

UNIT PLAN Bundle 2 - Need a fancy name

Stage 1: Identifying Desired Results

Portrait of a Graduate Focus	Interdisciplinary Focus
Courageous Leader Empathetic Collaborator Creative Problem Solver Curious Critical Thinker Global Communicator <Type here>	<Type here> <div>Possible Resources</div> Core Knowledge <ul style="list-style-type: none"> • Culture of Mexico • Canada (section in Explorations of North America) • The Geography of the Americas • Social Studies Weekly Videos - and leveled readers maps, geography basics, <ul style="list-style-type: none"> ◦ User Name: KYteacher ◦ Password: begreat • Epic Collection - Intro to North America

Possible Resources		
US	Mexico	Canada
	Culture of Mexico Pebble Go - Social Studies>> Countries >> Countries in North America>> Mexico BrainPop - Mexico, Pueblo, Maya Intro to Mexico Epic Collection	Canada Pebble Go - Social Studies>> Countries >> Countries in North America>> Canada BrainPop - Iroquois Intro to Canada - Epic Collection Discovery Ed - in classlink Atlas Canada Interactive Map (not sure if it works on the

		iPad) – direct link may not work Canada's Economic System – collection of images & video segments (discovery Ed in classlink) Geography of Canada – collection on Discovery
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Standards	
Priority Standards	Supporting Standards
STANDARDS TO BE ASSESSED 2.I.Q.1 Ask compelling questions about communities found in North America. 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America. 2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities. 2.E.MI.2 Describe how people are both producers and consumers. 2.E.IC.1 Categorize different limited resources as renewable and non-renewable resources. 2.G.GR.1 Examine geographic features of places in North America, using a variety of geographic data, including maps, photos and other geographic tools. 2.G.HI.1 Compare the ways various cultural groups connect and interact within North America. 2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky. 2.G.MM.1 Explain patterns of human settlement in North America.	OTHER STANDARDS COVERED <Type here> Writing? Reading?

Stage 2: Evidence and Assessment

Desired Results	
ESTABLISHED GOALS & Compelling Question Students will be able to answer	Transfer
	<i>Students will be able to use their understanding to:</i>

the question: What would life be like if we lived in a different country?	Compare life in North America– Mexico, US, Canada	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are three countries in North America • Each country has different civic ideals • Each country has their own culture • Countries have their own products 	<p>Supporting QUESTIONS</p> <ul style="list-style-type: none"> • How do governments compare in North America? • How do the products that people produce and consume compare in North America? • What are the renewable and nonrenewable resources in North America? • What are the key geographical features of different countries in North America? • Why do people choose to live where they do? (cities vs agricultural areas) • How do people in North America interact?
	Acquisition	
	<p><i>Students will know...</i> about life today in the United States, Canada and Mexico</p>	<p><i>Students will be skilled at...</i> Using sources to find information, exploring maps, comparing countries</p>

Evidence
<p>As you plan evidence, consider GRASPS</p> <p>G: goals from real world understanding of other cultures and the ways countries are similar and different</p> <p>R: authentic, real-world roles for students to practice</p> <p>A: Audience for the final product Could class maps be displayed somewhere? Collages could be shared with parents on Seesaw?</p> <p>S: Situations involving real-world inquiry, inventions, problems etc Super 3 - learning about life in other countries</p> <p>P: products or performances resulting from culmination of study</p> <p>S: Standards for evaluation Use of Social Studies standards - I wonder if a checklist would be helpful?</p>

Evaluative Criteria	Assessment Evidence
<p>Students will be able to answer the compelling question using at least one piece of evidence from civics, geography, economics and history (too much?)</p> <p>Answering the compelling question could be audio recording on Seesaw? Flipgrid? <i>Fill in the blank type paragraph structure (kind of like guided notes)?</i></p> <p><i>If I lived in _____ I would see _____ I would learn about _____ my country would produce _____ my government would be _____</i></p> <p>This might be better for differentiation - not sure it's a real assessment of learning...</p>	<p>PERFORMANCE TASKS click for samples</p> <p><u>Class Maps</u> with curated visual facts</p> <p><u>Personal Country Collages?</u> (If I lived in Canada I would...)...sample -could be used as a formative assessment</p>
<p><Type here></p>	<p>OTHER EVIDENCE</p> <p><u>Class Chart comparing countries</u></p> <p>Civics - Economics - Geography - History - basics learned</p> <p>Under civics they would list out all the things they learned about government, economics would be renewable/non-renewable sources, producer/consumer info, Geography- key geographic features</p> <p>History - cultural groups, connections, facts</p>

Stage 3: Planning Learning Experiences

Learning Plan

Instructional Strategies Resources - [Click Here](#)
WHERE TO - answer questions

W = How will you help your students to know <i>where</i> they are headed, <i>why</i> they are going there, and <i>what ways</i> they will be evaluated along the way?	Keep track of big ideas and information on Maps? Map of Canada Map of Mexico Map of USA Map of US and territories
H = How will you <i>hook</i> and engage students' interest and enthusiasm through thought-provoking experiences at the beginning of each instructional episode?	Read: Dear Primo and think about what it would be like to live in a different country - how would it be the same and different?
E = What <i>experiences</i> will you provide to help students make their understandings real and to <i>equip</i> all learners for success throughout your unit or course?	As a class, students will annotate large maps of the countries they are learning about Explore Nearpod VR trips for US , Canada , Mexico What do you see, think, wonder? What did you learn? Students will work in small groups to explore collections of resources - possibly in a blended learning/center kind of format
R = How will you cause students to <i>reflect</i> , <i>revisit</i> , <i>revise</i> , and <i>rethink</i> ?	
E = How will students <i>express</i> their understandings and engage in meaningful <i>self-evaluation</i> ?	Students could make a Country Collage for each country with key things they find interesting about civics, history, economics, geography

<p>T = How will you <i>tailor</i> (differentiate) your instruction to address the unique strengths and needs of every learner?</p>	<p>Guided notes?</p>
<p>O = How will you <i>organize</i> learning experiences so that students move from teacher-guided and concrete activities to independent applications that emphasize growing conceptual understandings?</p>	<p>Braindump - ideas</p> <p>Begin work as a class to <u>model how to use resources</u> – the class will do “shared research” and record strictly shared observations</p> <p><u>Whole class station rotation</u> with choice of resources inside each “station”– the whole class at once explores different resources (print books, ebooks, brainpop etc) and has choice within each category then discusses and records shared observations on class chart:</p> <p>Rotation 1: Nearpod at own pace Rotation 2: Brainpop or PebbleGo Rotation 3: Epic Books and Print books</p> <p><u>Station Rotation</u> – Use learning centers with different activities/resources to explore Teacher is a station to check in on understanding? – come back as a class to share learning and record in class chart</p>
<p>Additional Notes:</p>	

Tentative Calendar
<p>Summary of Key Learning Events and Instruction - CALENDAR</p> <p>Draft/Brainstorm</p> <p>Do students need a mini lesson on producers/consumers and renewable/non-renewable resources?</p>

Day 1 – Read the Book Dear Primo and talk about what it might be like to have family in a different country, introduce the question: “What would it be like to live in a different country?” – have students brainstorm questions they would need to know the answers to

Day 2-3? Overview of maps and all three countries. What might you see if you traveled from the United States to Canada? What can you discover in Mexico? – Core Knowledge [Geography of the Americas](#)

Civics – Economics – Geography – History – basics learned – chart? Under civics they would list out all the things they learned about government, economics would be renewable/non-renewable sources

Days ? – What is it like to live in the USA?– look at the map of states and territories, explore Nearpod, collections of books (PebbleGo, Epic, BrainPop) – consider: what products are made in the US? What are the renewable and nonrenewable resources here? What is the government like? What are the biggest cities? Where do people mostly live? ([Population Density – USA](#)) – add interesting details to the printed out map of the US

Formative Assessment: Create a piccollage

Days? What is it like to live in Canada? Look at maps of provinces, explore Nearpod etc... consider: what products are made in the US? What are the renewable and nonrenewable resources here? What is the government like? What are the biggest cities? Where do people mostly live? ([Population Density Map Canada – 2018](#)) – add interesting details to the printed out map of Canada

Formative Assessment: Create a piccollage

Days? What is it like to live in Mexico? Look at the map of states – explore Nearpod etc... consider: what products are made in the US? What are the renewable and nonrenewable resources here? What is the government like? What are the biggest cities? Where do people mostly live? ([Population Density Map Mexico – 2000](#)) – add interesting details to the printed out map of Mexico

Formative Assessment: Create a piccollage

Students answer the question

What would life be like if we lived in a different country? – criteria – they should be able to talk about something from civics, geography, economics and culture/history

Sample Vocabulary List

Key vocabulary – brainstorm:

- Producer
- Consumer
- Civics
- Government
- Democracy
- Prime Minister
- Capitol
- State
- Province
- Renewable Source
- Non-renewable source
- Producers
- Consumers
- Economics
- Map terms?
- Population Density
- borders

Sample Personal Country Collage



Reflection 3-2-1

Reflection 3-2-1		
Three things that worked well	Two things I would change	One question to explore further
<Type here>	<Type here>	<Type here>