

Vancouver Island University Faculty of Education
YEAR 5 POST BACC - FRAMEWORK PLANNING MATRIX

Part 1

Grade(s): 4/5 **Title of Integrated Unit/Theme:** *From time immemorial: First Peoples of the Pacific Northwest*

Overview of Unit Topic/Theme: a) Provide an overall picture of the unit of study; and b) identify key unit concepts (2 -5).

This integrated thematic unit will approach multiple concepts through the perspective of local first Nations. Learning about BC Aboriginal people's traditional values and way of life, and how these traditions were affected by European settlement and Canadian policies such as Residential schools, is part of the social studies curriculum for grade 4 and 5. We will approach this theme in an interdisciplinary way, in application of the First Nations principles of teaching and learning:

"Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning requires exploration of one's identity.

Learning is holistic, reflexive, reflective, experiential and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning recognizes the role of indigenous knowledge"

Using traditional ways of teaching such as storytelling and experiential learning (or learning by doing), we will dive deeply in our theme to explore it through language arts activities, art and drama activities and science. Some of the key concepts of this integrated unit will include:

- community: Villages and families (identity, relations, governance, council)
- interrelatedness: First Nations values, spirituality and stories about the web of life, reverence and relations with plants and animals, environmental awareness and caretaking for the earth and all beings
- Living off the land and the sea: Food, Shelter and clothing
 - seasonal food gathering: fishing, hunting, gathering (sources of food, techniques and tools)
 - Cedar: the tree of life (shelter, clothing and weaving, canoes, ropes, baskets, boxes)
 - Simple machines: First Nations use of inclined planes, wedges and levers
- Cultural expression : Art as an expression of spirituality and identity
 - Bill Reid study (animal crests, totem poles, carvings, bracelets)
- Economy: commerce and exchange before and after contact
- Cultural similarities and differences, perspective taking.
- Impacts of colonisation on Aboriginal Peoples
- Discrimination and human rights

Rationale for Unit: Why are you teaching this unit and how is it relevant to the students at this point in time?

In this French immersion class, a lot of time is usually spent on Language Arts activities because both French and English have to be taught. When possible, social studies outcomes are integrated with French or English classes but, so far, social studies has often been skipped because of time restraints. In this unit,

we will use the social studies curriculum as the focus to integrate Language Arts, Fine Arts, Drama and science activities, with a 5 week exploration of local First Nations (from their traditional way of life, to Contact, to modern days). Because this is a very large topic, students will have the choice to explore inquiry questions and share their learning with the rest of the class during a celebratory potlatch. Through this process, they will meet multiple learning outcomes and also put into practice a life-long attitude that most of them need to practice: being responsible for our own learning. By providing students with a lot of scaffolding for the self-directed projects (such as self-assessment checklists, self-evaluation forms, peer-review, and more), I am hoping to provide them with the foundation that they need to move on to grade 5-6 with an increased awareness of what it means to take charge of their own learning.

In another unit, students are learning to develop empathy and to respect others. Using the topic of identity and stories about spirit animals, we will dig into each student's personal history and special characteristics underline the importance of being authentic and to celebrate diversity within the group. We will extend this learning with the coming of Earth Day in learning how to develop empathy and respect for the Earth and all the beings that we share it with. Through exploring aboriginal beliefs, values and stories, students will discover that Indigenous knowledge is an important source of wisdom that can help us develop a more respectful attitude towards the environment. This will lead us to discover in more detail how First Nations lived off the land in our region, how they built their houses (simple machines) and how they exchanged goods and resources with other tribes in order to fulfill all their needs (potlatch, trade). Finally, we will explore how Indigenous peoples were affected by European contact and settlement and by Canadian policies, to further develop our understanding of discrimination and human rights.

List the Provincial Learning Outcomes (PLOs): Learning outcomes from the draft curriculum:

Français immersion

Curricular Competencies

L'élève acquerra ces compétences disciplinaires orales et écrites, en s'appuyant sur des supports oraux et écrits, numériques et imprimés, textuels et visuels.

Explorer et réfléchir

Identifier les sources des informations recueillies au cours de ses recherches.

Faire des inférences à partir d'un texte.

Identifier les thèmes et les mots clés présents dans un texte pour en comprendre le message.

Formuler des hypothèses en se basant sur des indices textuels.

Identifier le rôle des personnages dans le récit.

Reconnaître la diversité des éléments culturels au sein d'une même culture y compris les cultures autochtones.

Recueillir des informations de sources variées et les trier pour en faire ressortir les éléments les plus importants

Identifier les éléments culturels et historiques dans un texte pour le remettre en contexte, en s'intéressant notamment à des œuvres autochtones ou portant sur des personnages autochtones.

Créer et communiquer

Exprimer son opinion et tenir compte des opinions des autres lors de discussions.

Planifier son message en tenant compte de l'intention et du contexte pour en assurer la compréhension

Réagir à un texte en posant des questions spontanées.

Organiser ses idées sous forme de paragraphe structuré.

Utiliser les principales règles d'orthographe grammaticale et lexicale dans ses productions écrites.

L'élève connaîtra et comprendra les concepts et le contenu ci-dessous, notamment dans le cadre de l'étude du roman jeunesse et de la poésie :

l'organisation textuelle:

- le schéma narratif (situation initiale, élément déclencheur, péripéties, dénouement, situation finale);
- la séquence descriptive;
- le paragraphe;

Social Studies

Curricular Competencies

Students will develop competencies needed to be active, informed citizens:

Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)

Determine continuities, changes, patterns, and trends between different time periods, places, and phenomena (continuity and change)

Determine multiple causes and consequences of an event, decision, or development (cause and consequence)

Explain different perspectives on past or present people, places, issues, and events (perspective)

Evaluate whether an event, decision, or action was fair from a particular perspective (ethical judgment)

Concepts and Content

Students will know and understand concepts and content related to Contact Between European and Aboriginal Communities:

early contact, trade, and conflict between Aboriginal and European societies

the fur trade in pre-Confederation Canada and British Columbia

demographic changes in pre-Confederation British Columbia in both Aboriginal and non-Aboriginal communities

economic and political factors that influenced the colonization of British Columbia, including the BC gold rushes

the impact of colonization on Aboriginal societies

government Aboriginal policies and the Aboriginal response over time, including those concerning residential schools, treaties, and traditional self-governance

human rights and the response to discrimination in Canadian society, including the development of the Charter of Rights and Freedoms

contrasting perspectives about land ownership and use, including issues of Aboriginal title, jobs, and the environment

Science

Curricular Competencies

Students will be able to inquire by

Questioning and predicting

Observe objects and events in familiar contexts

Identify questions about familiar objects and events that can be investigated scientifically

Make predictions based on prior knowledge

Planning and conducting

Suggest ways to plan and conduct an inquiry to find answers to their questions

Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate

Collect simple data

Processing and analyzing data and information

Sort and classify data and information using methods such as drawings or provided tables

Use methods such as tables and simple bar graphs to represent data and show simple patterns and trends

Compare results with predictions, suggesting possible reasons for findings

Evaluating

Make simple inferences based on their results and prior knowledge

Reflect on whether an investigation was a fair test

Demonstrate an understanding and appreciation of evidence

Identify some simple implications of their and others' actions on the environment

Communicating

Represent and communicate ideas and findings in a variety of ways such as diagrams and simple reports, using digital technologies as appropriate

Concepts and Content

Students will know and understand the following concepts and content

simple machines

- properties
- force effects
- mechanical advantage

local Aboriginal teachings and stories about the Sun and Moon

English Language Arts

Curricular Competencies

Students will be able to develop the following curricular competencies using oral, written, visual, and digital texts.

Comprehending and Connecting

Develop a variety of reading strategies and critical thinking skills to increase comprehension and construct meaning

Engage actively as readers and listeners to construct meaning and develop thinking and comprehension

Explore a rich variety of texts, including story, to deepen learning and develop a broader understanding of self, family, community, and the world
Appreciate the universal importance of story in Aboriginal and other cultures
Think critically about ideas and information to deepen, extend, and transform understanding
Consider different perspectives, beliefs and points of view in Aboriginal, Canadian, and other cultural texts
Support thinking using evidence, personal connections, and background knowledge

Creating and Communicating

Apply oral language to explore and express ideas, communicate with others, and contribute as a member of a classroom community
Use the writing process to improve clarity
Express ideas thoughts, feelings, and opinions through various forms of communication
Employ a variety of communication forms according to audience and purpose
Create a variety of texts to explore self, family, and community
Create and communicate meaning by designing, editing, revising, refining, and presenting

Concepts and Content

Students will know and understand the following concepts and content.
a variety of fiction and non-fiction text types, including those of Canadian and Aboriginal origin
a variety of text genres including informational, personal, narrative, and imaginative
reading and metacognitive strategies before, during and after reading, to improve understanding and thinking
the writing process to enhance communication
a variety of communication forms, including oral, written, visual, and digital

ARTS

Curricular Competencies

Students will be able to use a variety of creative processes to create and respond to the arts:

Exploring and creating

Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
Explore identity, place, culture, and belonging through arts experiences
Explore relationships among cultures, societies, and the arts

Reasoning and reflecting

Observe, listen, describe, inquire, and predict how artists use tools, processes, materials, and environments to create and communicate
Develop and refine ideas, processes, and technical skills to improve the quality of artistic creations
Reflect on the creative process and make connections to other experiences
Connect knowledge and skills from other subject areas in planning, creating, interpreting, and analyzing works of art

Communicating and documenting

Interpret and communicate ideas using symbols to express meaning through the arts

Express feelings, ideas, and experiences in aesthetic ways

Describe and respond to works of art and explore artists' intent

Experience, document, perform, and share creative works in a variety of ways

Concepts and Content

Students will be able to use the creative process to create and respond to the arts:

materials, tools, strategies, techniques, and technologies to support the creative process

symbols and metaphors to create and represent meaning

a variety of regional and national works of art and artistic traditions from diverse cultures, communities, times, and places, including traditional and contemporary Aboriginal arts and arts-making processes

Culminating Task(s): Briefly describe the culminating task(s) that will provide a demonstration and/or celebration of student learning.

Some of the culminating tasks that provide a demonstration of student learning are the inquiry projects, which include a hands-on component, an illustrated story and a short oral report on their learning. This unit will culminate with the hosting of a potlatch with guests from local First Nations if possible, parents, principal/vice-principal, and possibly the other grade 4 - 5 class. Guests will be invited to witness the learning that has happened during the unit. Presents will be offered (bracelets, etc.) and food will be shared. Students will display their work (illustrated stories, art, inquiry) and will do a short presentation on their learning in one related activity. Students will learn from each other's projects. In science, the *Hauling the Log, Raising the Post* activity will provide demonstration of students' learning regarding the use of simple machines by local First nations to build long House.

Resources: What resources will you use in this unit?

- Diane Silvey, *De Temps Immémorial: Les premiers habitants de la Côte Nord-Ouest du Pacifique* : French Textbook and Teacher's guide with graphic organizers and activity sheets.
- Nicola Campbell, Kim LaFave, *La pirogue de Shin-chi AND Shi-shi-etko* (Illustrated stories).

- Diane Silvey, *La quête spirituelle de Petit-Ours*
- Christy Jordan-Fenton and Margaret Pokiak-Fenton, *Les Bas du Pensionnat* (une histoire vraie)
- David Bouchard et Andy Everson, *Je suis Corbeau*
- Bill Reid and Robert Bringhurst, *Corbeau Vole la Lumière*
- Chief Jake Swamp, *Giving Thanks, A Native American Good Morning Message*
- *Story of tobacco*: <http://www.bigorin.org/archive76.htm>
- Aboriginal Nations Education Division, Greater Victoria School District, *First Nations - Science and Ethnobotany Unit K-10, Shared Learnings in Action*:
 - Raising the Post & Simple Machines Lesson
 - Red Alder Dye, Salmon Berry Dye, Oregon Grape Root Dye.
- Musée Virtuel du Canada, Galerie Bill Reid: the raven's call : <http://www.museevirtuel.ca/virtual-exhibits/exhibit/lappel-de-corbeau-the-ravens-cal/>
- Musée Virtuel du Canada, Galerie Bill Reid d'art de la côte du Nord-Ouest, 2009: unit on Bill Reid's Art and Identity & Symbols in Haida culture: http://theravenscall.ca/files/lesson_plan/pdf/grade4_fr.pdf
- Hilary Stewart, Indian Fishing
- Hilary Stewart, Cedar
- Hilary Stewart, The Adventures and Sufferings of John R. Jewitt Captive of Maquinna
- Coast salish art and animal meaning: <http://abed.sd79.bc.ca/curriculum-resourcess/coast-salish-image-library/black-and-white-no-border/>
<http://abed.sd79.bc.ca/wp-content/uploads/2011/12/Coast-Salish-House-Posts.pdf>
- Project Wild: Activity Guide
- Full Circle: First Nations, Metis and Inuit Ways of Knowing
http://www.osstf.on.ca/~media/Provincial/Documents/About%20Us/Common%20Threads/full-circle-first-nations-metis-and-inuit-ways-of-knowing.ashx?sc_lang=en-CA
- Shared learning: Integrating BC Aboriginal content : <https://www.bced.gov.bc.ca/abed/shared.pdf>
- Janet Barlow, *Bringing Children Back to Nature*, Green Teacher Magazine
- Jodi Torkelson, *Grade 5 Forces and Simple Machines: Integrating First Nations and Metis Perspectives and Content*
- Film sur les machines simples (CitéSciences)
- French videos on simple machines (Eureka):
 - Plan incliné: <https://www.youtube.com/watch?v=j4Hue7Wbj8U>
 - Levier: <https://www.youtube.com/watch?v=N-wOpitoLL4>
- Khan Academy Simple machines explorations: silent videos with questions <https://www.khanacademy.org/science/discoveries-projects/simple-machines-explorations>
- Sciences de la nature, 5^e année, regroupement 3. *Les forces et les machines simples: French worksheets on Simple machines*
- University of Manitoba. *Forces and simple machines: an integrated science unit for Yukon students*
- *Machines simples*: <http://bv.alloprof.qc.ca/s1427.aspx>
- <http://www.cite-sciences.fr/ressources-en-ligne/juniors/machines-simples/experiences-ludiques/plans-inclines/index.html>
- Samantha Garland, Lesson Plan on using simulation (drama) to teach about First Contact and trade (downloaded from D2I, Social Studies)
- Simple machines activities: http://www.msichicago.org/fileadmin/Education/exhibitguides/SM_PreVisit.pdf
- Brain Pop lesson plan on levers <http://www.brainpop.com/educators/community/lesson-plan/simple-machines-lesson-plan/>
- French resource with definitions of the 3 types of levers <http://afafsciences.over-blog.com/article-resume-les-genres-des-leviers-1-1-68859338.html>

Lever to move heavy rocks <https://www.youtube.com/watch?v=Ek3mxmNroGQ>
Bill Nye the Science Guy <https://www.youtube.com/watch?v=sOnVFR1msPk>
Wedges to split wood: <https://www.youtube.com/watch?v=OrGCiSeuGNs>
<https://www.youtube.com/watch?v=1RqunOJvC90>

Part 2

| Learning Outcomes | Description of Learning Activities & Strategies | Assessment Method/Tool | Assessment Criteria |
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| <p>What are the unit level learning outcomes? What do you want students to learn/understand/appreciate?</p> | <p>What teaching strategies & activities will you utilize to enable students to achieve the learning outcomes?</p> | <p>What method (e.g. write/say/do) and tool/instrument will you use to collect evidence of the learning?</p> | <p>By what criteria do you decide that the outcome has been successfully met? What will you look for in the evidence?</p> |
| <p>Simple machines learning outcomes</p> <p>SWBAT share personal connections, knowledge and ask questions about familiar events and objects</p> <p>With regards to the following simple machines:</p> <ul style="list-style-type: none"> ● inclined plane ● wedge ● lever ● pulley (if time allows) <p>SWBAT to classify objects within the category of simple machine that they belong to</p> <p>SWBAT describe the properties of simple machines</p> <p>SWBAT demonstrate mechanical advantage simple machines</p> <p>SWBAT conduct an inquiry of how local First Nations used a simple machines in their traditional way</p> | <p>Simple machines 4 lessons sequence (one 75 min. lesson per week 1-4 Thursday. If some activities are not completed during the lesson, it will be completed during Flex time, or assigned as homework)</p> <hr/> <p>Lesson 1: Intro to simple machines/ inclined plane Hook: 5 min. French video on simple machines <i>Whole class KWL:</i> K:What do we know about simple machines, how they help us accomplish work, why they work, which simple machines do we use in the classroom, which simple machines were used in the traditional way of life local First Nations W: What questions do we have? Exploration of inclined planes: p. 3.78-3.79 of simple machine annexe Students will be presented with a problem related to First Nations. Using spring scales, they will compare the force needed to lift a smaller object (branch) to a certain height and the</p> | <p>Diagnostic assessment: Say (KWL)</p> <p>Do/Write: Group exploration of the problem (experiment)</p> <p>Say: Classroom discussion about findings</p> <p>Say: Think-Pair-Share (online activities)</p> | <p>Student contribute prior knowledge, personal connections and questions about simple machines and their use in our daily life as well as in traditional life of First Nations</p> <p>Student records the force measured to lift an object without inclined plane, and with inclined planes of 2 different lengths.</p> <p>Students explains and compares his observations with the class</p> <p>When called upon during TPS, a student can explain his thinking regarding the slope that would be appropriate/or the amount of energy needed (Cit  Sciences)</p> |

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| <p>of life and to think of the way that other simple or complex machines have changed the way certain tasks are now performed..</p> <p>SWBAT find example of simple machines used in the classroom and at home.</p> | <p>force needed to lift the same object using an inclined plane, changing the length of the inclined.</p> <p>Group exploration with Cité Science online: Think-Pair-Share</p> <p>Wrap-up: view 4 minutes video on Inclined plane (Eureka)</p> <hr/> <p>Lesson 2: Wedge (Coin)/First Nation connection: Harvesting Wood We will do this lesson in the Forest by the school. (There is a cedar tree which shows a scar from possible previous harvest of bark/wood) Hook: storytelling: L'esprit du peuple du cèdre (relates to conservation) Pose problem: Circulate pictures of clear-cuts, modern forestry machinery, etc. Circulate pictures from the book Cedar by Hilary Stewart that show wedges (p. 31), how bark (p.114-116) and planks (p.42-44) were harvested without killing the trees and pictures how whole trees were cut down to make house posts/canoes Demonstration: with wood laying on the ground in the forest and wedges: how did First nations cut planks using wedges? Try different wedges with different angles. Discuss: What is happening? What modern wood splitting tool uses a wedge? How does a wedge work? How is a wedge related to an inclined plane? How does</p> | <hr/> <p>Say: Discussion relating to the values and wisdom in the story</p> <p>Say: Think-Pair-Share about the Demonstration and questions</p> <p>Write/Draw: Students record their predictions, observations and explanations. They answer 3 questions: One thing that they learned or that surprised them One personal connection One question (I wonder)</p> | <hr/> <p>Students contributions demonstrate understanding of the moral of the story</p> <p>Student shows engagement by contributing predictions, explanations and questions about the pictures and the demonstration orally and in his graphic organizer.</p> <p>Student records an aha moment, a personal connection and a question about the use of wedges.</p> |
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| | <p>the angle of the inclined planes on the wedge change the force necessary to split an object? How does using modern machinery influence the way we relate to trees?</p> <hr/> <p>Lesson 3 : Lever Eureka video on Levers: https://www.youtube.com/watch?v=N-wOpitoLL4 Show a few examples of levers Do a lever hunt in the classroom (I will place multiple objects that use levers in the classroom). Whole class discussion on the levers we found. How do they work? What kind of work do they allow us to accomplish? Where are the point d'appui, charge and force exercée? Students will have a worksheet with cloze passages, a picture of a lever and a word bank. As we go through the discussion, they will fill in the blanks. Explain the 3 types of levers. Students work in pairs to complete the sorting activity (p.3.54 to 3.57) Wrap-up: Khan academy silent video and questions.</p> <hr/> <p>Lesson 4: Hauling and Raising the Post (from First Nations Science and Ethnobotany unit K-10) <i>Accessing prior knowledge:</i> Show images of modern building equipment, 2 X 4 planks, etc. Show images of traditional Long Houses with structure (huge cedar logs</p> | <hr/> <p>Do: Finding levers in classroom</p> <p>Say: Discussing the different ways we use levers, how they work</p> <p>Write: Cloze passages (definitions), labeling parts of the lever.</p> <p>Do: Sorting activity (3 types of levers)</p> <p>Write or draw: Answers to questions for Khan Academy Video.</p> <hr/> <p>Say: Classroom discussion KNL</p> <p>Do/Draw/write/Say: Experimentation and recording of data on science data collection sheet, sharing results</p> | <hr/> <p>Student can identify objects that use levers.</p> <p>Student can locate the “point d’appui”, “charge” and “force exercée” on various levers</p> <p>Student can apply his knowledge to sort levers into 3 categories</p> <p>Student can draw or write what happens when a fulcrum is moved (Khan academy video)</p> <hr/> <p>Student can access knowledge from previous simple machine lessons and apply it to Long House Building</p> <p>Student: Makes predictions based on prior</p> |
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| <hr/> <p>WEEK 1 Learning outcomes:</p> <p>SWBAT take responsibility for their own learning</p> <p>SWBAT appreciate the importance of storytelling in Indigenous learning</p> <p>SWBAT interact with traditional stories through exploration of the</p> | <p>up to 6m high), cedar planks. Show picture of old growth forest. KWL: What have we learned about First Nations technology that inform us about how this house was built? <i>Experimentation:</i> in small groups, students experiment with inclined planes, wedges, levers and rope to come up with ideas about traditional methods for hauling logs and raising a house post. They draw their ideas and write the names of the simple machines used. <i>Discussion:</i> Teams share their results <i>Sequencing activity:</i> Students are provided with drawings illustrating the sequences of cutting, hauling and raising the post using simple machines. They cut and paste them in the right order and identify the simple machines used in the drawings.</p> <hr/> <p>WEEK 1: Introduction Learning/Identity/Family</p> <p>Monday April 13th Overview of the integrated unit My expectations for practicum Your Role/My role Taking responsibility for our own learning: Storytelling: L'entraînement de Tano p.6-7 Questions for discussion: p. 28 KWL: Local First Nations</p> <hr/> <p>Tuesday April 14th: Spirit animals Storytelling: L'esprit d'un chasseur p. 45 Book: Je suis Corbeau Response: "They already knew" : a Fill your Bucket activity adapted to discovering your</p> | <p>Do/Write: Sequencing activity and First Nations simple machine labeling sheet.</p> <p>This activity wraps up the 3 concepts of inclined plane, wedge and lever and the science collection sheet/sequencing activity/labeling sheet, along with the verbal explanations of students, will provide evidence of learning for this simple machine component of the integrated unit (summative assessment)</p> <hr/> <p>Say: Whole group discussions, questions, contributions to KWL, Think-Pair-Share, individual interactions with students when they are working.</p> <p>Write: self-assessment forms, journal responses from prompts other written responses activities after reading stories (ex. Find your spirit animal), family tree/name homework,</p> | <p>knowledge Suggests ways to plan and conduct an inquiry to find answers to their questions Collects simple data Sorts and classifies data and information using methods such as drawings or provided tables Compares results with predictions, suggesting possible reasons for findings Makes simple inferences based on their results and prior knowledge Represents and communicates ideas and findings (on paper or verbally) using drawing/diagram/words/gestures, etc</p> <hr/> <p>Responsibility: Student is</p> <ul style="list-style-type: none"> ● ready to learn (following classroom agreed expectations) ● showing engagement (asks questions, participates in discussions and activities) ● listening attentively and follows instructions ● using his time efficiently ● respectful of classmates' right to learn (doesn't distract and interrupt) |
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| <p>values and teachings conveyed and cultural elements (transformer).</p> <p>SWBAT appreciate how Indigenous People relate to animals (family crests, spirit animals) to gain insight about themselves and their family's history</p> <p>SWBAT explore identity, culture, and belonging through arts experiences, using the art and biography of Bill Reid.</p> <p>SWBAT appreciates and apply the main artistic elements of Coast Salish Design</p> <p>SWBAT identify elements of similarity and difference between Indigenous and Euro-Canadian culture</p> | <p>spirit animal: Ask friends/teachers to write down your best qualities. Which spirit animal embodies those qualities?</p> <hr/> <p>Wednesday April 15th: Identity and family crests/coast salish designs <i>AM: Français/SS/Art</i> Chapter 1 Text: Armoiries et Identité Bill Reid Family History + Family Crest (art) (homework: research on: name/family tree) -- PM: Storytelling: La Quête Spirituelle de Petit-Ours (with linked lesson plan on bullying) (Looking at Coast Salish Designs)</p> <hr/> <p>Thursday April 16th AM: Lesson 1 simple machines (see above) Break Arts : Bill Reid Study: Animaux Emblèmes Draw your spirit animal with Coast Salish Designs</p> <hr/> <p>Friday April 17 AM: <i>Français/SS/Art</i> Bill Reid Study: Story: Raven Steals the light Transformer drawing + writing (lesson plan included in framework binder) PM: What we learned about family and identity (KWL chart) First Nations culture / Euro-Canadian culture (venn diagram)</p> <hr/> <p>WEEK 2: Values: Interconnectedness/Environment/Respect/Earth Day Monday April 20th AM: Spirituality and values Environment KWL Chef Seattle p. 1 Web of Life Activity (outside if not raining) BREAK-P.E.</p> | <p>writing accompanying the transformer drawing, venn diagram (compare and contrast cultures)</p> <p>Do/Draw/Represent: Spirit animal drawing, journal drawings in response to stories/prompts, transformer drawing following Raven Steals the Light.</p> <p>Assessment tools: explicit learning intentions and criteria, self-assessment forms + verbal check-ins (responsibility in my learning/expectations), thumbs up/down, teacher observations and anecdotal record, artwork and art rubric, students journals (drawings, written responses) along with writing rubrics</p> <hr/> <p>Say: Discussion on KWL, verbal responses to stories, contributions to the web of life activity,</p> <p>Write: written journal responses to stories and prompts, self-assessments,</p> | <p>Student identifies storytelling as an Indigenous teaching tool that is also present in Euro-Canadian culture Student can summarize the values and teachings included in traditional stories and make connections with his life.</p> <p>Students makes connections between his main qualities and the symbolism of an animal</p> <p>Students can use his knowledge of animal's physical characteristics and Coast Salish designs elements (shapes and colors) to illustrate his spirit animal in Coast Salish style</p> <p>Student compares information and viewpoints about family and Identity and can identify at least 2 similarities and 2 differences between Indigenous and Euro-Canadian culture</p> <p>Writing responses are relevant and use either drawing and/or writing to communicate student's understanding.</p> <hr/> <p>Responsibility: see above</p> <p>Student can summarize the values and teachings included in traditional stories and make connections with his life.</p> |
| <p>WEEK 2 Learning Outcomes</p> <p>SWBAT take responsibility for their own learning</p> | | | |

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| <p>SWBAT appreciate, experience and discuss Indigenous spiritual values and attitudes towards the Earth/environment: Interconnectedness/Web of life Mutual relationships (giving and taking) Gratitude and reverence Respect and conservation</p> <p>SWBAT explain how certain elements of his environment our connected to self and between each other</p> <p>SWBAT reflect on Indigenous values and attitudes and how they can help us improve the way we relate with the Earth</p> <p>SWBAT appreciate the importance of storytelling in Indigenous learning</p> <p>SWBAT explore identity, culture, and belonging through arts experiences, using the art of Bill Reid.</p> <p>SWBAT follow the steps of artistic creation (design, draft, revision, final product) in the creation of one or 2 bracelets in the style of Bill Reid.</p> <p>SWBAT brainstorms and plans an outline for a creative writing</p> | <p>Short Story: Cérémonie du premier saumon, p.15 Discussion on values and beliefs + conservation of resources, (see p. 48)</p> <hr/> <p>Tuesday April 21st Storytelling and values Story: Cavaliers de Baleine Story: Giving Thanks Writing response</p> <hr/> <p>Wednesday April 22nd (Earth Day) Relating directly with nature Earth Day Forest Activities: Sensory activities (feeling, listening, observing, offering)</p> <hr/> <p>Thursday April 23rd AM: Science lesson 2 (see above) Story: Esprit du peuple du cèdre Science(forest): coin (Harvesting wood) BREAK Arts: Bill Reid Study View Bracelets by Reid Designing 1-2 bracelets (one personal, one for gift at potlatch)</p> <hr/> <p>Friday April 24th AM: Writing workshop: illustrated story Choices: 1) story that conveys values/morals 2) elaborate your transformer story 3) Tree tale 4) Trickster story</p> <p>PM: KNL chart: FN relationship w/ Earth+ Present attitude What can we learn from Indigenous values and knowledge that can help us change the way we relate with mother Earth? (journal response: pick on value or belief and make personal connections)</p> | <p>outline/draft for illustrated story</p> <p>Draw/represent: visual journal responses, bracelet drafts, final bracelets, drafts/drawings for illustrated story</p> <p>Do: Web of life activity, Earth day sensory activities, artwork</p> <p>Assessment tools: explicit learning intentions and criteria, exemplars, self-assessment forms + verbal check-ins (responsibility in my learning/expectations), thumbs up/down, teacher observations and anecdotal record, artwork and art rubric, students journals (drawings, written responses) along with writing rubric</p> | <p>Writing responses are relevant and use either drawing and/or writing to communicate student's understanding.</p> <p>Student can connect an element of the environment to another during the web of life activity</p> <p>Student can explain how one spiritual value or belief of his choice can help him improve the way he relates to the Earth (makes a personal connection, makes a pledge)</p> <p>Student creates a bracelet that is personally meaningful, following the design-draft- revision-final piece-self-assessment sequence (art rubric will be used for detailed criteria)</p> <p>Student brainstorms ideas and plans an outline for his creative writing project, using the graphic organizer provided to organize his ideas.(writing rubric will be used for detailed criteria)</p> |
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| <p>project (illustrated story): setting, main character, characters, plot.</p> <hr/> <p>SWBAT take responsibility for their own learning</p> <p>SWBAT use the inquiry process to identify questions to investigate, find the information to his questions within an relevant info-package on his topic, identify other possible sources of information, summarize and communicate this information in a meaningful way</p> <p>SWBAT investigate an aspect of local First Nations traditional way of life (how all their basic needs were met through living off the land: self-reliance + exchanges within the tribe and with other tribes)</p> <p>SWBAT learn by doing, using his hands to perform a task, create an object or create a representation that is inspired by his inquiry topic</p> | <p>WEEK 3: Living off the land and sea (food/shelter/clothing/resources)</p> <p>Monday April 27th AM: Ethnobotany Exploration (Forest) Jigsaw activity After PE: KNL Activity: Living off the land and sea (Maslow: food, shelter, clothing) + role of potlatch possible inquiry topics:</p> <ol style="list-style-type: none"> 1) create a long house model 2) learn about clothing/weaving/baskets, natural dyes and create a loom + woven creation 3) Learn about the potlatch and be part of the organizing group for our final potlatch:planning, activities invitations, speeches, gifts 4) learn about food sources, hunting or fishing technologies or food preparation and preservation and demonstrate your learning through a model, a poster, a powerpoint presentation, other <hr/> <p>Tuesday April 28th PM: I distribute information packages and graphic organizers according to topic of inquiry. Students work on their inquiry, organizing information from non-fiction text and pictures. One group will be in charge of learning about potlatch organization using package from lesson 10 in First Nations Awareness: Putting it all together</p> <hr/> <p>Wednesday April 29th AM : Writing workshop: continuing illustrated book PM: Flex block: work on Non-fiction inquiry or Illustrated book</p> <hr/> <p>Thursday April 29th Science lesson 3: levers see above BREAK: eat snack in the forest+gather</p> | <hr/> <p>Say: asking questions, making predictions, communicating findings</p> <p>Write: Plan for inquiry, main-idea + supportive detail graphic organizer, inquiry checklist, drafts and revisions for writing workshop (in writing portfolio)</p> <p>Do: Hands-on component of inquiry project</p> <p>Assessment tools: explicit learning intentions and criteria, exemplars, inquiry graphic organizer and checklists, self-assessment forms and rubrics + verbal check-ins (responsibility in my learning/expectations), thumbs up/down, teacher observations and anecdotal record, hands-on project rubric, students journals (drawings, written responses) and writing portfolio along with writing rubrics</p> | <hr/> <p>Responsibility: see above</p> <p><i>Inquiry:</i> in his inquiry plan, student</p> <ul style="list-style-type: none"> ● student identifies his topic and a specific question his will explore. ● plans to use at least one additional resource besides the package provided. ● plans for how he will communicate his findings and how he will use the hands-on project to show or deepen his learning. <p>During library time, student researches and consults other relevant sources of information</p> <p>In his graphic organizer, student:</p> <ul style="list-style-type: none"> ● identifies main ideas and supporting details from written sources/ diagrams/images. ● Student collects and /or relevant images to illustrate the information. <p>Hands-on project:</p> <ul style="list-style-type: none"> ● relates to inquiry topic in some way ● allows student to deepen his learning ● if in a group, groups makes a plan and attributes |
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| <hr/> <p>Week 4 Learning Outcomes</p> <p>SWBAT take responsibility for their own learning</p> <p>SWBAT apply critical thinking skills – including comparing, imagining, inferring, identifying patterns, and summarizing – to selected problems and issues relating to relationships between nations</p> <p>SWBAT identify alternative perspectives on a selected event or issue</p> <p>SWBAT use clues from text and images (2 stories) to make inferences on how residential school is like and how one of the characters is feeling</p> | <p>materials for art Art: 3 options (relates to inquiry questions)</p> <ol style="list-style-type: none"> 1) Work in a group to build a model of a long-house with wood gathered in forest 2) Work in a group to dye wool using oregon grape root (yellow) and red alder(red) and to make a model loom (and small cardboard loom) 3) Personal project related to inquiry project (eg: diorama, model, diagrams and drawings, poster, gifts for potlatch, etc) <hr/> <p>WEEK 4: Relations with other nations before/after contact with Europeans</p> <p>Monday May 4th AM: KWL: What we know about Commerce within Nations and after First Contact? Chapter 8/ writing activity p. 121 p. 120 (chinook trading language problems) and p.135 fur trade exercise (to use in math problems)</p> <p>Writing workshop</p> <hr/> <p>Tuesday May 5th Drama: First Contact Activity</p> <hr/> <p>Wednesday May 6th AM: Ask the Elders OR Perspectives taking Full Circle lesson guided imagery lesson + Settlers view (Little house on the prairie) BREAK/MATH Writing Workshop: work on illustrated book PM: Storybook about residential schools: Shi-Shi-Étko Journal response: how would YOU prepare?</p> <hr/> <p>Thursday May 7th</p> | <hr/> <p>Say: asking questions, anticipation questions and answers for storybooks, making predictions, inferences, post-drama reflections on the factors that affected their trading experience</p> <p>Write: graphic organizers, inquiry checklist, drafts and revisions for writing workshop (in writing portfolio), journal responses to stories (letter to parents or journal writing from character’s perspective)</p> <p>Do: Hands-on component of inquiry project, drama (first contact activity)</p> <p>Assessment tools: explicit learning intentions and criteria, exemplars, inquiry graphic organizers and checklists, self-assessment forms and rubrics, verbal check-ins, thumbs up/down, teacher observations and anecdotal record, hands-on project rubric, students journals (drawings,</p> | <p>responsibilities. All group members contribute</p> <p>Writing workshop: student works on the writing in school and works on illustrations at home if he needs more time. Student has completed a first draft by the beginning of week 4 and performed a self-assessment of his draft using the student rubric to identify what can be worked on in week 4.</p> <hr/> <p>Responsibility: see above</p> <p>Shi-shi-Etko and Shin-shi’s Canoe responses: Student can take the perspective of the character and shows empathy Makes logical inferences from the text as to how character is feeling Makes connections with personal experiences Explores avenues for dealing with unfair situations</p> <p>Drama activity: students plays the role that has been assigned to his team. students’ contribution to debrief shows thoughtful consideration of how customs and values influence how a situation is interpreted</p> <p>Writing workshop: student is using self-assessment rubric and peer/teacher feedback to improve</p> |
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| <p>SWBAT deepen and extend their understanding of Canadian Policies such as residential schools by critically reflecting on fairness and identity</p> <p>SWBAT (Week 3 inquiry and hands-on learning outcomes: continued...see above)</p> | <p>AM: Science (Raising the Post activity) BREAK Arts: Continue Art project (long house, weaving, other)</p> <hr/> <p>Friday May 8th AM: Shin-Shi's Canoe lesson on residential schools BREAK Writers workshop (continue work on illustrated book) PM: grade 4s are at the pool. Grade 5s have a flex block to work on inquiry, art or writing)</p> | <p>written responses) and writing portfolio along with writing rubrics</p> | <p>his draft. Student is working on illustrations. Student gives valuable feedback to a peer. Student might start to write final draft (detailed criteria for writing: writing rubric)</p> <p>Inquiry: Student is moving forward in inquiry and hands-on projects and uses the inquiry check-list and group project planning sheet to record his progress. (criteria for inquiry and hands-on project are listed in week 3)</p> |
| <p>Learning Outcomes for week 5</p> <p>SWBAT take responsibility for their own learning</p> <p>SWBAT Evaluate whether an event, decision, or action was fair from a particular perspective (ethical judgment)</p> <p>Students will know and understand concepts and content related to :</p> <ul style="list-style-type: none"> the impact of colonization on Aboriginal societies human rights and the response to discrimination in Canadian society, including the development of the | <p>WEEK 5: Modern Day impacts of colonisation</p> <p>Monday May 11th AM: KNL: Impact of colonisation (Human Rights/Discrimination Potlatch interdiction/extinction of languages) "Les droits des élèves" activity p. 177-179 5 role play situations with volunteers: Discussions on fairness, justice Equal opportunity Game p. 190 with opportunity</p> <hr/> <p>Tuesday May 12th PM: FLEX: Work on projects towards completion (illustrated book, inquiry, art)</p> <hr/> <p>Wednesday May 13th AM: Human rights activity from textbook and teacher guide OR Talk with an aboriginal resource person</p> <hr/> <p>AFTER BREAK/MATH KWL (unit wrap-up) PM: Set-up for potlatch, decorate, rehearse</p> | <p>SAY: contributions to KWL chart, role-play, contributions to classroom discussions, Think-pair-share, short presentation at potlatch, welcome speeches (some students), questions to Aboriginal resource person.</p> <p>Write: activity sheets, creative writing final draft, inquiry report</p> <p>Do: equal opportunity game, hands-on project, potlatch decoration, organization and participation</p> <p>Draw/represent: illustrations for creative story and inquiry project</p> <p>Assessment tools: explicit learning intentions and criteria, exemplars, inquiry checklists, self-assessment forms and rubrics, verbal check-ins, thumbs up/down, teacher observations and anecdotal record, hands-on project rubric, students journals (drawings, written responses)</p> | <p>Responsibility: see above</p> <p>When prompted, student can indicate reasons why he thinks an event, decision or action was fair.</p> <p>Student asks thoughtful questions to the Aboriginal resource question and demonstrates respect.</p> <p>Student can reflect on his own rights as a citizen.</p> <p>Student can provide ideas of what to do if your rights or someone else's rights are being violated</p> <p>Inquiry project is handed in along with a completed check-list and self-assessment/reflection (criteria in rubric)</p> <p>Creative writing project is handed in</p> |

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| <p>Charter of Rights and Freedoms</p> <p>SWBAT (Week 2-3 creative writing, inquiry and hands-on learning outcomes: continued...see above)</p> <p>SWBAT do a short oral presentation on a project of his choice to demonstrate/share his learning: inquiry, art, creative writing, hands-on project.</p> <p>SWBAT listen attentively and respectfully to presenters and visit displays to learn from other's inquiry projects</p> | <p>Thursday May 14th</p> <p>Potlatch</p> <p>Opening protocol/song/prayer</p> <p>Questions/discussion with guests</p> <p>Visit displays</p> <p>Present inquiry projects</p> <p>Art projects</p> <p>Stories</p> <p>Games</p> <p>Offer gifts and food</p> | <p>and writing portfolio along with writing rubrics, video (oral presentations) and oral presentation rubric.</p> | <p>along with a completed self-assessment rubric (criteria in rubric)</p> <p>Oral presentation:</p> <ul style="list-style-type: none"> ● posture ● voice ● content (what you learned) ● visuals (object, illustration, book, model) |
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