



<p><b>1. What is our purpose?</b></p> <p><b>1a) To inquire into the following:</b></p> <ul style="list-style-type: none"> <li>● <b>transdisciplinary theme</b></li> </ul> <p>How We Express Ourselves</p> <p>An inquiry into the ways in which we discover and express, ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p> <ul style="list-style-type: none"> <li>● <b>central idea</b></li> </ul> <p>People understand the world and express themselves using their bodies.</p>	<p>Class/grade: 1                      Age group: 6-7</p> <p>School: Willard                      School code:</p> <p>Title: How We Express Ourselves (Interpretation and Expression)</p> <p>Teacher(s): Elaine Kaiteris, Marisela Figueroa, Dianne Cahir, Donna Irie, and Lindi Killen</p> <p>Date: 4/22/17-5/31/18</p> <p>Proposed duration: number of hours: 90      over number of weeks:6</p>
<p><b>1b) Summative assessment task(s):</b></p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will demonstrate their understanding of the central idea by developing a project/presentation of their choice using various modalities to interpret and express themselves within their world. Students will include some form of modality based on themselves or others. Project will be done in a form of a different modality related to the five senses (absence of sight, hearing, motion, touch, smell, taste.) If possible they will include how people have/can accommodate for differences in modality.</p> <p>Teacher will assess student's ability to: name a modality missing example sight (the blind), explain it, how do they interact with out the the world, and how do we interact with them.</p> <p>Students will identify the different modalities/senses. They will identify their areas of strength or areas of need, and will give explanation and/or examples. The teacher will assess student's knowledge of the senses and their ability to know about how they best interpret and interact with the world.</p>	<p><b>2. What do we want to learn?</b></p> <p>responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts: Form, Function, perspective Related Concepts: Identity, balance, Tolerance</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> <li>● using senses to understand the world</li> <li>● different forms of expression using the body</li> <li>● compensating for physical challenges or missing senses</li> </ul> <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> <li>1. How do you see? hear? feel?smell?taste?</li> <li>2. How do our senses influence how we interpret information and feelings?</li> <li>3. How do our senses influence how we express information and feelings?</li> </ol> <p>Provocation: Children will experience what the world is like with the simulation of a physical challenge or missing sense .</p> <p>Examples: Blindfold students and have them navigate the room with a walking stick Students will use a wheelchair to mobilize with their upper body Students will look at a reflection of a writing activity to simulate impaired hand-eye coordination</p>

Planning the inquiry

**3. How might we know what we have learned?**

*This column should be used in conjunction with “How best might we learn?”*

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

- Students participating in yoga or other outside activity observe and explain what they felt, saw, heard, and smelled, while doing those activities.
- Survey students to see what they have experienced with people who do not have or use all their senses..
- Can you identify the five senses and any other way they can express or understand their world?
- Students interview others in their group to see what they know about different ways they learn?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- After certain experiences students will be able to identify and describe what they felt and experienced.
- Children will identify their strengths and weaknesses and are able to describe them.

**4. How best might we learn?**

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

1. Students will do OTQ with a bunch of books and inquire into what do the books have in common.
2. Teacher/Students will research how the 5 senses help us understand the world..
3. Children will identify their strengths and weaknesses.
4. Teacher/Students will read stories about the absence of the different senses.
5. Teacher will bring in guest speakers to share with the students the absence of sense or limbs. Speakers will discuss the benefits and disadvantages.
6. Make observations to construct using objects can be seen only when illuminated
7. Investigate to determine the effects of placing objects made with different materials in the path of a beam of light
8. Students will learn the symbols of braille and sign language.
9. Analysis of the attitudes and profiles –what is their responsibility of people with different
10. Students will create projects using a sense of their choice. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.
11. Students will identify a weakness to them and make a plan to stretch themselves.
12. Students investigate different marketing/commercials that use different senses and how it influences our emotions and decisions

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**Transdisciplinary Skills:**

**Communication Skills:** nonverbal communication, listening and speaking as student learn how people missing modalities or different modalities of strength communicate. Students will also use their forms of communication as they work with others in their groups.

**Thinking Skills**-Acquisition of Knowledge, metacognition

**Profile**

Reflective - Students will reflect on their interactions and how they may want to change them in the future. They can reflect on their learning styles versus others learning styles in order to work well with others.

Caring - Students demonstrate caring as they help meet the needs of others who are different from them or with physical challenges.

**Attitudes**

Empathy - Students will simulate different physical challenges in order to understand the needs of others show

Commitment - Students will show commitment as they work to enhance different modalities that are underdeveloped.

Appreciation - As students learn about people who are different and have different ways of interpreting the world and expressing themselves.

**5. What resources need to be gathered?**

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Video-Life Without Limbs, Switched at Birth (will need to view parts before showing to students), website-Msdillard.wordpress.com (teacher ideas),teachingasleadership.org, Literature:The Blind Men and the Elephant by Karen Backstein, Helen Keller, I’m Deaf and It’s Okay by Lorraine Aseltine, The Sense of Smell by Ellen Weiss,

Primary source: handicap ramps, stairs how have they change over time. Create own braille—wax paper & glue-let dry and run fingers over them or candy drops

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

Classroom environment will be print rich, conducive to inquiry-based and cooperative learning. Community will be used as Guest Speakers. Multiple resources will be available: videos, books, computers and document cameras