

Title of Unit: Water Is Life	Grade: Grade 2 & 3
Broad Area of Citizenship: Enlightenment, Empathy	Time Frame: March 1 – April 18

This resource was collaboratively developed in the spring of 2019 by  
**JLA Teacher; Stephanie Ochitwa, Consultant; Dana Babey  
 & Teacher Librarian; Tanya Beattie**



**Broad Area of Citizenship:**  
 Citizens with a strong sense of Self, Community & Place (Appendix A: Citizenship Continuum of Study, Kindergarten-Grade 3)  
<https://www.concentus.ca/wp-content/uploads/2018/11/Appendix-A-Grades-K-3.pdf>

**Overview and Desired Results of Citizenship Study:**  
 Grade 3 students begin to investigate the responsibilities that occur through their connections to their school, community, and environment. They explore the interdependence of communities and the land and begin to examine how to fulfill their responsibility to care for their environment. Students begin to develop opinions about environmental stewardship and are encouraged to act on those beliefs.

**Enduring Understandings / Concepts:**

- Enduring understandings are the big ideas that stimulate thinking, guide the inquiry and are linked to outcomes.

**Citizens with a strong sense of Self, Community, and Place** treat self and others with respect, have a sense of belonging to their home, family, and school community, and interact with, learn from, and care for the local environment. (See Concentus [Enduring Understandings of Citizenship Study](#))

Students will use information to understand that:

- A person’s worldview frames their understanding of the world.
- Citizens value the need of the collective common good and consider how their actions impact the collective well-being.
- Governments and the people who elect them are responsible to one another.
- Empathy and respect for diversity in cultural and social groups help strengthen one’s community and require appreciation of different perspectives.
- Individuals have the power to affect others and make a difference.
- Canada has a long relationship with First Nations Peoples through treaty relationships.
- Active citizens become engaged in discussions, negotiations, debates and consider action regarding Canadian issues.

**Knowledge & Skill Development:**

Grade 2 students will understand:

- Water is the most valued resource on the Earth
- Water is necessary for life
- Water needs to be protected
- Various groups have their own world view regarding the natural environment
- We can initiate change in our local and global communities to enhance our lifestyles in regards to environmental, social or economic issues

Grade 3 students will understand:

- Every community has needs and wants
- There are world organizations that help communities meet their needs
- Compare the life of a child from a local community to the life of a child in a diverse community
- Investigate and compare the distribution of wealth in communities studied
- Compare the rights and protections for children in Saskatchewan to those in international communities studied

**Essential Questions:**

Grade 2

- How does the community meet the needs and wants of their citizens?
- What is a world view? And what is the relationship between worldview and the natural environment?
- How can I contribute to initiating and guiding change in our local and global communities?

Essential Questions are open-ended questions that are continually revisited, encompass concepts that students will explore throughout the unit of study, form the evidence of understanding and frame the assessment at the end of the study.

Grade 3

- How are cultural elements reflected in daily life?
- What does “wealth” in a community mean? And does “wealth” in a community always mean the same thing everywhere?
- Why should children have rights?
- Do all countries care for children in the same way?
- What are the environmental issues that affect life in the communities studied?

- How do we conserve our water?

**Cross-Curricular Outcomes:** Student friendly outcomes should be posted throughout the inquiry and continually referenced so the goals of learning are clearly available to students.

Grade 2

### Social Studies

- RW 2.1 Describe ways in which the local community meets needs and wants of its members
- RW 2.2 Analyze various worldviews regarding the natural environments
- RW 2.3 Contributes to initiating and guiding change in local and global communities regarding environmental, social and economic sustainability
- DR 2.2 Analyze the influence of the natural environment of the local community

### ELA

- CC2.3 (ELA) Speak clearly and audibly in an appropriate sequence for a familiar audience and a specific purpose when recounting stories and experiences, giving directions, offering an opinion and providing reasons, and explaining information and directions.
- CC2.4 (ELA) Write stories, poems, friendly letters, reports, and observations using appropriate and relevant details in clear and complete sentences and paragraphs of at least six sentences.
- CR2.1 (ELA) Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address - social responsibility (e.g., Friendship) and make connections to prior learning and experiences.

### Science

- AW2.1 Investigate properties of air and water (in all three states of matter) within their environment.
- AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.

Grade 3

### Social Studies

- IN3.1 Analyze daily life in a diversity of communities
- IN 3.2 Analyze the cultures and traditions in communities studied
- DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.
- DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.
- RW3.1 Appraise the ways communities meet their members' needs and wants
- RW3.2 Analyze the creation and distribution of wealth in communities studied.
- PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children

### ELA

- CR3.1 (ELA) Comprehend & respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: social responsibility (e.g., All Together) and make comparison with personal experiences.
- CC3.3 (ELA) Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.
- CC3.4 (ELA) Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a journal entries & letter) with a clear purpose, correct paragraph structure, and interesting detail.

### Overarching Question:

- Essential questions point to the “big ideas’ in the inquiry and should be considered and reconsidered as the inquiry progresses.

**How does water determine the quality of life in children around the world?**

**What power does the individual have to make a difference in the world?**

- Answers to these questions form the evidence of learning at the end of study.

### Courageous Conversations:



Where will you plan discussions about “hot topics” (usually related to power & privilege) in your inquiry?

**STAGE 1: IMMERSE - SPARK INTEREST, CONNECT TO BACKGROUND KNOWLEDGE, SURFACE KEY CONCEPTS**

Invite curiosity, elicit background knowledge, find topics, wonder. Plan an opening activity to elicit and make visible students' current knowledge, assumptions, and questions about the topic, to highlight / solicit key concepts, to pose **Essential Questions** which create dissonance – a reason to investigate!

How can you introduce the Essential Question to engage minds, emotions and memories?

**OUTCOME**

RW 2.1 Describe ways in which the local community meets needs and wants of its members  
 IN3.1 Analyze daily life in a diversity of communities

**QUESTIONS**

RW 2.1 How does the community meet the needs and wants of their citizens?  
 IN3.1 How are cultural elements reflected in daily life?

**Enduring Understandings • Concepts**

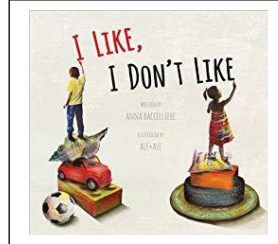
World view  
 Empathy

**Key Vocabulary:**

Basic Needs  
 Human Rights

**Resources**

1. I Like, I Don't Like – Anna Baccelliere



**ECCs**

**Enlightened:** I can discover how the past connects to the present.  
**Empowered:** I can identify the rules & how they influence people.  
**Empathetic:** I can understand & respect how others think and feel.  
**Ethical:** I can see that we all have rights and responsibilities.  
**Engaged:** I can take actions to make the world a better place.

**Thinking Routines** – Steps to reason through content • **Discursive Strategies** – How students will interact with one another

**Procedure**

1. Read I Like, I Don't Like – Anna Baccelliere NOTE: Cover the 'I don't like' page (right side) every time you turn the page.
2. For each page, use the **See•Think•Wonder** Thinking Routine (Thinking Routines & Discursive Strategies K-Grade 2 p.6) Students compare the differing relationship each child has with the object presented.
3. Citizenship Journal Writing Prompt...  
 I Like Water, I Don't Like Water – As a mentor text, students can use drawings and words to show reasons why they like water & potential reasons that a child would not like water

**Assessment:**

Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing & Speaking rubrics UbD - Stage 4)

**OUTCOME**

RW 2.1 Describe ways in which the local community meets needs and wants of its members  
 RW3.1 Appraise the ways communities meet their members' needs and wants  
 AW2.2 Assess the importance of air and water for the health and survival of living things, including self, and the environment.

**QUESTIONS**

RW 2.1 How does the community meet the needs and wants of their citizens?  
 IN3.1 How are cultural elements reflected in daily life?  
 AW2.2 What are the ways that water is important in daily life?

**Enduring Understandings • Concepts**

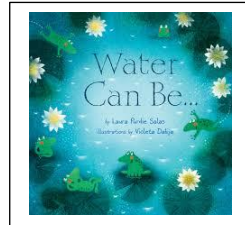
Water fulfils basic human needs

**Key Vocabulary:**

Water uses

**Resources**

1. Water Can Be – Laura Purdie Salas



**ECCs**

**Enlightened:** I can discover how the past connects to the present.  
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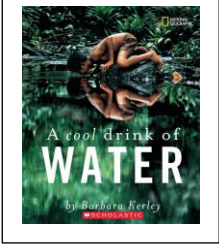
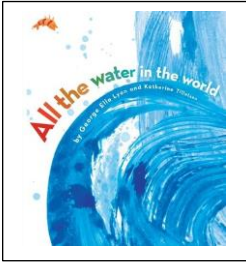
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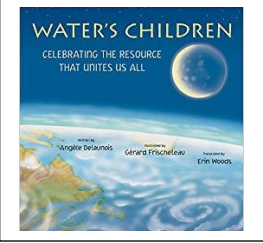
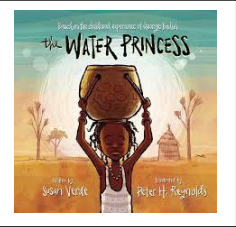

**Procedure**

1. Windows & Mirrors (Thinking Routines & Discursive Strategies K-Grade 2 p.11)  
 Mirror - What are the ways that you use water in daily life? Record ideas on chart paper.
2. Read Water Can Be – Laura Purdie Salas
3. Windows & Mirrors (Thinking Routines & Discursive Strategies K-Grade 2 p.11)  
 Mirror – What are other ways that others use water in daily life? Record new ideas on chart paper.
4. Citizenship Journal Writing Prompt...  
 Sketchnoting Journal Page - Show all the ways you use water with pictures and words

**Assessment:**

Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing & Speaking rubrics UbD - Stage 4)

<p><b>OUTCOME</b> DR 2.2 Analyze the influence of the natural environment of the local community DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land.</p> <p><b>QUESTIONS</b> DR 2.2 Why is our natural environment important to our community? DR 3.2 How does geography impact our lives?</p> <p><b>Enduring Understandings / Concepts</b> Worldview Collective Common Good</p> <p><b>Key Vocabulary:</b> Drinkable water (freshwater)</p> <p><b>3Rs</b> Respect Rights Responsibilities</p>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. <u>A Cool Drink of Water</u> – Barbara Kerley</li> </ol>  <ol style="list-style-type: none"> <li>2.</li> </ol> <p><b>ECCs</b> <b>Enlightened:</b> I can discover how the past connects to the present. <b>Empowered:</b> I can identify the rules &amp; how they influence people. <b>Empathetic:</b> I can understand &amp; respect how others think and feel. <b>Ethical:</b> I can see that we all have rights and responsibilities. <b>Engaged:</b> I can take actions to make the world a better place.</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Pose the question – “Where do you get a cool drink of water?” Allow time for Think•Pair•Share</li> <li>2. Read <u>A Cool Drink of Water</u></li> <li>3. Freshwater Demonstration “Humans, animals and plants survive on less than 1 % of the World’s volume of water. That’s the equivalent of just over 1 Tbsp. from a gallon jug (see 2<sup>nd</sup> last page – A Note on Water CONSERVATION – <u>A Cool Drink of Water</u>)</li> <li>4. <b>Here’s What? •So What? •Now What?</b> Thinking Routine (<a href="#">Thinking Routines &amp; Discursive Strategies K-Grade 12</a> p.9) Here’s What – So What – Now What -</li> <li>5. <b>The Basics of Freshwater Video</b> - <a href="https://www.youtube.com/watch?v=oaQCiwzjnCM">https://www.youtube.com/watch?v=oaQCiwzjnCM</a> <b>Water Water Everywhere Video</b> - <a href="https://www.youtube.com/watch?v=SkAhB-8CtZg">https://www.youtube.com/watch?v=SkAhB-8CtZg</a></li> <li>6. Citizenship Journal Writing Prompt... List all of the places where you are able to get a cool drink of water.</li> </ol> <p><b>Assessment:</b> Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing &amp; Speaking rubrics UbD - Stage 4)</p>
<p><b>OUTCOME</b> RW 2.2 Analyze various worldviews regarding the natural environments DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land.</p> <p><b>QUESTIONS</b> RW 2.2 What is the relationship between worldview and the natural environment? DR 3.3 Does it matter how we interact with the land?</p> <p><b>Enduring Understandings / Concepts</b> Collective common good Actions impact collective well-being</p> <p><b>Key Vocabulary:</b> Limited supply Water is finite</p>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. <u>All the Water in the World</u> – George Ella Lyon &amp; Katherine Tillotson</li> </ol>  <p><b>ECCs</b> <b>Enlightened:</b> I can discover how the past connects to the present. <b>Empowered:</b> I can identify the rules &amp; how they influence people. <b>Empathetic:</b> I can understand &amp; respect how others think and feel. <b>Ethical:</b> I can see that we all have rights and responsibilities. <b>Engaged:</b> I can take actions to make the world a better place.</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Pose the quote from the beginning of the book – “ALL THE WATER IN THE WORLD ...IS ALL THE WATER IN THE WORLD”</li> <li>2. <b>See•Think•Wonder</b> Thinking Routine (Thinking Routines &amp; Discursive Strategies K-Grade 2 p.6) Collect student thinking on chart paper</li> <li>3. Read <u>All the Water in the World</u> – George Ella Lyon &amp; Katherine Tillotson</li> <li>4. Pose the quote from the end of the book – “ALL TOGETHER NOW ...ALL SO PRECIOUS – DO NOT WASTE IT”</li> <li>5. <b>See•Think•Wonder</b> Thinking Routine (Thinking Routines &amp; Discursive Strategies K-Grade 2 p.6) Collect student thinking on chart paper</li> <li>6. SPS Water Carrier Class Visitation – Will speak directly to Indigenous perspective of water and interactions with the land</li> <li>7. Citizenship Journal Writing Prompt... Why do you believe WATER IS PRECIOUS?</li> </ol> <p><b>Assessment:</b> Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing &amp; Speaking rubrics UbD - Stage 4)</p>

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**STAGE 2: INVESTIGATE - CONSULT SOURCES BEYOND ONESELF TO LEARN MORE**

Students refine inquiry questions and search for the answers. Teachers **scaffold thinking and interaction**. Students practice skills, receive formative feedback, and produce evidence of indicators.

Essential Question:

- Open, not closed: doesn't have a single right answer
- Thought-provoking: sparks discussion & debate
- Calls for higher-order thinking – analysis, inference, evaluation
- Invokes concepts that are significant in more than one context or subject
- Raises additional questions
- Requires support & justification
- A “live” question can be revisited again & again over time

Overarching Essential Question:

How does water determine the quality of life in children around the world?  
 What power does the individual have to make a difference in the world?

Scaffolding Thinking & Interaction... Ways to Deepen students' understanding of key concepts... Skills to explicitly teach & formally assess... Scaffolds to help students seek and sort knowledge to answer their questions...

**OUTCOME**

RW2.2 Analyze various world views regarding the natural environments  
 RW2.3 Contributes to initiating and guiding change in local and global communities regarding environment, social and economic sustainability  
 IN3.1 Analyze daily life in a diversity of communities  
 RW3.2 Analyze the creation and distribution of wealth in communities studied.  
 PA3.3 Make generalizations about the purpose and intent of documents that define the rights of children.

**QUESTIONS**

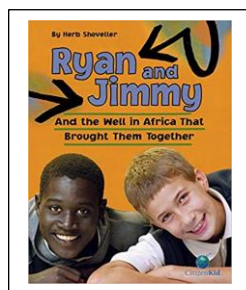
RW2.2 What is the relationship between worldview and the natural environment?  
 RW2.3 How can I contribute to initiating and guiding change in our local and global communities?  
 IN3.1 How do my actions affect people living in diverse communities?  
 RW3.2 Does wealth in a community always mean the same thing everywhere?  
 PA3.3 Do all countries care for children in the same?

**Enduring Understandings • Concepts**

World view  
 Empathy-perspective  
 Power & privilege  
 Making a difference  
 Collective well-being

**Resources**

1. Ryan and Jimmy And the Well in Africa that Brought Them Together – Herb Shoveller



**ECCs**

**Enlightened:** I can discover how the past connects to the present.  
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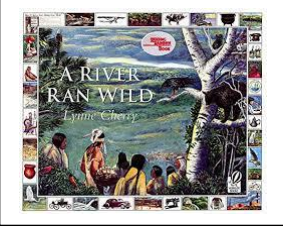
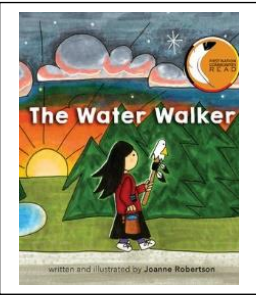
**Thinking Routines – Steps to reason through content • Discursive Strategies – How students will interact with one another**

**Procedure**

1. Watch Video that tells the story of Ryan and Jimmy.
2. Stop at predetermined points to engage in the discursive strategy – “Smarty Discussion”.
3. Citizenship Journal Writing Prompt...  
 Choose a “Smarty Discussion” question & write it at the top of your Citizenship Journal page. Respond to your chosen question with words and pictures. Choose an “action” that you can do at school. Answer the question, How can I protect water in our school. Fill in the “I can...” statement in your Citizenship Journal.

**Assessment:**

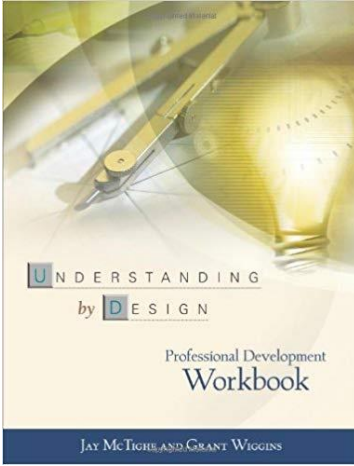
Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing & Speaking rubrics UbD - Stage 4)

<p>Power to affect others and make a difference Active citizens</p> <p><b>Key Vocabulary:</b> Advocating Initiating Contamination Pollution</p>		
<p><b>OUTCOME</b> RW 2.1 Describe ways in which the local community meets needs and wants of its members DR2.3 Analyze the influence of the natural environment of the local community DR3.2 Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land DR3.3 Compare the beliefs of various communities around the world regarding living on and with the land RW3.1 Appraise the ways communities meet their members needs and wants</p> <p><b>QUESTIONS</b> RW 2.1 How does the community meet the needs and wants of their citizens? DR2.3 What physical representations are relevant to our location? DR3.2 How does geography and environmental factors impact our lives? DR3.3 Why does the way that we interact with the land matter? RW3.1 Why do people have different needs and wants?</p> <p><b>Enduring Understandings • Concepts</b> Perspective Collective well-being Respect for Diversity Relationship</p> <p><b>Key Vocabulary:</b> Settlement Settlers Industrial Revolution</p>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. A River Ran Wild – Lynne Cherry</li> </ol>  <p><b>ECCs</b> <b>Enlightened:</b> I can discover how the past connects to the present. <b>Empowered:</b> I can identify the rules &amp; how they influence people. <b>Empathetic:</b> I can understand &amp; respect how others think and feel. <b>Ethical:</b> I can see that we all have rights and responsibilities. <b>Engaged:</b> I can take actions to make the world a better place.</p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. <b>See•Think•Wonder routine</b> each group will receive a different printed image from <u>A River Ran Wild</u> (your choice), discuss and share (cover text with sticky notes)</li> <li>2. <b>Sentence•Phrase•Word routine</b> – each group reads text on their image, discuss and record thinking</li> <li>2. Each group summarizes their discussion and shares with the class</li> <li>3. Read Aloud – <u>A River Ran Wild</u></li> <li>4. Citizenship Journal – <b>What makes you say that routine (Interpretation with Justification)</b> <b>How did humans affect the environment negatively? How did humans affect the environment positively?</b></li> <li>5. <b>Watch - The Water. Looking after our Planet</b> <a href="https://www.youtube.com/watch?reload=9&amp;v=bGWr5jXJfbs">https://www.youtube.com/watch?reload=9&amp;v=bGWr5jXJfbs</a></li> <li>6. <b>Wonder Wall</b> - Discuss student wonders (Citizenship Journal). Display a few student exemplars (re-written on Post-It notes) on the classroom Wonder Wall.</li> </ol> <p><b>Assessment:</b> Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and ‘I wonder’ statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing &amp; Speaking rubrics UbD - Stage 4)</p>
<p><b>OUTCOME</b> RW 2.1 Describe ways in which the local community meets needs and wants of its members IN3.1 Analyze daily life in a diversity of communities RW3.2 Analyze the creation and distribution of wealth in communities studied.</p> <p><b>QUESTIONS</b> RW 2.1 How does the community meet the needs and wants of their citizens? IN3.1 How are cultural elements reflected in daily life? RW3.2 Does “wealth” in a community always mean the same thing everywhere?</p> <p><b>Enduring Understandings • Concepts • Key Vocabulary</b> World view</p>	<p><b>Resources</b></p> <ol style="list-style-type: none"> <li>1. The Water Walker – Joanne Robertson</li> </ol>  <p><b>ECCs</b></p>	<p><b>Thinking Routines</b> – Steps to reason through content • <b>Discursive Strategies</b> – How students will interact with one another</p> <p><b>Procedure</b></p> <ol style="list-style-type: none"> <li>1. Tell the students that they are going to meet Nokomis Josephine Mandamin, from Thunderbay, ON who wanted to bring awareness to the importance and sacredness of water. In 2003, she started her long walk for water around each of the great lakes in Ontario and the St. Lawrence River. Show students a map of the great lakes.</li> <li>2. Watch the video titled, <a href="#">Sacred Water Walks</a></li> <li>3. After watching the video, ask students, “What do you notice?” and “What did you wonder?”. Discuss their observations and questions (record on chart paper).</li> <li>4. Read <u>The Water Walker</u> by Joanne Robertson.</li> <li>5. Citizenship Journal Writing Prompt... What do you think Nokomis means when she says, ...without nibi there is no life...? How are all things connected to nibi?</li> <li>6. Watch Peter Cameron’s video (<a href="https://www.youtube.com/watch?v=g7f3w41PqZc">https://www.youtube.com/watch?v=g7f3w41PqZc</a>) that describes the creation of the Junior Water Walkers program that he and his grade five class developed after reading about Josephine’s journey. Share this <a href="#">video</a> of their Junior Water Walk.</li> <li>7. Adopt a local body of water and sign your class up to be Junior Water Walkers on this <a href="#">form</a>.</li> </ol>

Empathy-perspective Power & privilege Measurement of time (Gie Gie's day)  <b>Key Vocabulary:</b> Basic Needs – Thirst      Water Walk	<b>Enlightened:</b> I can discover how the past connects to the present. <b>Empowered:</b> I can identify the rules & how they influence people. Empathetic: I can understand & respect how others think and feel. <b>Ethical:</b> I can see that we all have rights and responsibilities. <b>Engaged:</b> I can take actions to make the world a better place.	<b>8. Walk for water.</b>  <b>Assessment:</b> Assessment is achieved for this lesson plan through completion of participation during discussions, reflection in citizenship journals and 'I wonder' statements (questioning). Check student understanding of ECCs. Access SPDU Writing, Viewing & Speaking rubrics UbD - Stage 4)
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**STAGE 3: COALESCE - ORGANIZE AND SYNTHESIZE FINDINGS WITH A PERFORMANCE TASK IN MIND**

Students take the knowledge and skills they have amassed / developed and apply themselves to the creation of the GRASP task. This involves synthesizing knowledge with a particular purpose, audience, text form, and criteria in mind. **AUTHENTIC TASK**

<b>G</b>	<p style="text-align: center;"><u>Real-World GOAL</u></p> <p>Provide a statement of the task. Establish the goal, problem, challenge, or obstacle in the task.</p>	<p><b>The goal is to Protect Our Water.</b></p>	<p>To learn more about constructing a Performance Task Scenario using GRASPS, check out p 172 &amp; p. 205 from <u>Understanding by Design: Professional Development Workbook</u> by Grant Wiggins and Jay McTighe</p>  <p>A GRASP task calls for understanding and transfer of knowledge that students have acquired through the inquiry unit.</p> <p>According to Jay McTighe,          "Students show evidence of their understanding when they can effectively do two things:</p> <ol style="list-style-type: none"> <li>1. Apply their learning to new or unfamiliar contexts; ie. They can transfer their learning;</li> <li>2. Explain their process as well as their answer"</li> </ol> <p><a href="https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422">https://blog.performancetask.com/how-can-educators-design-authentic-performance-tasks-part-3-5817561ae422</a></p>
<b>R</b>	<p style="text-align: center;"><u>Real-World ROLE</u></p> <p>Define the role of the students in the task. State the job of the students for the task</p>	<p><b>You are a Junior Water Walker. You will learn about, adopt, protect and walk on behalf of a body of water.</b></p> <p><b>LEARN</b> – Understand that WATER is LIFE and needs to be protected.  <b>ADOPT</b> – Choose a body of water to protect.  <b>PROTECT</b> – Understand how to protect our chosen body of water.  <b>WALK</b> – We will walk along our body of water</p>	
<b>A</b>	<p style="text-align: center;"><u>Real-World AUDIENCE</u></p> <p>Identify the target audience within the context of the scenario. Example audiences might include a client or committee.</p>	<p><b>The target audience is our families, James L Alexander school community, &amp; the neighborhood in which we live, Parkridge Community.</b></p>	
<b>S</b>	<p style="text-align: center;"><u>Real-World SITUATION</u></p> <p>Set the context of the scenario. Explain the situation.</p>	<p><b>You have been asked to Protect Our Water.</b></p> <ol style="list-style-type: none"> <li>1. You will become a Junior Water Walker and adopt a body of water.</li> <li>2. You are going to be part of the Yellow Fish Road Program and paint yellow Fish on drains in Parkridge to teach our community about the Importance of keeping our water clean.</li> <li>3. You are going to connect with the family of Nokomis Josephine Mandamin (Water Walker) and Joanne Robertson (author of The Water Walker).</li> </ol>	
<b>P</b>	<p style="text-align: center;"><u>Real-World PRODUCT or PERFORMANCE</u></p> <p>Clarify what the students will create and why they will create it.</p>	<p><b>You will:</b></p> <ol style="list-style-type: none"> <li>1. Clean up garbage at our chosen body of water</li> <li>2. Paint yellow fish on drains in Parkridge &amp; leave Yellow Fish Road Program literature in mailboxes to teach community members about importance of clean water.</li> <li>3. Write a letter to the family of Nokomis Josephine Mandamin (Water Walker) and Joanne Robertson (author of The Water Walker).</li> </ol>	
	<p style="text-align: center;"><u>STANDARDS for success</u></p> <p>Provide students with a clear picture of success. Identify specific standards for success.</p>	<p><b>You will:</b></p> <ol style="list-style-type: none"> <li>1. A successful Junior Water Walker will meet the co-constructed field trip expectations and make connections between classroom learning &amp; land-based knowledge and experiences</li> </ol>	



S

Co-construct rubrics.

- 2. A successful participant in the Yellow Fish Road program will responsibly and respectfully share their knowledge with the community about the importance of keeping our water clean
- 3. A successful letter will include your understanding of the significance of water, your personal commitment or action to protect our water.

Questions to consider:

- How are students going to share their knowledge? • What scaffolds and technologies will help students synthesize and shape what they've discovered?
- What specific skills do students need to represent their thinking? • Can you co-construct a rubric with students so they're clear about their targets?

**STAGE 4: GO PUBLIC! - PRESENT FINDINGS TO AN AUDIENCE**

Students share their discoveries and creations with their intended audiences, receive feedback, and reflect on the impact of their inquiry – on themselves as citizens and on the world.

Connect to "Real World Audiences" –

SPSD ELA RUBRICS



**SPDU Writing, Viewing & Speaking RUBRICS**

**2 WRITING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/writing\\_rubric\\_grade2\\_2012apr.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/writing_rubric_grade2_2012apr.pdf)

**3 WRITING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/writing\\_rubric\\_grade3\\_2012may.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/writing_rubric_grade3_2012may.pdf)

**2 VIEWING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing\\_rubric\\_grade2\\_2013jan.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing_rubric_grade2_2013jan.pdf)

**3 VIEWING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing\\_rubric\\_grade3\\_2013jan.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/viewing_rubric_grade3_2013jan.pdf)

**2 SPEAKING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking\\_rubric\\_grade2\\_2012jun.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking_rubric_grade2_2012jun.pdf)

**3 SPEAKING**

[https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking\\_rubric\\_grade3\\_2012jun.pdf](https://www.stf.sk.ca/sites/default/files/spdu-resources/speaking_rubric_grade3_2012jun.pdf)

Assessment:

PRODUCTS • CONVERSATIONS • OBSERVATIONS

Co-constructed rubrics

Reflection:

Concentus Inquiry Attributes:

**3Rs + ECCs + CC + GRASP = THE JUSTICE ORIENTATION ZONE**

1. **3Rs** Did it relate to the 3Rs: Respect, Rights, and Responsibilities? If so, was this relationship direct or indirect?

2. **ECCs** Did it activate Essential Citizenship Competencies:

- ENLIGHTENED – Did you have to think about what inquiry is, including its history and current contexts?
- EMPOWERED – Did you have to think about power – who has it and who doesn't? how it's managed?
- EMPATHETIC – Did you have to think about it from more than one point of view?
- ETHICAL – Did you have to think about what it gives people and what people have to give to benefit from it?



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- ENGAGED – Did you think about the difference it makes, the problem it addresses or solves?

3. **CC** Did it include a Courageous Conversation, one which may trigger emotion because it's connected to a teacher's sense of identity and what's normal or desirable in classroom learning? Did teacher create the conditions for constructive conversations about potentially divisive questions / issues?

4. **GRASP** Did it include an authentic task – something you had to make and share with a real audience?