



<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: How We Express Ourselves</b></li> </ul> <p>An inquiry into the <b>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</b></p> <p><b>central idea</b></p> <p><b>People use different forms of communication to meet specific needs in a changing society</b></p>	<p>Class/grade: 4<sup>th</sup> Grade      Age group: 9 -10 yrs</p> <p>School: Willard      School code: 7202</p> <p>Title: Communication</p> <p>Teacher(s): Gray, Negrete, and Van Der Heide</p> <p>Date: 11/13/17-1/12/18</p> <p>Proposed duration: 90 hours      over 6 weeks</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>Summative Assessment: Students will create a project/presentation of their choice using a form of communication in order to convey something that is important to them. Teacher will assess students ability to: be able to convey information effectively, student's understanding of that form of communication, their ability to engage the target audience, and be able to explain the value of this form of communication.</p> <p>Through evaluation of the students' summative assessments, the students will be able to identify the various forms of communication and give characteristics of each, describe how communication has changed and what effect it has had. Assessment: Using a class-generated rubric, the teacher evaluates the students' performances. This year, the students determined that the performance must convey a message that has been prepared in advance, include an edited written copy of the message, and contain only relevant information.</p> <p>Through the unit we would expect our students to take action such as:</p> <ul style="list-style-type: none"> <li>● Grow in their ability to communicate information to others</li> <li>● Become aware of their own preferred communication style</li> <li>● Communicate in respectful ways, aware of the norms in different communication settings</li> <li>● Take on further research in areas of communication in which they find interesting</li> <li>● Express themselves through additional writing, speaking, or other forms of communication ie: personal journal, writing books or stories, making a newscast.</li> <li>● Using a communication style to inform or persuade others</li> </ul>	<p><b>2. What do we want to learn?</b></p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Concepts: Function, change, connection Related concepts: media, restriction</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>● Forms, styles, and methods of communication</li> <li>● Reasons for communication</li> <li>● Freedom of speech and censorship</li> </ul> <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> <li>1. <b>How and why do people communicate?</b></li> <li>2. <b>What are the forms or methods of communication?</b></li> <li>3. <b>How/why has communication changed?</b></li> <li>4. What constitutes effective and appropriate communication?</li> </ol> <p>Provocations:</p> <ul style="list-style-type: none"> <li>● Students observe various forms of communication and determine the messages intended to be conveyed. They make judgments as to the effectiveness of each method.</li> <li>● OTQ using pictures related to communication modes or methods</li> <li>● Literary Identity game - Try to identify the sample - types of poetry, myth, legend, expository essay, narrative, play. In groups, try to define them, just from the sample.</li> </ul>

### 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?

- Chart what forms of communication students are familiar with
- Students reflect why one might be used over another and why some form of communication have come about.
- Students create a method of communication information to a specific audience
- Teacher charts students’ knowledge of forms of communication and their uses and effectiveness

(Also see provocations)

**What are the possible ways of assessing student learning in the context of the lines of inquiry?**

**What evidence will we look for?**

- Through individual communication activities, the students will to identify various forms of communication and give characteristics of each, describe how communication has changed and what effect it has had,
- Through this unit of inquiry, students will reflect on their understanding of different types of communication styles and their effectiveness in conveying information.
- Through class discussions and research activities, teacher will assess students’ ability to use a variety of resources, to glean information, and present it in an organized way.
- Through rubrics related to various forms of writing, teacher will assess students understanding of the elements that make up different literary communication styles: myths, poems, legends, plays, expository text. etc
- Through classroom language arts activities, the teacher will assess students’ ability to analyze written materials such as: myths, poems, legends, plays, etc. , and be able to identify their characteristics, and how they are used to communicate information. The teacher will also assess students ability to emulate aspects of these communication styles use their own pieces

### 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. Teacher will assess students prior knowledge of communication methods over time through KWL and/or OTQ activities
2. Students/teacher will investigate various forms of communication and how they work and their benefits
3. Students reflect upon what is necessary for effective and appropriate communication and consider which method/s might be best.
4. Analyze the literary aspects of prose, myths, poems, legends, plays, etc. and how they are used to communicate.
5. Drawing from information in books, on television, on radio, from the Internet, etc., students evaluate the effectiveness of various methods of communication. Focusing on at least one method, the students will determine what patterns have been established. For example, analyzing a newspaper article will reveal the structure of a news article and be able to write an article themselves using this structure.
6. The students will learn about and evaluate various methods of communication and their effectiveness.
7. Students will choose a style of communication in order to convey something that is important to them.
8. Students describe the function of each part of the eye and ear in the processing of communication

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

- Research Skills: interpreting, collecting, and presenting information throughout the unit’s activities.
- Self-Management Skills: Fine motor improvement through typing. Informed choices when considering media appropriate to audience and message. Staying on task when working on a project in either a small group or independently.
- Communication Skills: Speaking, reading, writing, presenting, and non-verbal communication are used according to what is appropriate to the audience and conveying an intended message to that audience.
- Attitudes and profiles: knowledgeable, communicator, confidence, enthusiasm, and respect as students gather information for various projects, work in cooperative teams that share responsibility for tasks

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

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

California (social studies text) Oh California! (rotated text); Sign Language video to teach students a few signs in sign language; Braille Institute- Field trip to/visitor from institute and/or Braille resources; LA Times- Online or Time Magazine for Kids [A set of classroom copies can be rotated when needed]; Internet access to news items and general research, WSWS broadcasts done by 4<sup>th</sup> classrooms

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

The classroom setting will be conducive to cooperative group investigation. Community experts in methods of communication can visit classrooms to enhance students’ knowledge of forms of communication and their effects