

How we express ourselves

An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.

<i>K</i>	<i>1st</i>	<i>2nd</i>	<i>3rd</i>	<i>4th</i>	<i>5th</i>
<p>Central idea: People celebrate for different reasons.</p>	<p>Central idea: People use varied art forms to express the same theme.</p>	<p>Central idea: Authors use common themes to express their own feelings and beliefs.</p>	<p>Central idea: The beliefs and values of cultures are expressed through their traditional tales.</p>	<p>Central idea: Scientific progress is made by asking meaningful questions and conducting careful investigations.</p>	<p>Central idea: Humans express their beliefs and use persuasion to influence others.</p>
<p>Transdisciplinary Skills: Social Studies English Language Arts</p>	<p>Transdisciplinary Skills: Social Studies, Art, ELA</p>	<p>Transdisciplinary Skills: English Language Arts</p>	<p>Transdisciplinary Skills: ELA, Social Studies</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>	<p>Transdisciplinary Skills: IN DEVELOPMENT</p>
<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different celebrations around the world • The reasons people celebrate • Celebrations then and now 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What are the common elements of fairy tales? • How does one character's actions impact the Cinderella character? 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT
<p>Teacher questions: What are celebrations? How do you celebrate? How are celebrations different? Why do we celebrate?</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: How do the mothers/sisters' actions impact the Cinderella character? What about the male character's actions? How do they affect? Are these tales always the same? What are the commonalities/differences? (matrix) (this specific them common across cultures)</p>	<p>Teacher questions: IN DEVELOPMENT</p>	<p>Teacher questions: IN DEVELOPMENT</p>
<p>Key concepts: Perspective, Change, Form</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: Form, Connection</p>	<p>Key concepts: IN DEVELOPMENT</p>	<p>Key concepts: IN DEVELOPMENT</p>
<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Students will become <u>knowledgeable</u> in learning about different celebrations. • Students will be <u>open-minded</u> of others' beliefs. • Students will be <u>inquirers</u> by developing open-ended questions when comparing different celebrations. • Students will show <u>appreciation</u> of others that celebrate different holidays. 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • Narrative writing skills • Comparison skills – Venn diagram instruction • Geography mapping skills • Quick write – how my actions impacted another • Social: group work to formulate ideas and generate double bubble • Communication: class discussions, oral presentation (summative assessment) • Thinking: connect theme throughout the stories • Self-Management: writing piece (summative assessment) • Students became knowledgeable about the different cultures by reading the stories and generating the charts. They reflected on their learning by working together on the double bubble maps – they had to discuss with each other and formulate their own thoughts. Through class discussions, students understood that caring 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT 	<p>Developing transdisciplinary and learner profile skills:</p> <ul style="list-style-type: none"> • IN DEVELOPMENT

			<ul style="list-style-type: none"> Students made connections to themselves through the stories and to the world. Students interacting more cooperatively together as a result of understanding the theme of the stories. They more respectful during class discussions 		
Summative assessment: <ul style="list-style-type: none"> Student generated class book of celebrations Students draw/write about own celebrations 	Summative assessment: <ul style="list-style-type: none"> IN DEVELOPMENT 	Summative assessment: <ul style="list-style-type: none"> IN DEVELOPMENT 	Summative assessment: <ul style="list-style-type: none"> Students write a comparison essay using their double bubble map 	Summative assessment: <ul style="list-style-type: none"> IN DEVELOPMENT 	Summative assessment: <ul style="list-style-type: none"> IN DEVELOPMENT