Stage 1: Desired Results

Established Goals:

Big Ideas:
- Exploring text and story helps us understand ourselves and make connections to others and to the world
- Exploring and sharing multiple perspectives extends our thinking
- Synthesizing the meaning from different texts and ideas helps us create new understandings

Curricular Competencies: skills students will be able to...

Comprehend and Connect (reading, listening, viewing)

- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world
- Respond to text in personal, creative, and critical ways
- Exchange ideas and viewpoints to build shared understanding and extend thinking

Create and Communicate (writing, speaking, representing)

- 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

Understanding(s): *Students will understand that...*	**Essential Question(s):**
- Who they are is shaped by the world around them - How they interact with others can shape the others' identity	- How is our identity formed? - How does what others think about you affect how you think about yourself? - What can you learn about yourself by studying the lives of others? - When should an individual take a stand in opposition to an individual or larger group?
Topic Knowledge: *Students will know...*	**Specific Skills: *Students will be able to...***
- The definition of identity - People see themselves differently than how others perceive them - How stereotyping, prejudice and labels affect identity	- Make meaningful connections when reading - Use evidence to support thinking and opinions - Make supported predictions - Synthesize information from text/images/video to create new meaning - Organize information when representing information - Use basic writing skillsi

	● Gather information to form and share a message
Aboriginal Worldviews	**Core Competencies**
See *Emphasis on Identity* in Characteristics of Aboriginal Worldviews & Perspectives pages 26-27 From Principles of Learning Learning required the exploration of one's identity	Personal and Social - positive personal & cultural identity ● I understand that my identity is made up of many interconnected aspects (family, peers, heritage...) ● I understand that learning is continuous and my concept of self and identity will continue to evolve

Stage 2: Assessment Evidence	
Performance Task(s):	**Other Evidence:**
● Identity webs of self and others from text ● PSA - I am/I am not statements ● First Nations symbol write ● Label write	● Tweets ● Quick write responses ● Supported predictions ● Observations

Stage 3: Learning Plan/Resources

● Participation in Global Read Aloud – Fish in a Tree
● Resource – Upstanders – Sarah Ahmed and Harvey Daniels
● Resource - Aboriginal Worldviews and Perspectives in the Classroom
● Key lessons for skills – supported predictions scaffolding, modelling/use making meaningful connections, writing with evidence, writing in public spaces
● Culmination Project /Community Connections (t-shirt, PSA video, I am wall)

Key Lessons
  ● Identity webs
  ● Identity webs for characters from other texts
  ● Character Analysis - comparing how a character identifies themselves and how they are identified by others
    ○ Analyse how character's identity changed over time, and how they were viewed over time
  ● Powerful quote responses - teaching students how to identify powerful quotes, discuss quotes and do individual written responses to powerful quotes
  ● Opinion write - how to write an opinion that is supported by evidence
  ● Symbol write - writing with evidence, making connections
  ● I am Statement