**Interdisciplinary Planning Template – (**[**link**](https://sd79.bc.ca/interdisciplinary-planning-resources/) **to resources)**

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| --- |
| **Learning Intentions** |
| Students will understand that.. | * Cellular life processes can have global consequences
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| Students will know… | * The known and perceived impact of global pandemics throughout history
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| Students will be skilled at… | * Making connections between past history and history being lived
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**What are possible ways students may become engaged or curious about this task? (**Resource [Link](https://sd79.bc.ca/interdisciplinary-planning-resources/inquiry-resources/))

* Build on the topical and personal nature of the inquiry (everyone has been impacted in some way)
* Introduce with a personal story of living through/in the pandemic
* Use before and during pictures as comparisons (streets, environment, pollution)
* What if… problem generation

**Topic/Theme/Focus/Inquiry:**

Response to the Covid-19 Pandemic of 2020

**What Curriculum will be explored?**

|  |  |  |
| --- | --- | --- |
| Understand | **Big Ideas**([link](https://curriculum.gov.bc.ca/) to BC Curriculum site) | * Life processes are performed at the cellular level. (Science 8)
* Exploration, expansion, and colonization had varying consequences for different groups. (Socials 8)
* Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. (ELA 8)
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| Do | **Curricular Competencies** | * Demonstrate an awareness of assumptions and bias in their own work and secondary sources (Science 8)
* Determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence) Socials 8
* Construct meaningful personal connections between self, text, and world (ELA 8)
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| **Core Competencies**([link](https://curriculum.gov.bc.ca/competencies) to BC Core Competencies) | * Critical and Reflective Thinking
* Communication
* Social Awareness
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| Know | **Content** | * impacts of epidemics and pandemics on human populations (Science 8)
* changes in population and living standards (Socials 8)
* elements of visual/graphic texts (ELA 8)
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**What opportunities are there for developing literacy or numeracy skills?**

* Reading and interpreting graphs – Numeracy
* Constructing graphical representations – Numeracy
* Many literacy competencies explored

**How will the learning be made accessible for all students to succeed?** (Resource [Link](https://sd79.bc.ca/interdisciplinary-planning-resources/instructional-design/))

(Universal Design, Differentiated Instruction, learning supports, varied resources, etc.)

* Many opportunities to access information in different ways and formats (graphs, infographics, video, text, personal narratives etc.)
* Differentiation of process and product allowing for varied ways to represent learning and understanding

What essential or driving questions will frame the learning?

* What kinds of positive consequences can result from a negative event? (compare Black Plague to Spanish Flu to COVID-19)
* How do students’ personal experiences and narratives compare to those of history

**How could indigenous ways of knowing and worldviews be integrated into this learning experience?**

Resource [Link](https://sd79.bc.ca/interdisciplinary-planning-resources/indigenous-resources/)

* Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information (Science 8)
* Consider the effects of smallpox on Indigenous populations
* Explore indigenous viewpoints on large scale events
* Consider the First People’s Principles of Learning when designing activities

**How might the learning process be documented and valued?**

* Self-reflection thinking journal (curricular and core competencies)
* Student and teacher observations and documentation (pictures, video, text, audio) can become part of communicating the process of learning.
* Using electronic portfolios such as EdInform or Office 365

**What will count as evidence (Success Criteria) of understanding? How will this criteria be communicated to or created with students? How might exemplars or student work be used to clarify and illustrate?**

* Learning intentions/targets communicated appropriately (sometimes before and sometimes during learning)
* Co-creation of criteria for learning experiences. Generic enough to cover many approaches and representations.
* Use of single point rubrics to give opportunities for self-reflection and descriptive feedback

Framework adapted from the work of Delta School District

**What thinking routines or strategies will help students develop their understanding? How will you help uncover and support student thinking? (**Resource [Link](https://sd79.bc.ca/interdisciplinary-planning-resources/thinking-resources/)**)**

* Smart Learning strategies such as “The Story Behind the Picture” using A/B partners and coaching cards
* Development of essential questions
* Thinking Classroom framework to collaborate and think together using “Visible random Groupings” and “Vertical Non-Permanent Surfaces”

**What formative assessment strategies will you use to evaluate student learning and adjust your teaching? Where will students have the opportunity to share their understanding, in order to receive feedback, revise and improve? (**Resource [Link](https://sd79.bc.ca/interdisciplinary-planning-resources/assessment-resources/))

* Discussion opportunities allow for conversation and observation (triangulation of assessment)
* Hinge questions
* Exit slips
* Interviews
* Frequent check-ins to provide descriptive feedback

**How will you provide opportunities for student voice and choice?**

* Always a choice of how to represent learning
* Opportunities to choose resources that work for their learning
* Potential to construct their own inquiry question and investigation
	+ This will depend on prior knowledge and experience with the inquiry process. This does not need to be the same for all students. Some may require a guided inquiry approach while others may engage in self-directed inquiry.

**How will students demonstrate or perform their understanding? (i.e., performance tasks, exhibitions, reports, portfolios, presentations etc.)**

* Allowing for voice and choice the students will have the opportunity to demonstrate the process of learning in a variety of ways reflecting back to the learning intentions always.
* They will negotiate their method of demonstrating understanding. This may be need to be scaffolded depending on their comfort with open-ended tasks.