



<p>1. What is our purpose?</p> <p>1. What is our purpose?</p> <p>To inquire into the following:</p> <ul style="list-style-type: none"> transdisciplinary theme <p>Who We Are</p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.</p> <ul style="list-style-type: none"> central idea <p>Culture can be fluid, and changes as people and groups interact.</p>	<p>Class/grade: 5th grade- Age group: 10-11</p> <p>School: Willard IB School code: 7202</p> <p>Title: Culture Change</p> <p>Teacher(s): Salgado, Mayer, and Rosales</p> <p>Date: 8/14/17 – 9/22/17</p> <p>Proposed duration: number of hours - 70 over number of weeks - six</p>
<p>1b) Summative assessment task(s):</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 Task:</p> <p>Students will demonstrate an understanding of the central idea by creating a project/ presentation of their choice including:</p> <p>Their own Customs and cultures, the places and times relative lived or changed locations, how culture is changed by interaction with other cultures, and information related their own personal histories, backgrounds, and cultures. They will also include interesting information and facts from these countries of origin.</p> <p>Teacher will assess students ability to identify a cultural change and explain the variables involved in causing that change. Students will also be able to compare their culture to others to have an understanding of their own personal histories and what things have affected their culture.</p> <p>Throughout the completion of the unit, we expect students to be more:</p> <ul style="list-style-type: none"> o Open-minded and tolerant of other people's thoughts and practices o Realize that everyone's culture is unique <p>Through the completion of this unit students may choose to</p> <ul style="list-style-type: none"> o Share recipes, foods, samples of music, traditions with others. o Research their own personal histories and customs o Document their family histories and traditions o Share with other grade levels how to be tolerant of other cultures o Students will set goals to improve their interpersonal relationships (IB attitudes and profiles) 	<p>What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts: Perspective, change, reflection</p> <p>Related concepts: Diversity, culture</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Customs and cultures through place and time • How culture is changed by human interaction • Our own personal histories, backgrounds, and cultures • <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. How has culture changed through time? 2. What factors contribute to cultural change? 3. How do cultures influence each other? 4. How has modern technology impacted culture change? 5. How does the interaction among cultural groups impact/change food, language, clothing, thoughts and ideas. <p>Provocation:</p> <ul style="list-style-type: none"> • OTQ with photos art representing cultures from around the world • Map activity with questions related to how culture changes. • Wordle - What is culture?

<p>3. How might we know what we have learned? <i>This column should be used in conjunction with "How best might we learn?"</i> What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?</p> <ul style="list-style-type: none"> ● Asking students what they know about their own culture ● Sharing their own customs and traditions and mapping where they think the customs came from. <p>What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?</p> <p>Through student inquiries, research, and Interviews assess student's ability to:</p> <ul style="list-style-type: none"> ● describe the similarities and differences between cultures ● describe how events and circumstances can cause change in cultures ● Be able to explain how technology has influenced culture ● And be able to analyze their culture and determine the origins of their own customs and traditions 	<p>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?</p> <ol style="list-style-type: none"> 1. Students/teacher will investigate culture changes over time through the use of a wide variety of books, videos, internet use 2. Student/teacher will investigate variables that affect culture change (location, technology belief systems, laws, etc) 3. Student/teacher will investigate how technology influences the speed in which culture changes 4. Students will interview a family member in order to find out more about their history and culture and present their findings. 5. Students will make a project/ presentation of their choice including: their knowledge of how culture has changed by the sharing of ideas. 6. Students will discuss and learn about how different cultures can coexist and learn from each other. 7. Students will look for evidence of how cultures influence each other(i.e. geography, language, religion, etc.) 8. Student will research the thirteen colonies and compare customs in the different regions. <p>What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?</p> <p>Communication skills: listening, speaking, presenting, and viewing as students look at culture videos and when viewing other students' floats.</p> <p>Spatial awareness: How do we expanding and want to grow as a community.</p> <p>Social skills (respecting others)while conducting interviews and getting along with people of other perspectives and beliefs</p> <p>Research skills: Presenting research findings, Collecting and recording data with working on interviews of family members related to culture and culture change.</p> <p>Profiles:</p> <ul style="list-style-type: none"> ● Appreciation - Students will demonstrate appreciation for their own, and other's' culture by celebrating their own ethnicities, customs, and contributions ● Tolerant- Students will be able to discuss and learn ways of how to show tolerance towards other cultures other than their own. <p>Attitudes:</p> <ul style="list-style-type: none"> ● Open-minded - Students will respect the ideas of other students when they present their projects, and will embrace ideas that are foreign to them. ● Reflective- Students will reflect on their own culture and analyze how their cultures have changed over time. ● Empathy- Students will show empathy towards others beliefs,customs and traditions by listening and being respectful of differences. Students can also identify and discuss some similarities they have in common.
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<p>5. What resources need to be gathered? What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? resources need to be gathered? What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available? Movie- Ted Talks: The Danger of a Single Story, Newsela (website) : Current events and "Hot Topics" Literature: Things Fall Apart, House on Mango Street, Social Studies Book, Culture specific literature Oral traditions and interviews</p> <p>How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry? Classroom arrangement will be one conducive to cooperative groups, use of guest speakers, people from various backgrounds and, cultures, students' family members.</p>
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