

Unit Planner

Overview			
Subject:	Math, Visual Arts, Language Arts	Topic:	First Nations Paddles
Unit Overview:	This unit is an interdisciplinary unit that explores shapes you typically see in Coast Salish and other First Nations works of art. Students begin by exploring 2D and 3D shapes in math, and making connections to the typical First Nations shapes (i.e. ovoid, split-u, etc). After this, student are asked to create their own paper paddle design that incorporates these shapes, using a template and some method of colouring them in. Lastly, once the paddles have been completed, students work through the writing process to create a story of their paddle (i.e. how they made it, the story it represents), that they can then share orally.		
Grade:	4-7		
Unit Duration:	4 weeks	Date:	January 5, 2017

Stage 1 – Desired Results

Big Ideas

Art, mathematics, and story-telling are vehicles to explore cultures and deepen our understanding of the world, bringing us closer together.

Core Competencies

Communication

- Connect and engage with others
- Acquire, present and interpret information
- Explain/recount and reflect on experiences and accomplishments

Creative Thinking

- Novelty and value
- Generating ideas
- Developing ideas

Critical Thinking

- Analyze and critique
- Develop and design

Positive Personal and Cultural Identity

- Relationships and cultural contexts
- Personal values and choices
- Personal strengths and abilities


Social Responsibility

- Valuing diversity

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Culture Design Form Process	<p>Students will understand that...</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> • Personal identity and a sense of belonging within a community are often demonstrated through visual art and design that is specific to that person or community. • Time in history, as well as where art was created has in influence on the art itself. • Visual art is a language and a way to communicate many things. • Experiencing visual art is a way for people to connect with each other. 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • See how art often helps to define cultural beliefs and is often place based. • Understand that art tells a story. • See how shapes are important to and represented in art. • See how stories help us understand different cultures and ourselves. 	<p>Students will keep considering...</p> <p>Visual Arts:</p> <ul style="list-style-type: none"> • How does art connect us, our communities, and our cultures? <p>Math:</p> <ul style="list-style-type: none"> • How does geometry help us make sense of the world? <p>Language Arts:</p> <ul style="list-style-type: none"> • How does oral story telling connect us to places and people? • How can an open mind

	<p>Math:</p> <ul style="list-style-type: none"> • Geometry is universal across all cultures and helps us make sense of the world around us <p>Language Arts:</p> <ul style="list-style-type: none"> • Writing has a purpose • Making connections between the things we know and the things we learn help us to understand. • Having an open mind helps us learn new things. • Language and stories (both written and oral) can entertain us and make us happy. • Having an open mind and exploring new texts and stories helps us make connections and learn more about ourselves and other cultures. • Understanding the different ways language works will help us use it appropriately and purposefully. 		<p>lead us to deeper understandings about ourselves and other cultures?</p> <ul style="list-style-type: none"> • Why does writing have a purpose?
First Peoples Principles			

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.
 Learning is embedded in memory, history, and story.
 Learning involves patience and time.
 Learning requires exploration of one's identity.
 Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations


Alignment Check:

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
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Curricular Competencies	Content
<p>Students will be skilled at...</p> <p>Visual Art:</p> <p>Exploring and Creating</p> <ul style="list-style-type: none"> • Intentionally select, apply, combine, and arrange artistic elements, processes, materials, and technique in art making. • Create artistic works as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play • Explore relationships between identity, place, culture, society, and belonging through the arts • Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Research, describe, interpret and evaluate how visual artists use processes, materials, technologies, tools, techniques, and environments in the arts • Examine relationships between the arts and the wider world <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Take creative risks to express feelings, ideas, and experiences • Experience, document, perform, and share creative works in a variety of ways • Interpret and communicate ideas using symbols and elements to express meaning through the arts <p>Math:</p> <p>Understanding and Solving</p> <ul style="list-style-type: none"> • Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community <p>Communicating and Representing</p> <ul style="list-style-type: none"> • Engage in problem-solving experiences that are connected to place, story, and cultural practices relevant to the local community • Communicate in a variety of ways to explain, clarify, and justify mathematical ideas • Develop mathematical understanding through concrete, pictorial, and symbolic representations 	<p>Students will know that...</p> <p>Visual Art:</p> <ul style="list-style-type: none"> • purposeful application of elements and principles to create meaning in visual art, including but not limited to: • elements of design: line, shape, space, texture, colour, form, tone; principles of design: pattern, repetition, balance, contrast, emphasis, • image development strategies • traditional and contemporary Aboriginal arts and arts-making processes <p>Math:</p> <ul style="list-style-type: none"> • triangles and pyramids (Grade 6) • regular and irregular polygons (Grade 4) • line symmetry (Grade 4) <p>Language Arts :</p> <p>Story/Text</p> <ul style="list-style-type: none"> • form, function, and genre of texts • features of written text <p>Strategies and Processes</p> <ul style="list-style-type: none"> • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • effective paragraphing • language varieties • sentence structure and grammar conventions

Connecting and Reflecting

- Visualize and describe the mathematical concepts
- Explore, apply, and connect concepts to each other, to other disciplines, and to the real world
- Apply cultural perspectives of First Peoples to the concepts of locating, measuring, and numbering

Language Arts:

Comprehend and Connect

- Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Create and Communicate

- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences
- Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message
- Use an increasing repertoire of conventions of English spelling, grammar, and punctuation

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a [GRASPS](#) task?

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

- Participation during class discussions, small group discussions and one on one conversations
- demonstrating active listening skills when stories are told
- practicing Coast Salish shapes, reflected in nature, on paper

Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress

- listening to various Aboriginal oral stories in order to build their understanding of the importance of the oral tradition, place, and culture.
- Orally sharing the story of their paddle with peers and younger students. They may do so in various ways (small groups, large groups, recorded).
- Creating a 2D or 3D paddle, using knowledge of Coast Salish shapes in their design.
- Telling the story of their paddle (either how the paddle was made, or a fictional story it represents) in written format, making connections to their knowledge regarding Aboriginal place and culture.

- completing graphic organizers (from Literacy 44), to help guide the writing process
- comparing and contrasting two dimensional polygons and three dimensional solids with traditional Aboriginal shapes (ovals, split u, etc)

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

LEARNING EVENTS: (times given are approximate, but lessons should follow this sequence)

Lessons 1-3

Students listen to a variety of traditional oral stories (i.e. The Sisters), and are taught to listen with two ears – one on their head, one in their heart. Students are encouraged to listen, and recall the stories using the Story Wheel graphic outline in Literacy 44 (using pictures and writing). Lots of discussion is directed around how stories are place based.

Lesson 4 (or concurrently with Lessons 1-3)

During a math unit on geometry (polygons and solids); time is spent showing students traditional Coast Salish shapes and artwork. Connections are made to how these shapes are also place based (i.e. how the u-shapes are related to shapes you may see on an Orca). Students can practice drawing the shapes and creating their own designs, or identifying the shapes on pre-made colouring sheets.

Lesson 5 (or concurrently with Lessons 1-3)

Building on the math lessons, students created their own paddles (on paper, or could carve, or make three-dimensional) that incorporated the Coast Salish shapes. (ADAPTATIONS: trace shapes with tracers; cut shapes onto construction paper and glue down on paddle shape)

Lesson 6 – 8

Once the paddles are done, students begin to tell the story of their paddles. Students are given the option of various formats and graphic organizers (see Literacy 44) to use for this purpose (i.e. “how to” stories, pourquoi tales, legends). Students then have the option of either writing out their complete stories, or using the graphic organizers to orally tell their stories. They should practice telling their stories multiple times and with various people.

Lesson 9

Students present their stories according to the oral tradition.

Resources:

Examples of Coast Salish shapes and art
 Colouring Sheets that show a variety of First Nations shapes
 First Nations Support Workers/Aboriginal Success Teacher
 BLM of paddle shape
 Literacy 44 Graphic Organizers for How To Writing, Pourquoi Tales, and Story Writing Frames, as well as editing process

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add/revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?