

Unit Planner

Overview			
Subject:	Social Studies	Topic:	Canadian Geography
Unit Overview:	<p>This unit has been created to help students develop their understanding of the diversity of Canada, and how the physical environment and climate has an effect on the people living in specific regions of the country. Students will work through whole class activities, as well as rotating through a set of stations on the physical regions of Canada, and individual activities. All activities will culminate in a GRASPS task where students will create an iMovie or iPhoto slideshow where they will take on the role of a new immigrant to Canada, deciding on which region they would like to live in and why.</p> <p>This unit was originally created with the intention to follow a previous unit that compared Canada's past to now, so connections will be made regarding how the land and climate has changed throughout time. This unit is also a good springboard for a further unit on how Canada fits into the world.</p>		
Grade:	2		
Unit Duration:	4-6 weeks	Date:	January 5, 2017

Stage 1 – Desired Results

Big Ideas

Canada is made up of many diverse regions and communities.

Core Competencies

Critical Thinking

- Question and investigate

Communication

- Connect and engage with others (to share and develop ideas)
- Acquire, interpret and present information (includes inquiries)
- Explain/recount and react on experiences and accomplishments

Concepts	Unit Understandings	Transfer Goals	Essential Questions
<ul style="list-style-type: none"> • Diversity • Communities • Climate 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Canada has a lot of physically different regions. (Canada looks different in different places) • Canada's communities are connected to their physical regions and climate. (The way the land looks affects the people who live there. The climate affects how they live) 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • understand that Canada is diverse in many different ways. 	<p>Students will keep considering...</p> <ul style="list-style-type: none"> • What would it be like if all of Canada looked the same? • What if the climate was same everywhere in Canada? • What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?

First Peoples Principles

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

➔ **Alignment Check:** ➔

Are your concepts, unit understandings, transfer goals, and essential questions connected and supportive of your Big Idea?

Curricular Competencies	Content
<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions Explain why people, events, or places are significant to various individuals and groups 	<p>Students will know that...</p> <ul style="list-style-type: none"> diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture how people's needs and wants are met in communities relationships between people and the environment in different communities diverse features of the environment in other parts of Canada and the world

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative: Culminating Performance Task(s) at the end of the unit to show understanding	Formative: Checkpoints for understanding during the unit
Teachers should consider how assessment should be differentiated to meet students' diverse needs, interests, and learning styles.	Teachers should consider how formative assessment is ongoing, varied, and central to the instructional learning cycle.

AUTHENTIC PERFORMANCE TASK: Assessing for Understanding

Students will be able to demonstrate their understanding by:

What is a **GRASPS** task?

G R A S P S	
Goal	To create an iMovie or iPhoto slide show (with text) that shows where in Canada you would want to live in and why.
Role	You are a new immigrant to Canada. How are you going to decide where you are going to live? How are you going to meet your family's needs?
Audience	The rest of your family.
Situation	Your mom or dad just got a new job in Canada. You know a lot about Canada and you really want to live in _____. Now you have to convince your parents that _____ is the best place to go to.
Performance or Product	iMovie or iPhoto slideshow
Differentiation:	Small group work, partners for those who need it, scaffolding the work (framing questions, chunking), scribing and reading

OTHER EVIDENCE: Assessing for Knowledge and Skills

Students will show they have acquired Stage 1 knowledge and skills by:

- exit slips ("If all of Canada...(see lesson plans))
- participation in class and small group discussions
- Thinking Routines – See, Think, Wonder, What Makes You Say That?, Claim, Support, Question <http://www.visiblethinkingpz.org>
- conferencing with students

Assess: Know & Do

Summative: Final assessments of knowledge and skill at the end of the unit	Formative: Checkpoints for students to show their knowledge and skills during the unit
Teachers should consider how summative assessments should be based on clear criteria and include a variety of ways for students to show demonstrate their learning	Teachers should consider how this ongoing assessment is clear, specific, and timely in order to support student progress
<ul style="list-style-type: none"> quiz on Canadian regions and where they are on a map 	<ul style="list-style-type: none"> short, quick quizzes and review discussions on various regions in Canada short, quick quizzes and review discussion on climate areas of Canada

Stage 3 – Executing the Learning Plan

These learning events/activities are suggested activities. Some activities may span over several lessons. Teachers should add, revise, and adapt based on the needs of their students, their own personal preferences for resources, and a variety of instructional techniques.

What would it be like if all of Canada looked the same?

Lesson 1

Show images of different places in Canada and brainstorm what they see. Put out pictures and chart on different tables and have students move around to write what they see/think/wonder about the images. <http://www.visiblethinkingpz.org>

Meet as a group and discuss what they saw – name the actual places/regions for the students. Refer to a map of Canada throughout.

Why do you think each place is so different? (the weather, climate, the size of Canada)

Show video https://www.youtube.com/watch?v=CsYJkRqk-6k&list=PLyNhHDzCDLVkJEGc-t0qOC1_KtvnbVmxM

Which place you like to live in?

Lesson 2 – Geographical Features – (5 days)

STATIONS –activities – map to identify the region; reading activity, listen/watch a video, paper/pencil activity, identify which aboriginal group originally came from each area (on another map)

The Territories and Nunavut

The Prairies (Manitoba Saskatchewan, Alberta)

The Maritimes (Atlantic Canada)

The West Coast (The Rainforest, Mountains)

The Canadian Shield (Ontario and Quebec)

Check In After Stations – Thinking about the physical features of each area, which place would you like to live in and why?

Lesson 3 – What would it be like if all of Canada looked the same?

Claim Support Question (in partners) – what would it be like if there were mountains/snow/prairies everywhere? <http://www.visiblethinkingpz.org>

Group share out

Each student fills out: “If all of Canada looked physically the same, then I couldn’t _____ because _____”

What if the climate was the same everywhere in Canada?

1. Define Climate – the pattern of weather over a long range of time

Define Weather - the minute to minute changes

Break down the six regions:

Territories and Nunavut – colder, snow, shorter days, longer nights, permafrost, nothing grows

The Prairies – definite difference between winter and summer; things grow easily

Maritimes – cold winters, hot summers (add more here)

Shield – cold winters, hot summers (add more here)

West Coast – milder temperatures, not much snow, lots of rain (rainforest), things grow easily

Students fill in lapbook template on each region, writing facts and drawing a picture for each.

2. Charades game – acting out what you would do/wear in each region

3. Thinking about the climate only...which area would you like to live in and why?

4. If all of Canada had the same climate, then I couldn’t _____ because _____.

What types of environmental challenges do people face in different communities (e.g., natural disasters, climate change, lack of natural resources)?

1. Define what an environmental challenge is – have students brainstorm together as a whole class. Read a picture book/aboriginal story?? Concept Attainment - Have students sort cards into categories – environmental challenge, or one-time event?

2. PWIM – show a picture of Nunavut during the winter and have students generate what they see/think/feel/wonder about what they see in the image. Lead to discussion on what challenges people may have living here year round.

3. Repeat PWIM with an image of an actual natural disaster (flood), and again with a drought, etc...

4. Connect to meeting needs and wants in different areas. Discussion/lesson on what needs and wants are.

5. Discussion on climate then and now – show images and talk about climate change. Have students complete a Venn diagram comparing a Canadian winter in the past and now.

4. If I lived in an environment that had lots of _____, (or very little _____) then I would need to think about _____ in order to live there.

Resources:

Literacy 44 (PWIM) – literacy44.ca

Thinking Routines – can be found in Making Thinking Visible by Ron Ritchhart or at: <http://www.visiblethinkingpz.org>

Atlas/Map of Canada

Photos of various regions of Canada

Aboriginal Success Teacher

Blank Maps of Canada

Youtube.com - https://www.youtube.com/watch?v=CsYJkRqk-6k&list=PLyNhHDzCDLVkJEGc-t0qOC1_KtvnbVmxM

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

What would you add or revise the next time you taught this unit?

Were there any unintended outcomes?

Were students engaged?