

Inquiry Project Design Plan

Name of Project: Culture	Grade Level: 6th
Est Launch Date:	Est Duration: 3 weeks
Disciplines Involved: ELA, Art, Tech	
Problem Statement: Conflicts arises in societies due to a lack of understanding about one another's culture.	

STAGE 1: DESIRED RESULTS

Big Idea: Culture	
Enduring Understandings: Media artists intentionally integrate, analyze, and revise elements, principles and Essential 3.1 processes to improve the clarity, communication, and purpose of the media artwork.	Essential Question(s): How does your culture influence your perspective on life? What is your culture? What group do you identify with? Religion, tradition, customs, holiday, food What is required to produce a media artwork that conveys purpose, meaning, and artistic process-creating quality, process components, assemble, refine. How do we 'read' media artworks and understand their relational components?

Established Goals (Standards, Performance Indicators, Learning Goals)

<h4 style="margin: 0;">ELA Standards</h4> <p>R7: Integrate and evaluate content presented in diverse media and formats.</p> <p>R8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p>5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>S&L1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p>4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5: Make strategic use of digital media and visual displays to express information and enhance</p>
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Backward Stages: 1. Identify desired results. 2. Determine acceptable evidence. 3. Plan learning experiences and instruction. Adapted from Wiggins & McTighe (2005) Understanding by Design (UbD)

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understanding of presentations.

Technology Standards

NYS Computer Science and Digital Fluency:

4-6.CT.2 Collect digital data related to a real-life question or need.

4-6.DL.2 Select appropriate digital tools to communicate and collaborate while learning with others.

4-6.DL.3 Conduct and refine advanced multi-criteria digital searches to locate content relevant to varied learning goals.

Social Justice Standards:

DI.6-8.7 I interact with people who are similar and different from me, and I show respect to **all people**.

ID 6-8.3 I know that overlapping identities combine to make me who I am and that none of my group identities on their own fully defines me or any other person.

Art Standards

MA:Cn10.1.6 Apply personal interest, experiences, and external resources to reflect circumstances to form new meaning in media artwork.

MA:Cr3.1.6 Experiment and evaluate multiple approaches, components, and techniques to purposefully create content and meaning in media artwork.

MA:Re7.1.6 Identify, describe, and analyze how message and meaning are created by elements of media artwork.

Links to Standards/Reference Frameworks:

[NGSS](#), [NGSS by DCI](#), [Nat'l C3 SS Framework](#), [NYS K-8 SS Standards](#), [Common Core](#), [ISTE](#), [Learning for Justice](#), [Social Justice Standards](#), [CASEL SEL Framework](#), [NYS CS and Digital Fluency](#)

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<p>SWK: how to use apps: Nearpod, Canva, Padlet, news resources</p> <p>What it means to listen</p> <p>How to provide critical feedback</p> <p>Necessary skills of presenting to a class</p>	<p>SWBAT: think critically and use technology responsibly to learn, create, and participate</p> <p>Use various mediums to represent their culture.</p> <p>Work collaboratively, engage in accountable talk, and present to their classmates.</p>

STAGE 2: EVIDENCE & ASSESSMENTS

Performance Task Narrative

Goal: Students will investigate their own culture and identity and create informational and artistic posters about themselves to educate, inspire, and show how people are more alike than different.

Role: Journalist, Anthropologist,

Audience: Middle School classroom, School community

Situation: *Set the context of the scenario. Define the narrative.*

Product(s): *Clarify what the students will create and why they will create it.*

- 1 Canva poster: name, culture, picture(s), identify components(s)
- 2 present their poster
- 3 add poster to their Padlet book
- 4 add to Class Padlet book

Standards (criteria for success): *Provide students with a clear picture of success. Identify specific standards for success.*

- Neapod quizzes
- Personal artifacts
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- Presentation to class
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Other Evidence/Assessments:

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AGE 3: THE LEARNING PLAN:

Learning Activities

Week 1 Day 1

Learning Goals: Define culture and identify components within cultures.

Learning Events:

Nearpod lesson: Defining Culture
Mrs. Hansen's artifacts~ pictures, objects
Class discussion and charted thoughts.

Formative Assessments:

Menimet poll
Schoolology Assignment 1= I Am

Notes/Resources:

Schoolology Notes Page= Culture

Week 1 Day 2

Learning Goals: Identify their culture and use examples to support.

Learning Events:

Nearpod Lesson: Flocabulary~ Culture

Formative Assessments:

Nearpod Quiz 1
Schoolology Assignment 1= Discussion Post~ I Am

Notes/Resources:

"I AM"
"I"

Week 1 Day 3

Learning Goals:

Watch a young person's explanation of their culture.

Learning Events:

Class discussion: Can you relate?

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Formative Assessments:

Nearpod: What is Race?
Article Analysis: Read, graphic organizer, comprehension questions

Week 1 Day 4

Learning Goals:

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Learning Events:

Formative Assessments:

Graphic organizer, comprehension questions

Week 1 Day 5

Learning Goals:

Learning Events:

Formative Assessments:

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Notes/Resources:
Week 2 Day 1
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 2 Day 2
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:

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Week 2 Day 3
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 2 Day 4
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 2 Day 5
Learning Goals:

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Learning Events:
Formative Assessments:
Notes/Resources:
Week 3 Day 1
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 3 Day 2
Learning Goals:
Learning Events:
Formative Assessments:

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Notes/Resources:
Week 3 Day 3
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 3 Day 4
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:

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Week 3 Day 5
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources:
Week 3
Learning Goals:
Learning Events:
Formative Assessments:
Notes/Resources: