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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/**  **Assessment Date** | **Key Vocabulary** |
| **Unit 1a – Needs and Wants:**  Entire Unit 1 Timeline (3 sections in Unit 1) - August 29- November 22  (12 weeks)  **Unit 1B** – **Children’s Rights and Responsibilities (according to the United Nations Convention on the Rights of the Child – UNCRC)**  **Unit 1C – Community Helpers** | **Individuals have rights and responsibilities as global citizens.** | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events  Ask questions, make inferences, and draw conclusions about the content and features of different types of sources  Make value judgments about events, decisions, or actions, and suggest lessons that can be learned (ethical judgement) | **Students will gain an understanding of how people’s needs and wants are met in communities** (psychological and physical needs and wants; different needs and wants depending on the climate; type of community, etc.)  **Students will gain an understanding of their rights and responsibilities regionally and globally** (children’s rights/human rights; responsibility to the environment; connections between students’ communities and communities around the world)  Students will gain an understanding of the **roles and responsibilities of regional governments** | **Rules and Expectations:**  Rules and expectations in different contexts (creating a **classroom promise** where all students sign to be accountable for their actions throughout the year).  **Brief overview to discuss the difference between “needs” and “wants” (needs will be taught in much more detail when discussing how needs and rights intertwine):**  -picture-based sorting activities to show the difference between needs and wants  -community circles  -**island activity** (i.e. “If you and your team were stranded on a deserted island and could only take 5 things with you, what would they be and why?”)  -**stand up/sit down games** to decide if children think something is a need or a want  ---------------------  **RIGHTS AND RESPONSIBILITIES**  ***\*Each week/lesson depending on your students will focus on a particular children’s right in detail. Lessons should connect to the broader context of needs/wants and how rights and responsibilities are respected and represented differently based on cultural, geographical, and familial contexts.***  **Introduce the universality of basic survival needs** and explore the experiences of children living in different cultural contexts.  Tell students that they are going to think about **important things that all children need to stay alive and grow up well.**  Invite ideas about what some of these “things” may be through a **popcorn style strategy** (students will  say ideas without having to raise their hand and the facilitator will write down as many of those ideas as  possible on either an anchor chart or the whiteboard – **potential student responses - water, clothes, shelter,**  **food, family, etc.)**  **“Feely Bag”** – (bag with different kinds of needs and wants in it – i.e. candy, toy home, soda, water, etc.) -  Invite children to feel the contents, describe  what it feels like, and guess what it might be.  Take the object out of the bag and discuss what it is. What important thing does it make you think of? Is it  important for all children?  Show corresponding photograph(s) and talk about different ways that children experience this important  thing in their lives (refer to power-point for numbered photographs that relate to water, home, family, etc.)  **GENERAL RIGHTS**  Introduce the term **“rights”** and explain how all children have rights according the **United Nations Convention on the Rights of the Child (UNCRC)**.  Read the book called **“For Every Child,” by Caroline Castle** and have children draw the right that is most important to them and explain why. (i.e. The right to clean water is important because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).  **RIGHT (Family)** - Talk about different family groupings, explaining that families can be small or big, and that sometimes  children cannot be with their own parents for various reasons, and then they need other people to be their  family (i.e. aunt, uncle, grandma, grandpa).  **RIGHT (Home):**  Introduce the idea of the right to a home through Brain Pop Jr. Homes are made differently based on where you live (i.e. stick homes, mud homes, apartments, brick homes, boat homes, etc.)  Students will **construct their own unique world-based home** and have a variety of different materials at their disposal to use  to build their shelter (i.e. construction paper, paper bags, popsicle sticks, cardboard, etc.). Go over the rules  of using art supplies as a class prior to use. \*Gallery Walk  **RIGHT**  **(Clean Water):**  Preview of the Kids in Other Countries Video (James in the Philippines)  *Why is clean water important?*  *What are the barriers for children in terms of access to clean water (anticipated student responses: location, finances, etc.)*  -**Water Walk** around -the School  **Writing:** Have students write a minimum of 3 reasons why water is essential for survival. *(Clean water is important because....Without water, we cannot...)*  **RIGHT**  **(Healthy Food):** Talk about the right for children to have access to healthy food and the differences in food eaten around the world, emphasizing that often it is the way food is cooked  that is different. People have different tastes and like their food prepared in different ways. For example  How many of your students like Arabic, American, Chinese, Greek, Indian or Italian food?  -Record responses  on a **class bar graph** and compare and contrast.  -Talk about the wide **choice of food available to them.** *What would they do if they had no choice of food?*  **-Shared Reading** - read quotes from children around the world and talk about similarities and differences.  Students can locate the places the food and children  come from on the globe or a world map. If possible, let children examine, smell, taste, etc. these less  familiar foods, and discuss reactions.  **RIGHT (Play):**  Discuss with students that they have the right to play.  Favourite toys (writing activity)  Home-made toys (toys made from natural objects)  Linda from Malawi (Kids in Other Countries video)  Children’s Play Around the World Reading (First Step to Rights PDF – page 46)  ***\*Additional rights can be taught using the First Step to Rights PDF booklet as a guide (i.e. right to education, right to language, etc.)***  **--------------------------**  -Students will learn about a variety of different community helpers (the attire, tools, and specified duties of each helper)  -Students will orally speak about which community helper they would like to be when they grow up and why (presentation) | **Resources Located in the Grade 2 (Term 1) Social Studies Google Drive Folder** (worksheets, PDF documents, printables, etc.)  **UNICEF – First Step to Rights PDF Document** (Critical Document that discusses step by step the different rights of children according to the UNCRC and how to teach them in interactive ways)  **Children’s Rights Power-point**  **Needs and Wants Worksheets (differentiated)**  **UNICEF Theme-Based Lesson Plans**  **Links to Websites:**  **Kids in Other Countries** (videos of children living in different parts of the world) – relates to the right to play, clean water, family, religion, etc.  [www.kidsinothercounries.org](http://www.kidsinothercounries.org) (needs to be prefaced in advanced)  **Brain Pop Jr. Social Studies** username: hubsqatar password: hubs123) – videos and activities on rights and responsibilities, different homes, etc.  **Picture Books:**  ***For Every Child,*** by Caroline Castle - Ms. Nabeela  (general rights)  ***The Family Book,*** by Todd Parr (Lower Level Library)  ***Houses Around the World***  (Lower Level Library)  ***Can You Say Peace,*** by Karen Katz  (right to speak your own language) – Ms. Nabeela  ***Four Feet, Two Sandals***  (right to water, education) (Lower Level Library)  ***Dreams of Freedom*** (UNICEF book) – Ms. Nabeela  -Community Helpers Power-point | **Diagnostic:**  KWL Chart  Popcorn Strategy  Thumbs Up/Thumbs Down Strategy  Community Circles  **Formative:**  -Needs vs. Wants Differentiated Sorting Activities  -Rights and Responsibilities Sort  -Gallery Walk (construction of different shelters)  -Writing Responses for why a particular right is important (Exit Slips)  -Children’s Rights Art Quilt (children choose one right out of the fifty-four and draw a picture to represent that right)  **Summative:**  ***Children’s Rights Presentation –*** becoming an “expert on one right.” Students work in small groups, choose a right that is of interest to them and create a presentation based on their right (rubric in the Grade 2 Term 1 folder). | Rights  Responsibility  Needs  Wants  Family  Clean Water  Healthy Food  Home/Shelter  Education  Language  Poverty  Equity/Equality |
| **Unit 2a – Countries, Continents and Oceans:**  November 25-December 20  (4 weeks)  \*Qatar  National Week celebrations December 3-9  **Unit 2b – Country Study:**  **(\*class choice of country)**  January 6-31  (4 weeks)  \*International days: January16 and 17 | **Canada is made up of many diverse regions and communities.** | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)  Explain why people, events, or places are significant to various individuals and groups (significance) | Students will gain an understanding of **diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture**  Students will gain an understanding of **diverse features of the environment in other parts of Canada and the world**  Students will gain an understanding of **relationships between people and the environment in different communities** | **Introduction to Continents:**  -pass an inflatable globe around a community circle. Explain that our Earth is made up of 7 continents. Continents are large pieces of land that people, animals, and trees live on. Create a spiral on the whiteboard or using the projector to explain how inside continents are countries and inside countries are cities, towns, and communities  **Continents Poem:**  *We’ve got the whole globe in our hands.*  *We’ve got the whole globe in our hands.*  *We’ve got the whole globe in our hands.*  *We’ve got North and South America in our hands.*  *We’ve got Europe, Asia, Africa, in our hands.*  *We’ve got Australia and Antarctica in our hands.*  *We’ve got the whole globe in our hands.*  **Continent Facts:**  -Explain the difference between a FACT and an OPINION  - Stand up/sit down game to learn about continent facts  a) There are 7 continents in the world - FACT  b) Africa is a beautiful continent – OPINION  c) South America is the wettest continent – FACT  d) Qatar is located in the continent of Asia – FACT  e) Europe has beautiful places – OPINION  f) The coldest continent in the world is Antarctica – FACT  **Continent Games:**  -Pin the Tail on the Continent (adaptation of pin the tail on the donkey) – explanation of game in lesson plan (Grade 2 – Term 2 Folder)  -Map Drive  -Run to the Continent  -Continents Cut and Glue  **Qatar Study (National Day)**  -do a country study of students’ current country of residence – QATAR  -through interactive activities, explain the food, religion, traditional attire and games, leaders, etc.  -talk about the climate, the landforms, the national animal and bird (oryx and falcon), etc.  -Focus on the capital city of Doha as well  **International Country Study**  -as a class, democratically decide using student input which international country they would like to learn about and represent on International Day(s) (pull down the world map or showcase on the projector). First pick a continent and then narrow in on a particular region/country.  -Through interactive activities, explain the food, religion, traditional attire and games, leaders, etc.  -talk about the climate, the landforms, the national animals etc.  **PROJECT:** Class performance in the theatre (cultural dance or skit based on the country of choice in addition to rotating to different classes in Grade 2 to learn about the facts and traditions of a particular country) | A    **Brain Pop Jr. Social Studies** username: hubsqatar password: hubs123) – videos and activities on continents, etc.  **SS Unit 2 – Resources Folder on Google Drive** (worksheets, I have who has games, continents card box, continents printable pages, etc.)  **World Map Puzzle** (Lower Level Library)  **Picture Books:**  ***The World Giant Discovery Atlas*** (BIG BOOK) (Lower Level Library)  **The Nystrom Jumbo Atlas** (BIG BOOK) (Lower Level Library) | Continents and Oceans Cut and Paste  Fact and Opinion Games regarding Continents  **Continents and Oceans Quiz** **(Week of December 20)** | World  Globe  Earth  Continent  Country  North America  South America  Africa  Asia  Australia  Antarctica  Ocean (Indian, Atlantic, Pacific, Arctic, etc.)  Equator |
| **Unit 3a –Mapping**  **Entire Unit 3 Timeline:** February 3-May 29 – 16 weeks  **Unit 3B – Earth “Day”**  **\*April 22nd – Earth Day**  **Unit 3C - Landforms**  **Unit 3D – Types of Communities** | **Local actions have global consequences, and global actions have local consequences** | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions  Recognize the causes and consequences of events, decisions, or developments  Sequence objects, images, and events, or explain why some aspects change and others stay the same  Make value judgments about events, decisions, or actions, and suggest lessons that can be learned | Students will gain an understanding of **diverse features of the environment in other parts of Canada and the world**  Students will gain an understanding of **relationships between people and the environment in different communities** | **Mapping and Cardinal Directions:**  -Show students a map and ask them to identify what it is used for (different types of maps – world map, country map, map of a classroom, etc.)  - Using a world map on the projector or on a pull-down world map, teach students about the  cardinal directions (N, E, S, W). Explain the location of continents AND oceans based on these directions.  -Create a compass rose on the classroom floor using making tape and four sheets labeled N, S, E, and W.  -Classroom direction games using actual student bodies  -Classroom Compass and Town Map Activities  -----------------------------  -Students will learn how humans are helping and harming the Earth using the comprehensive Earth Day PDF document as a guide (i.e. True and False activities; Earth day vocabulary – conserve, pollution; Litter Monster story; All About Our Earth Mini book, etc.)  **----------------------------**  **-**Students learn about the types of landforms and how landforms differ based on varied geographical regions (i.e. Qatar vs. Canada)  -Explain how landforms affect the weather, climate, and lifestyle of a community  **Types of Communities (URBAN, RURAL, AND SUBURBAN)**  -Introduce the 3 main types of communities (start with urban and rural and then include suburban after)  -identify the features and characteristics of each type of community using videos, photographs, and personal experiences  -ask students what type of community they currently live in  -Venn Diagram as a class to compare and contrast  *Essential Questions:*  *How do the people in an urban/rural/suburban community get around? Do they drive, walk, or take public*  *transportation? What types of jobs would there be in an urban community/rural community?* | **SS Unit 3 Resources Folder on Google Drive** (cardinal directions worksheets, mapping plans, compass rose, etc.)  **Picture Books:**  *Me on the Map*  Earth Day PDF Document (Google Drive Resources  **All Available in the Google Drives Resources Folder**  Landforms Dictionary  Landforms Vocabulary Power-point  My Book of Landforms  Urban/Rural Comparison Worksheet  Urban-Rural-Suburban Videos | KWL chart on mapping skills  Classroom directions game  Mapping Quiz (Town Map worksheet o Classroom Compass Rose worksheet)  Classroom – **(week of April 1st)**  Mapping Your Class Activity (students create a map of their classroom and where they are in location to everything using a compass, colour-coded legend, etc.) – In-class project  Earth Day Poster (3 ways we as humans can help the Earth)  Earth Day  Helpful/Harmful sorting activity (independent)  **(Earth Day Unit to be completed by the end of April)**  Landforms Quiz  Landforms and Bodies of Water (Cut and Paste)  **(Week of May 9th – tentative timeline)**  -Urban and Rural Comparison Sheet (Quiz)  Urban/Rural/  Suburban Diorama  **(By the week of May 29th, both should be completed – quiz and diaroma should be completed)** | Cardinal Directions  North  East  South  West  Map  Map Key  Compass Rose  Symbols  Legend  Earth  planet  conserve  pollution  environment  protect  habitat  reduce  reuse  recycle  Landforms  River  Valley  Plain  Plateau  Urban  Rural  Suburban  Community  Needs  Wants  Goods  Services  City  Town  Village |