

Summary

2020-2021: Who We Are Current



Subject	Year	Start date	Duration
Language Arts, Numeracy, Social studies, Information Technology	Grade 3	Week 1, August	5 weeks

Description

This year's who we are unit will incorporate the affects and challenges the world currently faces with the global pandemic.

Inquiry

The Central Idea

Responsible choices and actions can help communities overcome challenges

Transdisciplinary Theme



Who we are

An inquiry into the nature of the self.
Human relationships, including families, friends, communities and cultures.
Rights and responsibilities.

Lines of Inquiry

- Rights and responsibilities within a community
- Taking action to strengthen a community
- How a community adapts to overcome challenges

Teacher questions

- What are our rights?
- What responsibilities to we have to allow us to have access to these rights?
- Why do we need to take responsible actions?
- Does everyone need to take the same action?

Learning Goals

Connections: Transdisciplinary and Past

Week 1:

- Rights and responsibilities within a community:
 - Rights and responsibilities in school (what are they?)

- The UN rights of child "I have the right to be a child' Alain Serres
- Does everyone have access to these rights? Story of Malala (introduce and explore in language w2?)

Week 2:

- How a community adapts to overcome challenges
- Covid response
- We have the right to be safe and the responsibility to ensure that precautions are taken to keep everyone safe in the community by doing X, Y & Z

Week 3:

- Taking action to strengthen a community
 - How are we/ what can we do around school to take action to strengthen our community
 - Greta Thunberg

 Scope & Sequence

 Language Arts

Written Language Writing

Conceptual Understandings

Applying a range of strategies helps us to express ourselves so that others can enjoy our writing.

When writing, the words we choose and how we choose to use them enable us to share our imaginings and ideas.

Learning Outcomes

Handwriting

Knowledge About Language

Conceptual Understandings

Language conventions support meaning in print and oracy

Learning Outcomes

Phonics and Word Recognition:

Know and apply grade-level phonics and word analysis skills in decoding words.

Identify and know the meaning of the most common prefixes and derivational suffixes.

Decode words with common Latin suffixes.

Decode multisyllable words.

Read grade-appropriate irregularly spelled words.

Conventions of Standard English:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., childhood).

Form and use regular and irregular verbs.

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Produce simple, compound, and complex sentences.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Capitalize appropriate words in titles.

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language:

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Choose words and phrases for effect.*

 Numeracy

Number

Conceptual Understandings

The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.

Learning Outcomes

When transferring meaning into symbols learners:

read, write, compare and order whole numbers up to thousands or beyond

develop strategies for memorizing addition, subtraction, multiplication and division number facts

Pattern and Function

Conceptual Understandings

Functions are relationships or rules that uniquely associate members of one set with members of another set.

By analysing patterns and identifying rules for patterns it is possible to make predictions.

Learning Outcomes

When transferring meaning into symbols learners:

describe the rule for a pattern in a variety of ways

represent rules for patterns using words, symbols and tables

When applying with understanding learners:

use number patterns to make predictions and solve problems

use the properties and relationships of the four operations to solve problems.

When constructing meaning learners:

understand that patterns can be analysed and rules identified

understand that multiplication is repeated addition and that division is repeated subtraction

understand the inverse relationship between multiplication and division

 **Key and Related Concepts**

 **Key Concepts**

Key Concepts

Key questions and definition



Causation

Why is it as it is?

The understanding that things do not just happen; there are causal relationships at work, and that actions have consequences.



Perspective

What are the points of view?

The understanding that knowledge is moderated by different points of view which lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or subject-specific.



Responsibility

What are our obligations?

The understanding that people make choices based on their understandings, beliefs and values, and the actions they take as a result do make a difference.

ATL Skills

Approaches to Learning



Communication Skills

- Exchanging information - Listening, interpreting and speaking

Listening

Listen to, and follow the information and directions of others.

Listen actively to other perspectives and ideas.

Listen actively and respectfully while others speak.

Interpreting

Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds.

Recognize the meaning of kinaesthetic communication (body language).

- Literacy - Reading, writing and using language to gather and communicate information

Reading

Read a variety of sources for information and for pleasure.

Read critically and for comprehension.

Make inferences and draw conclusions.

Use and interpret a range of terms and symbols.

Writing

Use appropriate forms of writing for different purposes and audiences.

Use a variety of scaffolding for writing tasks.

Organize information logically.

Understand and use mathematical notation and other symbols.



Social Skills

- Interpersonal relationships, social and emotional intelligence - developing positive interpersonal relationships and collaboration

Interpersonal relationships

Help others to succeed.

Build consensus and negotiate effectively.

Make fair and equitable decisions.

Practise empathy and care for others.

Listen closely to others' perspectives and to instructions.

Be respectful to others.

Advocate for one's own rights and needs, and those of others

Social and Emotional Intelligence

Be aware of own and others' emotions.

Manage anger and resolve conflict.

Be self and socially aware.

Be aware of own and others' impact as a member of a learning group.



Self-management Skills

- Organization - Managing time and tasks effectively

Set goals that are challenging and realistic.

Use time effectively and appropriately.

Bring necessary equipment and supplies to class.

Understand and use learning preferences.

- States of mind - Using strategies that manage state of mind

Mindfulness

Use strategies to support concentration and overcome distractions.

Be aware of body-mind connections.

Emotional management

Take responsibility for one's own actions.

Use strategies to prevent and eliminate bullying.

Use strategies to reduce stress and anxiety.

Manage anger and resolve conflict.

Self-motivation

Practice positive thinking and language that reinforces self-motivation.

Resilience

Manage setbacks.

Work through adversity.

Work through disappointment.

Work through change.

Learning Experiences

Designing engaging Learning Experiences

Connecting the rights and responsibilities with the story of Malala. Did she have access to all of her rights? If not which ones? What was her story? What action was taken to overcome this challenge.

What community was she a part of and how did the community adapt to overcome the challenge: causation, perspective & responsibility?

Exploring how different communities have adapted to overcome the current challenge of the COVID-19 pandemic. How has KIS adapted to overcome this challenge compared to another?

How is a place able to measure its success of overcoming the challenge?

Going further: What was sacrificed as a result

What going to happen next?