision processes provide feedback

Summative Assessment: Final draft & presentation to class

Curricular Competencies:

- ✓ Determine what is significant of a particular artifact, an account, narrative, map, and text (significance)
- ✓ Determine what factors led to particular decisions, actions, and events, and assess their short- and long-term consequences (cause and consequence)

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	#1,2,4	#1,2,3	#3	#4,5,6		#3

Concept #4 – Artifacts as well as processes, skills, tools, and techniques have allowed us to learn or discover more about the past

- **Tradition:** What role do relics and Christian artifacts as well as sacramentals play in our Faith Development?
Is there a conflict between faith and science, when addressing Christian artifacts and relics?
- **Communion:** How do we find a balance between individual rights versus common good? (ethical decisions)
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)**
- **Learning is embedded in memory, history, and story**

How can we learn about different groups or the past?

- How have fossils indicated this evolutionary process and the diversification of life? Collaboratively Chart and record on a timeline the Evolutionary Process of Early Man
- How have religious artifacts, information, and relics been preserved, respected, or studied?
- Tools like carbon dating

- Shroud of Turin> Science vs Religion
- Making Hypotheses that respect and preserve our Religious truths

4. Collaborative assignment: Provide an ancient artifact to each group and where it was found. Group needs to speculate the use or purpose of the artifact and justify their hypotheses using reasonable and relative support. Chart results in graphic organizer provided. Each group presents hypothesis and the other groups can challenge the holes in their arguments

5. Collaborative assignment: Provide a garbage can from in the school. Itemize its contents, prioritize important items, hypothesize the owner of garbage based on clues, and support hypothesis with reasonable arguments. Create a report in google docs using frame provided

6. Iceman Hypothesis: Collaborative Assignment. Using the clues and evidence provided the group must hypothesize how Otzi died and support all points with a reasonable and relevant argument. Chart results in graphic organizer provided. Each group presents hypothesis and the other groups can challenge the holes in their arguments

7. Research, Discuss or Debate the Authenticity of the Shroud of Turin. Faith v. Science. What is the significance of Shroud of Turin in Our Faith History and Our Faith Development?

Formative Assessment: Monitor progress of each assignment and provide feedback

Summative Assessment: Final report or group chart & presentation to class (ability to support ideas when challenged)

Self-Assessment & Peer Assessment: Peer feedback on hypothesis (challenge the holes). Group also areas of strength and areas need to improve

Curricular Competencies:

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	#1,2,3,&4		#1,2,&3	#3	#1	#2&4

Concept #5: Proper preservation of artifacts is important and can impact many different groups of people

- **Communio:** How do you balance individual rights versus common good? (ethical decisions)
- **Tradition:** What role do relics and Christian artifacts as well as sacramentals play in our Faith Development?
- Learning involves generational roles and responsibilities
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations
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How can we ethically preserve the information and artifacts we retrieve from the past as well as preserve the rights of any descendants today?

- Process of collecting and preserving artifacts
- Grave robbers, stealing artifacts, returning artifacts to Aboriginal descendants (ownership)
- Who does the iceman Otzi belong to? Consider perspectives and rights

8. Debate the ownership of the 'Golden Idol' from Raiders of the Lost Ark (idol presently in the hands of a collector buying from a grave robber)

- Watch beginning clip of the idol being taken from the Hovito temple
- Group students into 4 groups – Museum / Archaeologists, Artifact collector/Grave Robbers, Country of Origin-Peru, and Aboriginal Group of Hovitos (descendants of Chachapoyas)
- Taking your groups motives and perspectives, research information to create and support arguments for their ownership of the idol and against other groups ownership
- Consider other groups motives and perspectives, research information that may challenge their position or arguments and create counter arguments
- Debate the issue by maintaining own position, creating strong arguments and challenging others
- Understand the importance of religious artifacts to different cultures. Compare to our our Faith.

Formative Assessment: Monitor progress of each groups research, arguments, and debate tactics

Summative Assessment: Performance in the debate

Self-Assessment & Peer Assessment: Peer & Self evaluate performance in debate via google forms

Curricular Competencies:

- ✓ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
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	#1, 2, 3, 4	#2 3	#1, 2,3	#4,5,6	#1,2,3	#1,2,3,4

Concept #6 How has religion and cultural practices endured and continue to affect us today

Tradition: What role do relics and religious artifacts, including sacramentals play in our Faith Development?

How has the bible and other religious documents help preserve our Faith History?

Apostolic: What role does the church and our Faith community play in our Faith development?

- Learning involves generational roles and responsibilities
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations
- Learning is embedded in memory, history, and story

9. Inquiry Project (in pairs) on a chosen religion > History of the religion & Present in a format of their choice

- research its creed, religious books, leaders, etc.
- Compare and Contrast our Creed (using Nicene Creed) to the chosen religion
- Discover how these researched religions have passed down their faith and recorded their history over time
- Research important artifacts
- Discover how we have passed down our faith, recorded and preserved information, artifacts, and relics.

Formative Assessment: Monitor progress of each groups research, arguments, and debate tactics

Summative Assessment: Performance in the debate

Self-Assessment & Peer Assessment: Peer & Self evaluate performance in debate via google forms

Curricular Competencies:

- ✓ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
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- ✓ Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

Concept #2 Our individual & collective past affect us today

- **One: How are we connected to all of creation as well as people of the past and future? How do our actions affect others?**
- **Love: How does every life has inherent dignity and value, created out of love? How can we make a positive difference (stewardship)?**
- **Communion: How can we balance individual rights versus common good? (sustainability, and protecting and sharing resources)**
- **Learning involves generational roles and responsibilities**
- **Learning involves recognizing consequences of one's actions**
- **Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness on reciprocal relationships and sense of place)**
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Integrated project with Science

How has the climate changed over time? What is the First People's knowledge of climate change?

- Video of First peoples elders explaining the history from their perspective and reasons for changes.
- Genesis 2:15 Stewardship
- Pope Francis: The Encyclical: the epic battle against the climate crisis

How have we impacted climate change?

10. Collaborative Inquiry project on climate change: Research one way people have impacted climate change, its effects to date, and ways we can reduce this impact

Formative Assessment- Draft / Outline of Slides Presentation monitor progress, conference, and provide feedback

Summative Assessment - Group Slides Presentation based on set criteria

Self-Assessment & Peer Assessment - Self-Assessment of process and product & peer assessment of presentations

Curricular Competencies:

- ✓ Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- ✓ Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (evidence)
- ✓ Determine what factors led to particular decisions, actions, and events, and assess their short- and long-term consequences (cause and consequence)
- ✓ Explain different perspectives on past or present people, places, issues, and events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)
- ✓ Make ethical judgments about past events, decisions, and actions, and assess the limitations of drawing direct lessons from the past (ethical decisions)

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	#1,2,3,&4	#1,2,3	#1,2,3	#1,2,3	#3	#1

FOR LEARNING	Formative Assessment: What formative assessment strategies will you use to assess student learning?	<ul style="list-style-type: none"> ● Conferencing ● Observations during discussions & activities ● Progress monitoring using criteria or checklist ● Individual feedback throughout the unit on assignments
AS LEARNING	Reflection/Self-Assessment: 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.)	<ul style="list-style-type: none"> ● Journal entry reflective log on the “I” statements ● Daily reflection on goals ● Peer evaluations rubrics/checklists ● Self assessment rubrics
OF LEARNING	Summative Assessment: How will students demonstrate their understanding of the curricular connections listed above (performance task, project, portfolio, test, etc.)? How will the assessment criteria be communicated to or created with students?	<ul style="list-style-type: none"> ● Individual, Pair, Group Projects based on set criteria/rubrics provided ● Tests/Quizzes on expected knowledge provided in Study Guides ● Assignments based on set criteria
DIFFERENTIATED INSTRUCTION <i>How will learning be made accessible for ALL students to succeed?</i>		
<ul style="list-style-type: none"> ● Differentiate the learning in content, process, and product to the types of learners in the classroom & adapt and/or modify to special needs of students – Reflected in Daybook 		
TRANSFER/EXTENSION <i>How will student learning be extended into the real world?</i>		
<ul style="list-style-type: none"> ● Participate in outreach stewardship projects, Camp Squeah (Field trips), Guest speakers: Invite elder to the classroom, Awareness activities 		
SUPPORTING MATERIALS/RESOURCES <i>What will I use to help students succeed?</i>		
<ul style="list-style-type: none"> ● BC Science 6 & 7 text and workbook, Probe 6 & 7, variety of online resources, YOUCAT, Bible: Genesis 1 & 2, “The Inconvenient Truth”, https://www.youtube.com/watch?v=kJ1khngqhVM Link to Haida Gwaii Legend, https://www.youtube.com/watch?v=3DbSIag3F3A ● others within plans 		