

Unit Planner

Overview			
Subject:	The community and me	Topic:	Consequence of actions
Unit Overview:	As a class, you will undertake an action to help improve your school's environment. Students will learn about their community, the environment, as well as how to take action. Over a chosen period of time, students will document the effect of their action and notice how small actions can create a larger change. This project can be undertaken at the class level or by the school as a whole.		
Grade:	2		
Unit Duration:	3-6 units	Date:	January 5, 2017

Stage 1 – Desired Results

Big Ideas

Local actions have global consequences, and global actions have local consequences.

Core Competencies

Communication:

- Collaborate to plan, carry out, and review constructions and activities
- Explain/recount and reflect on experiences and accomplishments

Thinking:

- Generating ideas
- Question and investigate
- Develop and design

Personal Social:

- Personal values and choices
- Self-Determination
- Self-Regulation
- Contributing to community and caring for the environment

Concepts	Unit Understandings	Transfer Goals	Essential Questions
Global Local Consequences Actions	Students will understand that... - All action, no matter how big or small, has the potential to create a change	Students will be able to independently use their learning to... make a difference in the world	Students will keep considering... Why take action?

First Peoples Principles

Learning involves recognizing the consequences of one's actions

➔ **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"> sequence objects, images, and events, and explain why some aspects change and others stay the same recognize the causes and consequences of events, decisions, and developments 	<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 relationships between people and the environment in different communities, as well as their own community

Stage 2 – Evidence: Assessing for Understanding

Assess: Understanding

Summative:	Formative:
Culminating Performance Task(s) at the end of the unit to show understanding	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?

Synopsis:

Students will be given the challenge to becoming activists within their school community. As a group, students will choose one plan that they would like to see implemented by all the students in their class. Students and teachers will document the effects of the change on their school's environment and share their efforts and successes with the school in hopes of inspiring others to join them.

G R A S P S	
Goal	To implement a project that will help improve one aspect of the school's environment.
Role	Students are community activists within their school
Audience	Other peers within the school, school principal, school community members
Situation	Students will find ways to improve their school community through action
Performance or Product	Before and after photos, records of the actions undertaken throughout the duration of the project
Standards	(create rubric based on evaluation criteria)
Differentiation	

- Student is participating in classroom discussion
- Student is able to identify various communities he or she belongs to
- Student is able to justify/support why certain changes should be undertaken
- Student is able to monitor his or her own actions to create a change

Assess: Know & Do

Summative:	Formative:
Final assessments of knowledge and skill at the end of the unit	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

Student is participating in classroom discussion

Student is able to identify various communities he or she belongs to

Student is able to justify/support why certain changes should be undertaken

Student is able to monitor his or her own actions to create a change how this ongoing assessment is clear, specific, and timely in order to support student progress

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.

Prior knowledge:

Grade 1 Big Ideas:

- We shape the local environment, and the local environment shapes who we are and how we live, our rights, roles, and responsibilities are important for building strong communities;
- Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Stage 1: The community

Lesson 1: Define community

As a class discussion, identify the various aspects of a community. (A)

Activity ideas:

Create a bulletin board that depicts the local community (T). Each student can draw/construct the buildings and natural resources that belong in their community (T).

Lesson 2: The ideal community

Discussion: What makes a good community? What would your ideal community look like? (A)

Activity idea:

Students may draw and write 3 sentences about their ideal community. (M)

Lesson 3: Types of communities

Comparing and contrasting various types of communities (home, school, local, global, etc.) (M)

Activity idea:

Have students identify each of the communities they belong to: Me, my street, my city, my province, my country, my continent, my world (A). Have students create a flipbook (T). Which aspects are the same for each student? (M)

Lesson 4: Changes in my community

Comparing my current community's environment to what it used to be (M).

Activity idea:

Visit the North Vancouver Museum and archives for photos. Identify changes from images that depict well-known areas in the community (A). What created these changes? Visit the areas to notice changes. (M)

Lesson 5: Variations in communities

Recognizing that communities have various elements in common, but also differences based on geography. (A)

Activity ideas:

Students bring in a photo that represents their own community as well as a photo of a community they've visited. Students explain/draw/write how the communities are similar (M/T). Extension: locate both communities on a map of Canada.

*AbEd: Share photographs of a local Aboriginal community and fill in a [Venn Diagram](#) demonstrating the similarities and differences between the two communities (T).

Stage 2: The environment

Lesson 1: The basics

Identifying/classify the various components of the community's environment ([natural and built](#)) that exists. (A)

Activity idea: [Natural resources scavenger hunt](#) in the school and on the playground. (T)

Book ideas:

WATER: Clean Water for Elirose by Ariah Fine, A Cool Drink of Water by Barbara Kerley

CLEAN AIR: Planting the Trees of Kenya by Claire A. Nivola

ELECTRICITY: Energy Island by Allan Drummond

POLLUTION: The Wump World by Bill Peet, Just a Dream by Chris Van Allsburg, Not your Typical Book about the Environment by Elin Kelsey, All the World by Liz Garton Scalon, Michael Recycle by Ellie Bethel, One Plastic Bag by Isatou Ceesay

Lesson 2: What can we do?

Have a discussion and identify areas that could be improved in regards to our environment within the community and identify solutions for these issues. (A) Examples: litter on the playground, idling cars at pick up and drop off, turning the lights off, etc.

Activity idea: Have students draw or write a sentence about what they think would be the most important thing to do to help the environment. (M)

Lesson 3: Mother nature & Human well-being

Recognize the importance of our local environment and its link to human well-being (M)

Activity idea: students identify natural resources in the community and their effects on the people who live there. (A)

***AbEd:** How is this the same or different for Aboriginal communities? Book: From the Mountains to the Seas: We are all community (M)

Stage 3: Our actions

Lesson 1: Small actions for big change

Demonstrate the impact of small actions: analogy of one drop of water into a bucket and how one drop can create a larger spill (A)

Activity idea: Read: How full is your bucket? by Tom Rath and Mary Reckmeyer to demonstrate the importance of doing good things. Make the link with mother nature.

Lesson 2: Brainstorm actions

As a class, discuss the various ways in which you could change your behaviour in order to improve the school's environment.(A) Since this was done in the environment lesson #2, students can use their ideas to help brainstorm. Choose one challenge to be carried out for one week. A note home informing parents should be sent. Students should create a journal to document the undertaken action. (T)

Activity idea: Read On Meadowview street by Henry Cole, The Busy Beaver by Nicholas Oldland, Mama Miti: Maathai and the Trees of Kenya by Donna Jo Napoli. Have a discussion about the changes that these people made in their communities. (A/M)

Lesson 3: Action!

Throughout a week, students should carry out the chosen action. Daily check ins with their action journals should be done as well as daily conversations about observations based on their actions. (T)

Activity ideas: Students should self-assess their own actions: did they fully participate? Did they do their best?

As a class, choose a way to document our actions: photos, charts, observations. Take before and after photos to demonstrate the progress. How effective is our project? What adaptations could be made in order to make this project more effective?

Resources:

[No idling at school project](#)

[Yellow fish road project](#)

[Reusable bags project](#)

Teacher: Unit Reflection

What aspects of the unit went well?

What did students struggle with?

What did you struggle with?

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

Were there any unintended outcomes?

Were students engaged?