**Interdisciplinary Thematic Unit Plan**

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| **Theme** | **Where did I / we come from?** | | |
| **Grade** | 4 | **Subject(s)** | ELA, SS, AE, CE |
| **Weeks** | 6 to 8 | **Integrated programs** | Respecting Diversity, Daily-5 |

**Legend**

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| **BIG** | **Big Ideas** | **T** | **Critical, Creative Thinking** | **ELA** | **English Language Arts** |
| **RD** | **Respecting Diversity (Katz, 2014)** | **PS** | **Personal & Social** (Responsibility, Identity, Culture) | **SS** | **Social Studies** |
| **FPPL** | **First People’s Principles of Learning** | **C** | **Communication** | **AE** | **Arts Education** |
| **CC** | **Curricular and Core Competencies** | **MATR** | **Materials** | **PHE** | **Physical and Health Education** |
| **CON** | **Content** | **CE** | **Career Education** | **MA** | **Math** |
| **ACT** | **Activities** | **ADST** | **Applied Design, Skills, and Technologies** | **SC** | **Science** |

**Overview**

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| BIG-ELA | How can we understand ourselves and make connections to others and to the world through exploration of text and story? |
| FPPL | How can we explore our identity with the help of our families, community, Elders (Seniors), and story? |
| CC-PS | What interconnected aspects make up my identity (family, heritage, peers, experiences)?  What are my attributes, traits, and skills?  What are my values and how do they help shape my choices?  How is diversity beneficial to my community? |
| BIG-CE | How can we listen to and respect others to develop leadership skills? |
| BIG-AE | How can we explore and share our identities and stories through creative expression? |
| FPPL | How can we learn from memory, history, family, ancestors, and story? |
| BIG-CE | How can exploring our strengths and abilities help us identify our goals? |

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| **Thematic Progression and Activities** | | |  | |  | |
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| Who am I? | Who is my family? Where did they come from? | Who is part of my community? | | What is the hi*STORY* of my community? | | How do my community, family, and hiSTORY contribute to who I am? |
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| ***\*Activities below are constant (rocks), repeated, and used within all above themes.***  Daily-5 Respecting Diversity (UDL) Sharing Circle Inquiry Questions Book reading / sharing | | | | | | |

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|  | **ELA Component** | | | | |
| Overall Unit Themes → | Self | Family | Community | Community History | Integration |
| Big Ideas (UNDERSTAND) | **BIG-ELA**: How can we understand ourselves and make connections to others and to the world through exploration of text and story?  **BIG-CC(PS):** What are my attributes, traits, and skills? | **BIG-ELA**: How can we understand ourselves and make connections to others and to the world through exploration of text and story?  **FPPL**: How can we learn from memory, history, family, ancestors, and story? | **BIG-CE**: How can we listen to and respect others to develop leadership skills?  **BIG-AE**: How can we explore and share our identities and stories through creative expression? | **BIG-ELA**: How can we understand ourselves and make connections to others and to the world through exploration of text and story?  **FPPL**: How can we learn from memory, history, family, ancestors, and story?  **FPPL**: Some knowledge is sacred and only shared with permission or in certain situations. | **FPPL**: How can we explore our identity with the help of our families, community, Elders (Seniors), and story?  **CC-PS**: What interconnected aspects make up my identity (family, heritage, peers, experiences)? |
| ELA Themes | Parts of a story | Path of a story | Different ways to tell stories | Telling other people’s story | Sharing our stories |
| Content (KNOW) | **Literary elements**  - theme, character, setting, plot, conflict, purpose | **Literary elements**  - plot (intro, rising action, climax, falling action)  **Writing processes:** revising, editing | **Oral language** strategies  **Dramatic forms**  -reader’s theatre, mime (silent story), story theatre, character (AE) | **Text features**  -how text and visuals are displayed; writing processes (revising, editing, audience consideration)  Connecting and creating written story | **Metacognitive strategies** – reflecting on learning, talking about learning; setting goals, questioning |
| Core & Curricular Competencies (DO) | **ELA:** Recognize the role of language in personal, social, and cultural identity  **ELA**: Develop and apply expanding word knowledge  **CC(PS):** I can describe / express my attributes characteristics, and skills.  **FPPL**: Learning involves exploring one’s identity. | **ELA:** Exchange ideas and perspectives to build shared understanding.  **ELA:** Transform information and ideas to create original text.  **ELA**: Identify how story in First Peoples cultures connects people to land. | **CC(C):** Demonstrate active listening. Support and encourage the person speaking.  **ELA**: Use oral storytelling processes | **ELA**: Access and integrate information from a variety of sources and from prior knowledge to build knowledge and understanding.  **FPPL**: Learning involves generational roles. | **CC(PS):** Show understanding that personal identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups)  **CON(AE):** Present personal reflective product. |
| Activities | * Get-To-Know-You card game * ABC’s of Me (incl. First Nations animals) * **DAILY-5**: Story cards; sorting elements (Beginning, Middle, End), story parts graphic organizer | * **DAILY-5: Listening station:** First Nations legends (Coast Salish) reading and graphic organizers   \*Two Sisters, Salt Chuck Oluk, Siwash Rock or Watsauk Siem   * Story Contract (group treasure hunt) * Story Shuffle (parts) * Family Story / Legend | * **Telephone** – illustrating how stories change with each telling * **Reader’s Theatre** (First Nations stories, legends from Canada) * **Silent Story (drama)** Create drama to perform for buddy class | * **Interview** Elders / Seniors; write story based on interview * **Lead-up activities:**   a) practice interview(peers)  b) interview contract (create together)  c) communication games | * **Treasure Box** – personal collection and memoire from the unit with   a) written  b) visual / drawn  c) objects  d) choice items  to demonstrate learning.   * Sharing circle at local park; share stories from unit |
| Resources | * **Strong Learners Story** Cards (Strong Nations) * **ABC books** (assortment) * **Get-To-Know You** question cards, class lists, poster | * **First Nations legends** (Legends of Vancouver – Pauline Johnson; The 4 Host Nations) | * **Story Sparks** (relay to collect + categorize) * **Story Map** (planning map) * **Graphic Org** (story creator) | * **Places You Should Know** (Squamish names interactive map)   Tl’alhemá7elkw   * Tl’alh • em • á7 • elkw] Mosquito/Mackay Creek | **Possible books**: Ordinary Mary’s Extraordinary Deed; Froodle; The Quiltmaker’s Gift / Journey; |
| Assessment | **Formative**  -Story Circle Contract  -Participation (observation, ticket-out-the-door)  **Summative (rubric)**   * ABC Book about self | **Formative**  -legend worksheets, PSR, ticket-out-door  **Summative**  Rubric for Family legend / story  a) plan  b) 1-2 revisions  c) final product | **Formative**  Self and peer assessment of contribution and participation in Silent Story production  **Summative**  Student-lead creation (rubric / assessment categories for Silent Story production) | **Formative**  Lead-up activities graded on participation (e.g. preparation of interview, practice interview checklist, personal reflection)  **Summative (rubric)**  Rubric incorporating assessment of respect, engagement, and creation of interpretive story | **Summative**  Treasure Box rubric focused on showing connections between self, family, community, and history. |
| Extensions & Modifications | **LOW** = Alphabet book uses only letters in name  **HIGH** = Option to design own style of book | **LOW =** limit pages and sentences per page; variations of cutting out visuals  **HIGH** = use of technology to create professional visuals | **LOW =** limit lines in Readers’ Theatre (or give alternate role, e.g. actor)  **HIGH** = leadership role within group; more lines in theatre or narrator | **LOW =** reduced length of story; mixed ability groups for interviews  **HIGH** = responsible for collating all responses; encouraged to use technology for final product | **LOW:** Reduced number of items required.  **HIGH**: create a unique item or method of presentation |

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|  | **Respecting Diversity / CE Component**  \*intro week – behaviour / classroom contract (using 4 classroom agreements – Mutual Respect, Appreciations, Participation, Listening)  \*Intro week – Rainbow of Strengths RED STAR (skill strengths – what I can DO well) | | | | |
| Overall Unit Themes → | Self | Family | Community | Community History | Integration |
| Big Ideas (UNDERSTAND) | **BIG-CC(PS):** What are my attributes, traits, and skills?  What are my values and how do they help shape my choices? | **FPPL:** How can we explore our identity with the help of our families, community, Elders (Seniors), and story? | **BIG-CC(PS):** How is diversity beneficial to my community? | **FPPL**: How can we learn from memory, history, family, ancestors, and story? | **BIG-CE:** How can exploring our strengths and abilities help us identify our goals? |
| CE Themes | How am I smart? What are my strengths as a person?  ACCEPTING diversity. | Exploring different types of families: similarities and differences.  VALUING diversity. | Exploring diversity and the importance of celebrating both similarities and differences.  CELEBRATING diversity. | Accept responsibility of leading an exploration into community diversity / hiSTORY.  LEARNING about diversity. | Goal setting and action plan for self and community.  ACT and ADVOCATE for diversity. |
| Content (KNOW) | Elements of self identity.  Personal values. | Awareness of support structures (family, peers) to help with decision making and self growth. | Emergent leadership skills – conflict management communication skills. | Universal Human Rights.  Actions to promote human rights in local community. | Goal setting methods (SMART). |
| Core & Curricular Competencies (DO) | CC(PS): I can recognize my strengths and value (as a person). I can describe different aspects of my identity.  CC-CE: Explore self-identity (e.g. values, strengths, characteristics, preferences) | CC-CE: Explore and acknowledge family and cultural differences and similarities.  CC-CE: Appreciate the influence of peer relationships, family, and community on personal choices and goals. | CC-CE: Practice positive communication and emergent leadership skills. | CC-CE: Explore and respect generational roles and responsibilities. | ALL: Demonstrate respect for and value of diversity in self, family, and community that helps shape who we are as individuals. |
| Activities | * Values OR (Stand on the Line) game * RD1: MI intro: How am I Smart? * RD2: MI surveys * **Ice Cream drama**   “Is it ok for people to like different people / things? Is it ok if you do not agree with someone else’s “likes” (preferences)? Is it ok to ridicule them about their “likes”?  - Respecting differences  - Accepting diversity   * Read – It’s OK to be different (Daily-5 “It’s Ok to \_\_\_\_\_\_\_\_\_\_\_\_\_\_) | * RD3: Community Brain * RD4: MI and Careers   **Read:** The Family Book and the ABC A Family Alphabet Book.  **Interactive “Mural Maker”** – in groups create a visual that depicts different types of families in the book. | * RD5: MI and Interdependence * RD6: Valuing Diversity   Labeling Game  Barnyard Game  **MI Times Tables Challenge**  Groups choose random MI and show 2, 5, or 10 times table up to 10 using that MI.  **The “I” Game**  Introduce “I messages” and conflict management. Role play and use steps. (May do readers’ theatre). | Human Rights – Envelope Game “Which Right Is It?” (or “right… or not”? relay)  RD7: Goal Setting  (focus on strengths)  **Beyond the Self**: Helping others recognize their strengths. Eggbert’s MI? How could Eggbert have been supported? | RD8: Data Analysis  \*highlight cultural influences on MI  Present personal “Diversity” Plan for school, home, or community based on SMART goals. |
| Resources | **Values “OR” cards**  **It’s Okay to be Different** (Todd Parr)  **Red: A Crayon’s Story** (Michael Hall)  **Woolbur**  (Leslie Helakoski, Lee Harper) | **The Family Book**  (Todd Parr)  **ABC A Family Alphabet Book**  (Bobbie Cooms; Desiree / Bryan Rappa) | Labeling Game cards  Animal (Barnyard) cards  MI strategy hand-out  (ideas for presenting)  Graphic organizer for conflict managements  **And to Think That We Thought That We’d Never Be Friends**  (Mary Ann Hoberman, Kevin Hawkes) | **The Rights of a Child**  (Kwela Books)  **For Every Child**  (UNICEF)  **Eggbert the Slightly Cracked Egg**  (Tom Ross, Rex Barron)  **From Time Immemorial** (Diane Silvey) – Universal Declaration of Human Rights denied for First Peoples  \**May fit best later in year.* | **Jacob’s New Dress**  (Sarah / Ian Hoffman, Chris Chase)  **Living Me to We**  (Craig . Marc Kielburger)  Solomon’s Tree  (Andrea Spalding, Janet Wilson) |
| Assessment | **Rainbow of Strengths:**  ORANGE STAR  \*character strength  (who I am)  MI completed survey (hand in, completion) | **Rainbow of Strengths:**  YELLOW STAR  \*strength of my family  Completion of poster;  self-assessment and “thank you” to peers | **Rainbow of Strengths:** GREEN STAR  \*strength of my community  Illustrated graphic organizer for conflict managements | **Rainbow of Strengths:** BLUE STAR  \*strength of my country (Canada) | **Rainbow of Strengths:** PURPLE STAR  \*strength of our world  Written and oral presentation of “Diversity Plan” (SMART goals) |
| Extensions and Modifications | **LOW**: Create shorter version of questionnaire for J. (autism)  **HIGH** = option to do more than one “It’s OK to\_\_\_” page. | **LOW:** Thank you to one peer OR teacher  **HIGH**: Leadership roles to help others accomplish task goals | **LOW**: oral description of visual for conflict management  **HIGH**: create comic to illustrate conflict management steps. | *(groups will be mixed and promote different levels of engagement – student-specific modifications if required)* | **LOW:** Teacher or EA scribes Diversity Plan.  **HIGH:** option to use technology for presentation |

**SAMPLE Rubric: The Story of My Community (Elder / Senior)**

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| **Topic** | **1** | **2** | **3** | **4** | **5** |
| Presentation | Incomplete story.  Lack of visuals.  Presentation is disorganized and/or incomplete. | Presentation is unclear.  Includes few visuals.  Presentation shows little evidence of effort or attention. | Presentation is clear.  Includes supporting visuals, logically placed to support the story.  Presentation shows some evidence of effort and patience. | Presentation is professional.  Includes supporting visuals and references their source(s).  Presentation shows evidence of care, patience, and time. | Presentation is exceptional in artistry.  Supporting visuals are relevant, referenced, and self-created.  Presentation shows evidence of extraordinary effort, time, and attention. |
| Quality of Writing | Story is illegible.  Story lacks most elements and parts of the path.  Spelling and grammar errors are prolific.  Story is incomplete and shows no evidence of editing. | Story is unclear in parts.  Story contains some elements and parts of the path.  There are a significant number of spelling and grammar errors.  Story does not show proof of editing. | Story is clear, includes all story elements, and follows a story path.  Spelling and grammar are over 80 percent correct.  Uses some descriptive language.  Story shows evidence of editing and proofreading. | Story is engaging, includes all story elements, and follows a story path.  Spelling and grammar are over 90 percent correct.  Uses descriptive and expressive language.  Story shows evidence of editing and proofreading. | Story is captivating, and weaves elements and story path seamlessly into the presentation.  Spelling and grammar exceed 90 percent.  Language is descriptive, creative, expressive, and mature.  Story shows evidence of editing and proofreading. |
| Self-Evaluation | I did not complete this assignment. | I did not put a lot of work into this assignment.  I did not proof or edit the story. | I put a fair amount of work into this assignment.  I proofed, edited, and then asked a peer or parent to give feedback on the story. | I put a high level of effort into this assignment.  I edited and re-wrote parts of the story more than two times. I asked peers and parents to give me feedback. | I put an extraordinary amount of time into this assignment.  I did multiple revisions and asked more than two people to edit and give feedback. |