

Unit Plans

Subject: Social Studies
Teacher: Michele Allen

Grade: Three
Year:2013-2014

Timeline	Theme / Topic / Concepts / Structures	Dimensions / Focus / Objectives / Learner Expectations	Resources	Instructional Procedures / Methods	Evaluation Techniques
September to February	COMMUNITIES IN THE WORLD	<p style="text-align: center;">Students will: demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in India, Tunisia, Ukraine and Peru</p> <p style="text-align: center;">Attitudes and Values: Students will: appreciate similarities and differences among people and communities demonstrate and awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own</p> <p style="text-align: center;">Knowledge and Understanding: Students will: examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting on: quality of life how daily life reflects quality of life in the communities how access to public services affects the communities the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other how identity is reflected in traditions, celebrations, stories and customs in the communities how the various leaders are chosen in the communities</p>	<p>Alberta Learning Curriculum Guide wall map globe atlas posters photo cards Discovery books: “Myths and Legends”, “Wish You Were Here... Tunisia”, “Wish You Were Here... Peru”, “Wish You Were Here... Ukraine”, “Wish You Were Here... India” audio visual material Teacher Resource Manual and Student textbook Internet Research CD-ROM</p> <p style="text-align: center;">Continued use</p>	<p>cooperative learning direct instruction modeling brainstorming guided discussion/ inquiry questioning peer tutoring research groups semantic mapping use of audio visual student presentations applicable Language Arts strategies report writing read aloud guided reading interactive writing self-guided discovery peer tutoring/ presentations</p> <p style="text-align: center;">Continued use throughout the</p>	<p>teacher observation class discussion questioning group work daily work performance assessment self-evaluation homework quizzes research project oral assessment assessment masters provided in the Many Voices program</p>

<p>February to June</p>	<p>GLOBAL CITIZENSHIP</p>	<p>how decisions are made in the communities and who is responsible for making the decisions</p> <p>how the individuals and groups in the communities maintain peace, cooperate and share with other group members</p> <p>how cultural diversity is expressed within each community</p> <p>examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting on:</p> <p>where the communities are in relation to Canada</p> <p>in what ways the people in the communities depend on, adapt to and change the environment in which they live and work</p> <p>in what ways the people in the community show concern for their natural environment</p> <p>how the physical geography influences the human activities in the communities</p> <p>Students will:</p> <p>demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relation to communities in India, Tunisia, Ukraine and Peru</p> <p>Attitudes and Values:</p> <p>Students will:</p> <p>appreciate elements of global citizenship</p> <p>recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them</p> <p>respect the equality of all human beings</p> <p>Knowledge and Understanding:</p> <p>Students will:</p> <p>explore the concept of global citizenship by reflecting upon:</p>	<p>throughout the year.</p>	<p>year.</p>	<p>Continued use throughout the year.</p>
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