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| **Unit Plan** | | | | | | | | | | |
| **Grade(s): 3** | | | **Unit Focus: Ukraine** | | **Unit Dates: End of January to end of February** | | | | **Teacher: Miss H** | |
| Overview: Through this unit students will investigate how Ukraine’s geographic, social, cultural and linguistic factors affect their quality of life. Students will enrich their awareness and appreciation of how people live in the Ukraine. Their understanding of global citizenship will be further developed through comparing and contrasting Canada’s roles and responsibilities to those in Ukraine. | | | | | | | | | | |
| Rationale:This Grade 3 Ukraine unit provides opportunities to explore the defining and diverse nature of the country Ukraine. The students will inquire about the questions such as how needs are met and how those needs contribute to quality of life. They will create a google slides PowerPoint outlining all the information that we had learned about Ukraine. This is intergrading technology into the class, and furthering their computer skills. | | | | | | | | | | |
| Objectives / Learner Outcomes: Students will…   * Develop their creative and critical thinking through writing * questions they want to research about Ukraine * Have a general idea of where the Ukraine is located * Examine the general terrain of Ukraine * Demonstrate their knowledge about where Ukraine is located and the general terrain by completing their Google slide * Collect information about the language spoke in Ukraine * Examine the cultural traditions of Ukrainians and the connection to the past * Examine the climate of Ukraine * Examine the main goods and services of Ukraine * Understand quality of life * Research an international organization in relation to Ukraine’s quality of life | | | | | | | * Understand quality of life * Differentiate between what makes us safe, comfortable, healthy and happy * Recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them * Examine how decisions are made in Ukraine * Examine how the leaders are chosen in Ukraine * Discover how referendum’s work * Complete their google slides based on the government and goods and services information * Research cultural music and dances that Ukrainians take part in * Research cultural music and dances that Ukrainians take part in * Examine how the rights, responsibilities and roles of citizens in communities around the world are the same or different than those of Canadian citizens | | | |
| Key Teaching and Learning Activities:  * Google Slides * Referendum * International Organization Project | | | | | | | * Student Inquiry * Running Worksheet * Letter to Irena * Egg Decorating | | | |
| **Resources:**  Alberta Program of Studies  Connecting with the world textbook  http://misswilkie.  wikispaces.com/Grade  +3+Social+Studies  http://www.edhelper  .com/geography/  Ukraine\_map.htm  http://www.ducksters  .com/geography/country.  php?country=Ukraine  http://www.learnpysanky  .com/symbols.html  http://www.pysanky  .info/Downloads/  Patterns.html  http://www.enchanted  learning.com /europe/ukraine/flag/  https://en.wikipedia .org/wiki/Ukraine  https://www.youtube  .com/watch?v=siJ7n\_aLsto | | | | **Planning for Diversity:**  The 3 students that are on IPP’s get outside of the classroom support in the morning classes. I will be teaching in the afternoon, so those 3 students will be in my class full time. Accommodation that I will include in my planning are as stated:   * Repeat the direction * Shorten directions * Break long-term assignments into shorter tasks * Provide a student buddy for reading * Give verbal praise for positive behaviour * Position my body to enhance their learning and attention | | | | **Assessment and Evaluation:**  Questions about Ukraine (for)  -The questions that the students write down will give me an idea what direction the students want to go, and their current understanding of Ukraine.  Letter to Irena (of)  -I will be looking for their understanding of a want and need and what influences quality of life  Observations (for)  -I will be watching for the understandings of the students with the government information  Running Worksheet (for/ of)  -I will be observing how much help the students need with the activity and place a grade on their running worksheet at the end of the unit  -For today though it will be a formative assessment to see how the students are doing  Activity (for)  -Voting day will be a fun activity to demonstrate to the kids what it means to vote and make decisions  International Organization Project (of)  -Students will work in groups and find an international organization and has helped or could help the country of Ukraine  -The students are to base their research on the information that has been gained over the past 12 lessons on Ukraine, thinking about what type of things would help their quality of life | | |
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| **Day** | **Outcomes** | **Teaching and Learning Activities** | | | | **Resources** | | **Planning for Diversity** | | **Assessment/Evaluation**  **(Formative & Summative)** |
| **1** | GLO: 3.1  SLO’s: 3.1.1, 3.1.3 | *Students will…*   * Develop their creative and critical thinking through writing questions they want to research about Ukraine   LA 1:   * I will read the “Someone” poem from the textbook (p.1) * Students will then write some questions that they have regarding the Ukraine, and we will answer throughout the unit   LA 2:   * We will talk about the flag of Ukraine and put up a clock that tells the time in the Ukraine beside our clock in the classroom with the flag above it | | | | Connecting with the world textbook | | Steps for success:  -I will show an example on the board.  -Giving the students some sentence starters | | Questions about Ukraine (for)  -The questions that the students write down will give me an idea what direction the students want to go, and their current understanding of Ukraine. |
| **2** | GLO: 3.1  SLO’s: 3.1.1, 3.1.3 | *Students will…*   * Have a general idea of where the Ukraine is located * Examine the general terrain of Ukraine   LA 1:   * We will look at a map of Ukraine and talk about where it is located, and look at a world map and see where it is in relation to Alberta * I will bring up the information about Ukraine on the smart board and will go through what is expected on their worksheet   LA 2:   * They will fill out that part on their worksheet | | | | http://misswilkie.  wikispaces.com/Grade  +3+Social+Studies  http://www.edhelper  .com/geography/  Ukraine\_map.htm  http://www.ducksters  .com/geography/country.  php?country=Ukraine  Connecting with the world textbook  Materials:   * 21 Computers | | Steps for success:  -I will have a fill in the blank worksheet for the students to fill in the information—through the structure of the worksheet it will enable to students will be able to follow along easier  -I will demonstrate the information that I want on a Google Slide, giving the students and step by step instructions | | Running Worksheet (for, of)  -The worksheet will be graded at the end, for the amount of individual work they were able to do. |
| **3** | GLO: 3.1  SLO: 3.1.1, 3.1.3 | *Students will…*   * Demonstrate their knowledge about where Ukraine is located and the general terrain by completing their Google slide   LA 1:   * Students will open their google slides and fill in their document with the information and find some photos * I will have the students put the URL on the bottom of their slide to show where we got the information | | | | Google Slides  Materials:   * 21 Computers | | Steps for success:  -I will show how to input pictures for a refresher  -I will position my body with those individuals that need some more attention | | Google Slides (for)  -Complete the first slide on their google slides |
| **4** | GLO: 3.1  SLO:  3.1.1, 3.1.2 | *Students will…*   * Collect information about the language spoke in Ukraine * Examine the cultural traditions of Ukrainians and the connection to the past   LA 1:   * Students will work individually and read pg. 36 to find the information and fill out their worksheet   LA 2:   * We will read the information on the Easter eggs, I will read the The Birds’ Gift (pg.39) * Students will have a chance to talk about what they do on Easter * Students will get to decorate an egg using the designs we find in class | | | | Connecting with the world textbook  http://www.learnpysanky  .com/symbols.html  http://www.pysanky  .info/Downloads/  Patterns.html  Materials:   * Print outs of egg patterns * Textbook | | Steps to success:  -I will guide the students to the correct websites so that they can find the information to the worksheet  -I will guide the students when inputting information on their slides  -We will work together as a class to make sure that everyone is on the the page | | Running Worksheet (for/ of)  -I will be observing how much help the students need with the activity and place a grade on their running worksheet at the end of the unit  -For today though it will be a formative assessment to see how the students are doing |
| **5** | GLO: 3.1  SLO:  3.1.1, 3.1.3 | *Students will…*   * Examine the climate of Ukraine   LA 1:   * Students will visit the website and get the information for the flag off the site   LA 2:   * We will look online for the information to due with the climate of Ukraine. * Once the students are finished they will edit their google slides and input the information that we have completed in class. | | | | http://www.enchanted  learning.com /europe/ukraine/flag/  https://en.wikipedia .org/wiki/Ukraine  Materials:   * 21 Computers | | Steps to success:  -I will guide the students to the correct websites so that they can find the information to the worksheet  -I will guide the students when inputting information on their slides  -We will work together as a class to make sure that everyone is on the the page | | Google Slides (for/ of)  -The students will complete their google slide for the Climate and people of Ukraine  Running Worksheet (for/ of)  -I will be observing how much help the students need with the activity and place a grade on their running worksheet at the end of the unit  -For today though it will be a formative assessment to see how the students are doing |
| **6** | GLO: 3.1  SLO: 3.1.4, 3.1.2 | *Students will…*   * Examine the main goods and services of Ukraine * Understand quality of life   LA 1:   * Students will read the textbook and gather information about the main goods and services that come from the Ukraine. * We will talk about what those materials are used for, and what we use here   LA 2:   * Pair and share—students will get together in pairs and discuss what quality of life means, and what things would effect someone’s quality of life * We will have a class discussion about it | | | | Connecting with the world textbook | | Steps to success:  -I will guide the students to the pages that the information is on  -I will buddy the individuals up with others to help with the guidance of the activity | | Running Worksheet (for/ of)  -I will be observing how much help the students need with the activity and place a grade on their running worksheet at the end of the unit  -For today though it will be a formative assessment to see how the students are doing |
| **7** | GLO: 3.1, 3.2  SLO: 3.1.2, 3.2.1 | *Students will…*   * Understand quality of life * Differentiate between what makes us safe, comfortable, healthy and happy * recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them   LA 1:   * Review the definition of quality of life—p.6 in the textbook * Then we will use the textbooks to look for things in Irena (Ukraine child) life that influences her quality of life—making a list of 5 things Irena does in a day * I will write on the board a web of what we need to live, and we will talk about the difference between a need and a want   LA 2:   * Write a letter—students will think about their day, and write a letter and tell Irena what their daily life is like. They are to make sure that they talk about some of the things they do the same and different from Irena. | | | | Connecting with the world textbook  Materials:   * Writing books | | Steps to success:  -I will guide the students with where to find out about Irena  -We will have a class discussion about what a need is and what a want it  -We will do a group activity first about needs and wants and then students will do individual wrote about the similarities and differences in their daily life to Irena’s daily life | | Letter to Irena (of)  -I will be looking for their understanding of a want and need and what influences quality of life |
| **8** | GLO: 3.1, 3.2  SLO’s: 3.1.1, 3.1.2, 3.2.2 | *Students will…*   * Examine how decisions are made in Ukraine * Examine how the leaders are chosen in Ukraine * Examine how the rights, responsibilities and roles of citizens in communities around the world are the same or different than those of Canadian citizens   LA 1:   * Students will read the textbook and find the information and fill in their worksheet   LA 2:   * We will talk about as a class the differences between Canada and Ukraine’s government * ‘Think about it” activity—students will write down why they thing it is important to have a choice when you vote? * We will talk about the term referendum—and introduce that we will have a class referendum next class | | | | Connecting with the world textbook | | Steps to success:  -I will guide the students to the pages that the information is on  -I will check in with the individuals to see how they are doing, but I want to see how they can work individually today so I can gage how they are doing | | Observations (for)  -I will be watching for the understandings of the students with the government information  Running Worksheet (for/ of)  -I will be observing how much help the students need with the activity and place a grade on their running worksheet at the end of the unit  -For today though it will be a formative assessment to see how the students are doing |
| **9** | GLO: 3.1, 3.2  SLO: 3.1.2, 3.2.2 | *Students will…*   * Discover how referendum’s work   LA 1:   * Review what a referendum is * Watch a video on voting and why it is important to keep your vote a secret * The secret ballot is a voting method in which a voter's choices in an election or a referendum are anonymous, forestalling attempts to influence the voter by intimidation and potential vote buying.   LA 2:   * Students will break into groups and come up with a important yes or no question to make about the class * We will then have a class vote on the question * Depending on the question we can make that change to the classroom environment (I will make this decision) | | | | Connecting with the world textbook  https://www.youtube  .com/watch?v=siJ7n\_aLsto  Materials:   * Referendum box * Computer * Smart board | | Steps to success:  -Break down the steps for the groups discussion on what their question should be  -Break up the groups based on abilities so that the individuals in the group get the best out of it | | Activity (for)  -Voting day will be a fun activity to demonstrate to the kids what it means to vote and make decisions |
| **10** | GLO: 3.1, 3.2  SLO: 3.1.2, 3.2.2 | *Students will…*   * Complete their google slides based on the government and goods and services information   LA 1:   * Students will have the opportunity to complete their goods and services slide * Along with their government slide * They may fill in any information that they have missed in the past classes | | | | Google Slides  Materials:   * 21 computers | | Steps to success:  -Give students the steps to the google slides again  -Make sure their understanding of the task is aligned with my expectations | | Google Slides (for/ of)  -The students will complete their google slide for the goods and government |
| **11** | GLO: 3.1  SLO: 3.1.2 | *Students will…*   * Research cultural music and dances that Ukrainians take part in   LA 1:   * I will demonstrate how to find videos of Ukrainian dances and music and how to implement the videos into the google slides   LA 2:   * Students will look up videos on the computer of Ukrainian music and dances and implement into their google slides | | | | Materials:   * 21 computers * Smart board * Computer * YouTube | | Steps to success:  -I will guide the students through my putting a video into my slides and then the students will do it after me  -I will have those students who feel confident in their computer abilities to help out someone in the classroom | | Google Slides (for/ of)  -The students will complete their google slide for cultural music and dances |
| **12** | GLO: 3.1  SLO: 3.1.2 | *Students will…*   * Research cultural music and dances that Ukrainians take part in   LA 1:   * I will review how to input videos into their slides   LA 2:   * Students will look up videos on the computer of Ukrainian music and dances and implement into their google slides | | | | Materials:   * 21 computers * Smart board * Computer * YouTube | | Steps to success:  -I will guide the students through my putting a video into my slides and then the students will do it after me  -I will have those students who feel confident in their computer abilities to help out someone in the classroom | | Google Slides (for/ of)  -The students will complete their google slide for cultural music and dances |
| **13/14/**  **15?** | GLOL 3.1,3.2  SLO:  3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.2.1, 3.2.2, | *Students will…*   * Research an international organization in relation to Ukraine’s quality of life   LA 1:   * I will read “For Our World” as a lead into the lesson of the day   LA 2:   * Students will research an international organization and find on that would help Ukraine based on what they have learned about Ukraine * I will give the students some places to start and some ideas that they could look up, but I do want this to be a wrap up project for the unit so my guidance will be tracked and recorded, and reflected in the students mark of the project | | | | Connecting with the world textbook  Materials:   * 21 computers * 21 textbooks * Ukraine library books * International organization books | | Steps to success:  -I will put students in groups to ensure the best productivity  -I will break down the activity into steps so that the students have a direction of exploration  -I will let the students know what I am looking for  -I will give the students some places to start their looking and give an example of what I want to see | | International Organization Project (of)  -Students will work in groups and find an international organization and has helped or could help the country of Ukraine  -The students are to base their research on the information that has been gained over the past 12 lessons on Ukraine, thinking about what type of things would help their quality of life |