

Fulbright TGC UbD Unit Plan Template

Prepared by: Todd Flory

School/Location: Wheatland Elementary School

Subject: Social Studies and ELA

Grade: 4th grade

Unit Title: Global Goals Genius Hour

Time Needed: 8 - 9 weeks

Unit Summary:

My unit plan is a research and action project focusing on the United Nations Sustainable Development Goals. Students will become familiarized with the United Nations and the SDGs through an introduction video, class discussion, and overview of the SDGs. We will talk about how we see some of them reflected in our own community and state. My class will then connect with classes in India and Belgium for a cultural exchange and share about local issues that each country may have in common and connect with with the SDGs. This connects with the domain of communicating across differences. Students will then choose an SDG to focus on and develop a research question involving that SDG. Then, students will research that question and the corresponding SDG, and create something that demonstrates their learned knowledge on the issue. This aspect connects with investigating the world. Additionally, students will share their knowledge of the issue and question with a presentation to the class. We will also connect and videoconference with another class to share our learning, as well. Finally, students will write persuasive/opinion letters to various elected officials of their choice to share their knowledge of their SDG-related issue and research question.

STAGE 1: Desired Results

ESTABLISHED GOALS:

Students will learn about the United Nations Sustainable Development Goals and develop a question related to one of the global goals to research. Upon

Transfer

Students will be able to independently use their learning to:

Share about their global goal topic as a problem/solution and advocate to others for positive change.

completed research, students will create an informative presentation about their chosen global goal and question, and present to an audience. Using their knowledge of their global goal, students will then write opinion/persuasive letters to local, state, or national elected officials about their global goal topic. GLOBAL COMPETENCY: The three domains in this unit will be investigating the world, communicating across differences, and taking action. TECHNOLOGY USED: • Zoom/Skype/Google Hangouts • Chromebooks • Google for Education apps • Various online tools/apps, such as Canva, Buncee, Padlet, Book Creator, etc. RESOURCES: • UN SDGs online resources: World's Largest Lesson, Intro Videos • Chromebooks • Paper and other hands-on		
	Meaning	
	UNDERSTANDINGS Students will understand that: • The United Nations Sustainable Development Goals are a set of global goals for improving the world. • Issues related to the UN SDGs affect both local and global communities. • They can advocate for solutions to the problems outlined in these goals.	ESSENTIAL QUESTIONS: • What are the United Nations Sustainable Development Goals? • What is a local and/or global issue that is presenting a problem to our community? • What is a possible solution to this problem? • How can I use my knowledge to share about or advocate for this issue?
	Acquisition	
	Students will know (content): • What the United Nations Sustainable Development Goals are. • There are local and global problems and issues related to the UN SDGs. • Begin to explore why and how these problems exist and possible solutions. • How citizens can speak out and advocate for issues of importance.	Students will be able to (skills): • Conduct web-based research • Create a presentation sharing their knowledge • Speak to an audience • Listen to and evaluate others • Write a persuasive/opinion letter

materials for student creation ● Webcam / speakers ● Various books / articles for research: Research link		
Stage 2 - Evidence		
Formative Assessments ● Developing a researchable question ● Researching a topic related to the SDGs ● Exit slip on rights and responsibilities of citizens	Evaluation Criteria (Learning target or Student Will Be Able To) ● Engage in evidence-based research ● Demonstrate knowledge of rights and responsibilities of citizens ● Participate and cooperate effectively with others	
Summative Assessments ● Presentation/creation of topic ● Delivery of presentation/creation ● Letter to elected official	Evaluation Criteria (Learning target or Student Will Be Able To) ● Present effectively to an audience ● Demonstrate knowledge of global goal and basic understanding of an issue ● Effectively write and communicate letter sharing facts and an understanding of their global goals issue and stating a purpose or opinion statement	
Stage 3 - Learning Plan		

Summary of Key Learning Events and Instruction

1. Students will learn about the United Nations Sustainable Development Goals. (2 weeks)
 - A.) Discussion on United Nations Sustainable Development Goals - watch [intro video](#) and talk about the 17 goals.
 - B.) Students write on notecard a brainstorm problem/solution in their local or global community.
 - C.) Connect with class in India to discuss similarities and differences in cultures, school, countries. Connect with Goal 4 Quality Education.
 - D.) Connect with class in Belgium for cultural exchange and discuss any local and global issues each class sees in their communities.
2. Students will do a Genius Hour project on the U.N. Sustainable Development Goals. (7 weeks)
 - A.) Students will develop a researchable question on an issue related to a U.N. SDG. (1 week)
 - B.) Research question and topic. [Lesson](#) on digital literacy and evaluating information sources online. (2 weeks)
 - C.) Create a presentation - digitally or hands-on - that displays knowledge of topic/question and addresses it as a problem/solution. (2 weeks)
 - D.) Present presentation to class, sharing knowledge of the issue. Also, sharing knowledge with a wider audience outside our class, with either a shared Google Slide or Padlet or a live connection with another class - either partner class with India or Belgium or another class. (2 weeks)
3. In Social Studies, students will be learning about [Citizenship](#) and the U.S. Constitution and [Bill of Rights](#) and [Branches of Government](#). (5 weeks concurrently with Genius Hour project)
 - A.) Learning about what is a Citizen and the Rights and Responsibilities of Citizens. (1 week)
 - B.) Connecting Citizenship to the U.N. SDGs. (1 week)
 - C.) Learning about the U.S. Constitution and 3 Branches of Government. (3 weeks)
4. In writing/ELA, students will be learning about opinion / persuasive writing. (6 weeks concurrently with Social Studies and Genius Hour project).
 - A.) Analyzing and practicing various opinion / persuasive writing prompts and examples. (4 weeks)
 - B.) Students will write an opinion/persuasive letter to a local, state, or national elected official(s), and share their research about their global goal topic and include an opinion and call-to-action statement. (2 weeks)



Lesson Title: Connecting with class in India

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Subject: Social Studies

Materials Needed: notecards, student Chromebooks, webcam/speakers and computer to project

Global Competency: Investigating the World and Communicating Across Differences

Where is the lesson going?
(Learning Target or SWBAT)

Students will discover similarities and differences between Kansas and India and communicate effectively and tie new learning to the SDGs.

Hook:

Students had already done a video message exchange with this class in India, in the style of a Mystery Skype where they had to send clues and guess the location of the other class. So, my students were excited to interact further with this class and ask and answer questions.

Tailored Differentiation:

This activity had a low floor, high ceiling approach, as students could research and

	generate questions at their own level.	
quip:		
Students began by researching the answers to the questions our partner class in India had submitted to us. Students also developed questions that they wanted to learn about India. They did research about things in India, including looking on afsusa.org site and on 360cities.net. Students wrote their questions and answers on a notecard and practiced sharing them with a partner.		
Rethink and revise:		
During the video conference call, my students took turns with the class in India and asked and answered each other's questions. Many of the questions from our partner class had to do with our school system in America and in Kansas.		

<u>Evaluate:</u>		
<u>Assessment:</u> For the students to reflect on the experience, my class did a Think-Pair-Share routine from the Teaching and Learning Lab Discussion Protocols . Then, students wrote down their reflections and previous misconceptions using the strategy Mind Bender . Finally, I facilitated a class discussion on how what we learned connected to the U.N. global goals, especially goal number 4: quality education.		
<u>Notes:</u>		
	<u>Organization:</u>	
