

Teacher(s)	Vick, Saljer, Riddoch, Cauduro, Liang, Mcskimming, Beaton, Fowler, Lavoie, Choo	Subject group and discipline	Individuals & Societies/Service		
Unit title	Discovering Our School Community	MYP year	3 Grade 8	Unit duration (hrs)	15

**Inquiry: Establishing the purpose of the unit**

Key concept	Related concept(s)	Global context Exploration
<b>Systems</b>	<b>Culture</b>	<b>Identities and Relationships</b>
<b>Statement of inquiry</b>		
<p><b>Conceptual Understanding:</b> The students will explore the systems and culture at Johnston Heights.</p> <p><b>Statement of Inquiry:</b> The <b>relationship</b> we have with the <b>systems</b> and <b>culture</b> in which we live form our <b>identity</b>.</p>		
<b>Inquiry questions</b>		
<p><b>Factual Line of Inquiry: School Culture and Systems</b></p> <p><b>Factual Question</b>— What is important in our school? What do we need to be successful?</p> <p><b>Conceptual Line of Inquiry: Understanding how systems and cultures</b></p> <p><b>Conceptual Question</b>— How do systems and culture impact our identity?</p>		

**Debatable Line of Inquiry:**

**Debatable Question—** Do school culture and systems impact our identity?

<b>Objectives and Strands:</b>	<b>Summative assessment</b>	
<p>B. Investigating:</p> <ul style="list-style-type: none"><li>• Use research methods to collect and record relevant information</li><li>• Evaluate the process and results of the investigation</li></ul> <p>C. Communicating</p> <ul style="list-style-type: none"><li>• Communicate information and ideas using an appropriate style for the audience and purpose</li><li>• Structure information and ideas in a way that is appropriate to the specified format</li></ul>	<p>Outline of summative assessment task(s) using GRASPS:</p> <p><b>Goal:</b> The goal is to communicate your knowledge and view of your community at JH.</p> <p><b>Role:</b> You are to become mentors and ambassadors of JH. You are to come up with a theme and creatively produce a film for others to view.</p> <p><b>Audience:</b> Your audience is future JH students, current JH students and teachers.</p> <p><b>Situation:</b> You are a student who wishes they knew more about the JH experience before your first day of class.</p> <p><b>Product:</b> Your group will produce a film that can be presented as an informational piece to future JH students.</p> <p><b>Standard: Criteria B and C</b></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative tasks requires students to understand the systems and culture of the JH community which allows them to explore their role and identity as students in our school community.</p>

### Approaches to learning (ATL) connected to the criteria strands

- In order for a student to **use research methods to collect and record relevant information**, students must **locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources.**
- In order for a student to **evaluate the process and results of the investigation** students must **evaluate and select information sources and digital tools based on their appropriateness to specific tasks.**
- In order for a student to **communicate information and ideas using an appropriate style for the audience and purpose** students must **use a variety of speaking techniques to communicate with a variety of audiences and use intercultural understanding to interpret communication.**
- In order for a student to **structure information and ideas in a way that is appropriate to the specified format** students must **collaborate with peers and experts using a variety of digital environments.**

### Action: Teaching and learning through inquiry

Content	Learning process		
Line of Inquiry #1 Exploring the school community	<b>Learning experiences and teaching strategies</b>  <b>Learning experience #1:</b> Scavenger Hunt - Instagram	<b>Formative Assessment</b>  <b>Formative assessment for learning experience #1</b>  Instagram posts	<b>Differentiation</b>  <b>Example: Pairs, groups, different readings, support notes, choice...</b>
Line of Inquiry #2	<b>Learning experience #2:</b> Intro of project		

<p>Developing the theme and planning the summative task</p> <p>Line of inquiry #3</p> <p>Filming and creating the final product</p>	<p>Create themes</p> <p>Planning</p> <p>Create storyboard</p> <p><b>Learning experience #3:</b></p> <p>Film Tutorial</p> <p>Practice Film and editing</p> <p><b>Learning Experience #4</b></p> <p>Filming – student teams will go out and film their videos</p> <p><b>Learning Experience #5</b> – student teams will use the laptops to edit videos</p>	<p><b>Formative assessment for learning experience #2</b></p> <p>Peer and teacher feedback on storyboards</p> <p><b>Formative assessment for learning experience #3</b></p> <p>Check-ins with teacher</p>	
<p><b>Resources</b></p>			
<p>Scavenger hunt activity sheets</p> <p>Instagram accounts</p> <p>iMovie tutorials on youtube and tip sheets</p> <p>SET-BC laptops and Go Pro Cameras</p>			

**Reflection: Considering the planning, process and impact of the inquiry**

Prior to teaching the unit	During teaching	After teaching the unit
<p>Notes from our team meeting:</p> <p><b>January 10th</b> Daniela, Ryan, John, Tracey, PJ, Megan, Aaron, Brad, Sarah</p> <p><u>Set BC project</u></p> <ul style="list-style-type: none"> <li>- Set BC gave us equipment: 8 laptops, 2 go pro cameras (grant)</li> <li>- Proposal: Service &amp; Socials project, connecting with the Learning Commons               <ul style="list-style-type: none"> <li>- “Building Community &amp; Finding Identity”</li> <li>- Community mapping of JH and surrounding areas; Sarah’s Geography 11 class created an App detailing the Guildford area (pictures, info, i.e. arts &amp; culture)</li> <li>- Pods create videos for incoming grade 7 students</li> <li>- Small groups within each pod; each pod determines a theme</li> <li>- Groups create storyboards, plan scripts, use equipment to record videos, edit</li> <li>- Vincent Choo’s yearbook class will compile the best clips from the groups’ videos</li> </ul> </li> </ul>	<p>Green Pod Debrief</p> <p>Strengths:</p> <ul style="list-style-type: none"> <li>● Showcasing the videos (FilmFest)</li> <li>● Inclusive - all students were able to access and demonstrate their learning</li> <li>● Student-centred - open process was difficult at first, but students enjoyed autonomy as the project progressed</li> <li>● Access to Macbooks. Also used iPads &amp; phones. Had to remember which computer they used when saving to iMovie (take a pic of computer).</li> <li>● iMovie &amp; filming tutorial was beneficial (resource: teachers pay teachers). Clara will share this on the Google Drive</li> <li>● Students learned how to use DropBox; good tool for future use</li> <li>● Uploading to Google Drive - download the App</li> <li>● Great buy-in from kids throughout process and final production. High engagement.</li> <li>● Good sense of service from the students</li> </ul>	<p><b>Challenges:</b></p> <p>Logistics – groups were big enough for filming, but too big for editing Tech issues – students don’t know how to film, audio More reviewing of what they filmed Would allow for more time – probably double the time Inquiry – allowed them to pursue what they were interested in, but then some points we were hoping would be covered were not Got sidetracked from their original idea Chose convenience over relevance – having more check ins could improve that All had chance to play different roles, might have been better to have a leader</p> <p><b>Successes:</b></p> <p>Students felt a sense of pride and contribution Gave opportunity to develop core competency/IB ATL skills Were engaged, felt a purpose Have a better understanding of the history of Johnston heights/ opportunities Feel a sense of being ambassadors and leaders/mentors to the incoming students</p>

<ul style="list-style-type: none"> <li>- 2 week unit (~ 6 classes); connect to Socials key &amp; related concepts &amp; ATL; pods will be staggered</li> <li>- Starting to identify themes: “When you started in grade 8, what do you wish you’d known about the school community?”</li> <li>- Lesson one intro: scavenger hunt (guide towards themes)</li> <li>- Service coordinators will support lessons when possible</li> <li>- We will look into booking release time to plan unit (Socials, Service, &amp; Daniela)</li> </ul>	<p>Areas for improvement:</p> <ul style="list-style-type: none"> <li>● Go Pros were a challenge, footage was lost. Go Pro without screen just took photos instead of video.</li> <li>● Uploading videos to google drive was a lengthy process.</li> <li>● Students have fun with accessories, but there were issues with mic being affected</li> <li>● Students wanted more time for filming &amp; editing. They were good with the amount of time allocated for planning.</li> <li>● Students need to be aware ahead of time that they’ll be displaying their videos in front of others</li> <li>● Ask for assistance from Daniela &amp; Vincent re: software (editing process). Can book into the Learning Commons for those days.</li> <li>● Monitor students re: length of videos. Goal is 60-90 seconds</li> </ul> <p>Final Product (combining videos)</p> <ul style="list-style-type: none"> <li>● Encourage students to focus more on the basics of the school, and less on “scenes”</li> </ul>	<p>Developed stronger tech skills</p> <p>Were able to be creative and follow the inquiry cycle</p> <p>Have a final product to use for our incoming students</p> <p>Has sparked ideas for next year, journalism aspect in the yearbook class</p> <p>Strengthened collaborative relationships with teachers</p>
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