|  |  |  |  |
| --- | --- | --- | --- |
| **Understanding by Design Unit Plan Template** | | | |
| **Teacher: Laneise Scharback** | **Subject: Interdisciplinary** | | **Grade: 6/7** |
| **Unit Title: Why are Relationships Important?** | | | |
| **Time Frame: March 8th- March 29th** | | | |
| **STAGE ONE: IDENTIFY THE DESIRED RESULTS** | | | |
| **Outcomes Addressed in the Unit**  **SK curriculum outcomes can be copied and pasted, focuses highlighted.** | | | |
| **Essential Question: “Why are Relationships Important?”**  **English Language Arts**  CC6.2- Select and use appropriate strategies to construct meaning before (eg., Considering what they know and what they need to know about a topic), during (eg., making connections to prior knowledge and experiences) and after (eg., drawing conclusions) viewing, listening, and reading.  CC7.4- Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.  **Health Education (This unit only includes one action plan for each grades and the other action plans needed to be completed could occur after this unit or implemented if the unit was made larger and included them. Only one action plan is completed due to time restraints)**  AP6.10- Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.  AP7.10-Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality  **Social Studies**  PA6.1- Examine the relationship between an individual's power and authority and the power and authority of others.  **Treaty Education**  TR6- Analyze the concepts, structures, and processes which have been developed for the purpose of treaty implementation | | | |
| **Big Ideas/Enduring Understandings**  **What do you want students to understand and be able to use several years from now?**  **What are the BIG ideas?** | | **Developing Understandings through**  **Essential Questions**  **Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings**. | |
| **CC6.2**   * Students will be able to progress through the stages/phases of the writing process (before, during, after)   **CC7.4**   * Students will understand the conventions of writing and how to use them to convey meaning in their writing   **AP6.10 & AP7.10**   * Students will be able to set achievable goals and implement a six day action plan * Students will be able to reflect on their achievements and make changes in their lives * Students will understand the importance of personal commitment * Students will assess how their action plans carried out during and after implementation   **PA6.1**   * Students will be able to define the differences between force, authority, and influence * Students will be able to understand how one obtains power in certain situations * Students will understand how to reconcile tensions amongst social groups and themselves as individuals   **TR6**   * Students will be able to analyze the concepts, structures, and process that were developed for treaty implementation | | **Guiding Questions:**  **Lesson 1: What different types of relationships exist in my life?**  **Lesson 2: How do we commit to relationships? How do I strengthen the relationships that I already have in my life?**  **Lesson 3: How is a treaty a form of relationship? Why do some relationships become stronger with time?**  **Lessons 4-9: What is the relationship between power and authority?**  **Lessons 10: How do we commit to relationships? How do I strengthen the relationships that I already have in my life?**  **Lessons 11-14: How do we commit to relationships?**  **Lessons 15-18: How is a treaty a form of relationship?** | |
| **Knowledge and Skills (Students will know and do…)**  **What key knowledge and skills will students acquire to develop their understanding of the unit topic?**  **(These may be indicators from the curriculum)** | | | |
| **Knowledge (Students will know…)**  **What key knowledge will students acquire as a result of this unit?** | | **Skills (Students will know how to…)**  **What key skills will students acquire as a result of this unit?** | |
| **CC6.2**   * Students will know the different stages and phases in the creating process * Students will know the importance of creating and revising drafts   **CC7.4**   * Students will know the proper language that demonstrates respect for others and write specific to their audience (teacher) * Students will know the difference between paragraph and multi-paragraph compositions * Students will know what complete sentences look and sound like   **AP6.10**   * Students will know the elements in an actions plan * Students will know the traits of an effective support person   **AP7.10**   * Students will know what design elements are necessary in an action plan * Students will know what supports are needed to implement their action plans * Students will know the criteria used to assess their commitment to personal standards   **PA6.1**   * Students will understand the difference between force, authority, and influence * Students will understand the traits that powerful leaders possess   **TR6**   * Students will know the various structures and processes that have been created in an effort to honour treaties * Students will know what sovereignty means as related to First Nations people | | **CC6.2**   * Students will know how to organize their ideas in templates or using mapping * Students will know how to consult their peers and respond to their feedback * Students will know how to revise their compositions for meaning   **CC7.4**   * Students will know how to use and apply language cues and conventions to convey meaning * Students will know how to write with a specific audience in mind * Students will know how to write multi-paragraph compositions * Students will know how to write complete sentences and use effective punctuation, periods, commas, etc.   **AP6.10**   * Students will know how to determine the relationships they have in their personal lives * Students will know how to describe the elements in an action plan * Students will know how to revise their action plans * Students will know how to set achievable goals   **AP7.10**   * Students will know how to design and implement an action plan successfully * Students will know how to revise their action plans to make the achievable   **PA6.1**   * Students will know how to determine categorize the forms of power * Students will know how to connect the forms of power to their own community. * Students will know how to explain how certain leaders have gained their power in society * Students will know how to deal with competing for power * Students will be able to explain the choices that young people could make to reconcile tensions that are created by power   **TR6**   * Students will know the structures and processes regarding treaty implementation * Students will know how to describe how First Nations people view sovereignty | |
| **STAGE TWO: DESIGN ASSESSMENT EVIDENCE** | | | |

|  |  |
| --- | --- |
| **Assessment Evidence** | |
| **Summative Assessments/Performance Tasks**  **Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.** | |
| **Outcomes/Objectives** | **I PLAN TO HAVE DUOTANGS GIVEN TO EACH STUDENT SO THAT THEY CAN KEEP ALL OF THEIR ASSIGNMENTS FOR ME SEPARATE. THIS MAKES IT EASIER WHEN THEY ARE LOOKING TO HAND STUFF INTO ME.** |
| **CC6.2** | -Personal reflection paragraph/journal response on why Canada’s relationships and treaties with Indigenous people are important (Criteria)  -Reflection Essay describing action plans (Rubric) |
| **CC7.4** | -Personal reflection paragraph/journal response on why Canada’s relationships and treaties with Indigenous people are important (Criteria)  -Reflection Essay describing action plans (Rubric) |
| **AP6.10 & AP7.10** | -Reflection Essay describing how their action plans either met or fell short of expectations (handed in with their peer evaluation sheets and their track sheets) (Rubric) |
| **PA6.1** | -Questionnaire at the end of role play activity  -“What I Learned” column on KWL chart (At least five things) |
| **TR6** | -Personal reflection paragraph/journal response on why the relationships and treaties between Canada and Indigenous peoples are important (Criteria) |
| **Formative Assessments**  **Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?**  **These help guide instruction and provide feedback to students.** | |
| -Graphic Organizers  -Class discussions after group work  -New words being added to the word wall  -Action plan track sheet  -Posters/chart paper  -Worksheets- ALL worksheets will be printed on coloured paper to distinguish them from other assignments and show importance  -“Jigsaw” activity  -Exit slips  -T-Charts  -Journal responses  -Peer-assessment sheets/peer-editing sheets | |
| **Pre-Assessments**  **Pre-assessments are used to determine what students know and their readiness level to inform instruction.** | |
| -Build a word wall  -Class discussions before the lesson  -KWL chart(s)  -Kahoot (www.kahoot.it) | |
| **STAGE THREE: CREATE THE LEARNING PLAN** | |
| **Instructional Plan**  **The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.** | |
| **EACH DAY THE ESSENTIAL QUESTION IS WRITTEN AT THE TOP OF THE BOARD BEFORE THE LESSON BEGINS\***  **Lesson One (Health) Outcome AP6.10 and AP7.10**  ***Guiding Question: What different types of relationships exist in my life?***   * Build a word wall based on what they already know about relationships. Each student will write at least three words and write them on a piece of paper to be handed in to me. (Pre-assessment) I will then read and write these words on the board at the time and then take a picture. (I can type them out and print them off at home for the following day to set up the word wall bulletin board) * Have a class discussion on what types of personal relationships we have in our lives (Conversation) * Have the students use a graphic organizer to determine ways that they could improve relationships in their lives (ex. Home life, school life, extra-curricular/sports, community, etc.) (Formative) (Product) * Have the students use their graphic organizers to help create and record on a piece of paper one overarching goal incorporating at least one or two of the words on the word wall that will help them to create a plan on how to work on one of the relationships in their lives. Provide an example such as “My goal is to strengthen my personal relationship with my brother” or “My goal is to spend more time with my sister so that we can focus on getting along better.”   ***Adaptive Dimension:*** *Teaching students organizational skills (learning environment), Activate and build on background knowledge (Instruction)****,*** *Class discussion for auditory learners (Product), graphic organizers for visual learners (Product), Various organizers to choose from (Process), Graphic Organizers printed on coloured paper (Process), Provide for student choice (Product), Assist students in short term goals (Process), Timelines/checkpoints for assignments (Process)*  ***Materials:*** *Graphic organizer handouts, white board and markers*  **Lesson Two (Health) Outcome AP6.10 and AP7.10**  ***Guiding Question: How do we commit to relationships? How do I strengthen the relationships I already have in my life?***   * Have a discussion on what an action plan is as a large group (Pre-assessment) (Conversation) * Have a discussion regarding support people and the traits and skills that they need to do to support the students with their individual action plans. The students can record this information in their folders (Conversation) * Provide the students with a sample track sheet that has been completed to show them what kinds of things that they could be doing (Descriptive Feedback) * Provide the students with a track sheet and discuss the expectations of the action plan. Also ask students if there is anything they would like to change or add to the track sheet to make it better for them. (Formative) (Product) * Have the students create smaller daily goals within their large goals and record them on their track sheet * To connect with the essential question, provide each student with a sticky note and have the students answer the question “What did we learn about committing to relationships?” and then hand it in with their name on it. * Provide the students with the weekend to finalize their smaller goals and plan to begin implementation on Wednesday   ***Adaptive Dimension:*** *Provide an advance visual organizer when presenting academic content (Instruction)****,*** *Orally read handouts (track sheet (Process), Track sheets printed on coloured paper (Process), Self-assessment and goal setting strategies (Assessment)*  ***Materials:*** *Track sheet handout (exemplar and blank one), White board and marker, paper for students to note-take, sticky notes*  ***Professional Development Goal:*** *My goal is to become a better timekeeper and work on my time management with the students.*  **Lesson Three - Outcome TR6 Action Plan Begin date**  ***Guiding Question: How is a treaty a form of relationship? Why do some relationships become stronger with time?***   * Watch a video on Treaty implementation (<https://m.youtube.com/watch?v=VhwZQdaPdo0>) * Make a classroom treaty based on the promises that the students think we should maintain in the classroom (write on the board and then type up the treaty for the next day in contract form so that the students can actually sign it) (Conversation)   TAKE THE STUDENTS OUTSIDE:   * Have a class discussion about which treaty land Regina is on, which Indigenous groups reside in Saskatchewan, and where Treaty 4 was actually signed. (Conversation) Have the students stand or sit in a circle. * Provide the students with an exit slip that asks them: What do you think it means to be a Treaty person? (Formative) (Product)   ***Adaptive Dimension:*** *Use a combination of advanced and simple vocabulary during instruction (Instruction), Use visual aids to support instruction (Process)*  ***Materials:*** *Projector for video, chart paper, markers, exit slip, info on treaties (handout for me)*  **Lesson Four- Outcome PA6.1**  ***Guiding Question: What is the relationship between power and authority?***   * Have a class discussion on the definitions of power, force, authority, and influence (Conversation) * Provide the students with KWL charts that outline what they already know about the three forms of power (force, authority, and influence), what they want to know, and we will fill out the last column toward the end of my three week block (Pre-assessment) * Split the students into small groups and have them brainstorm examples of each type of power that they have seen, experienced, or choose to research. (Formative) (Product)   ***Adaptive Dimension:*** *Activate and build on background knowledge or experience for students (Instruction)****,*** *Open-Ended questions (Product), Flexible Groupings (Environment), Use of manipulatives (Process)*  ***Materials:*** *KWL charts, Chart paper/Poster paper, markers*  **Lesson Five - Outcome PA6.1**  ***Guiding Question: What is the relationship between power and authority?***   * Hook: Video on municipal, provincial, and national levels of government (https://www.youtube.com/watch?v=AVE3OsR5W-0) * Provide the students with a handout describing the differences between local, provincial, and national government and then go through the handout with the students. Do “popcorn reading” with the students. Ask students to take turns reading out paragraphs from the handout(s). * Provide each student with a graphic organizer and have them brainstorm the traits that leaders would need to have (Formative) (Product) * Provide the students with an exit slip asking, “Can power exist without authority? Is there a relationship between having power and having authority? What do you think?”   ***Adaptive Dimension:*** *Providing a copy of notes to students when presenting (Instruction), Activate and build on background knowledge (Instruction)****,*** *Advanced resource materials (notes) (Content), Provide graphic organizers (Process)*  ***Materials:*** *Copy of notes for each student, graphic organizer handouts*  **Lesson Six - Outcome PA6.1**  ***Guiding Question: What is the relationship between power and authority?***   * Address any questions that students may have regarding their action plans (Conversation) * Have a class discussion on the specific people that fill positions in local, provincial, and national levels of power (ex. Mayor of Regina, Premier of Saskatchewan (Scott Moe), and Prime Minister Justin Trudeau (Conversation) (I will write the student responses on the board) * Split the class into three groups (one to represent municipal representatives, one for provincial, and one for national) and have them research/become experts on how these individuals use their authority. The students will record their findings on poster board (Orange- Municipal, Blue- Provincial, Green- National). The posters will be laminated. (Formative) (Product) * The posters will include the information that they have already completed for their regular social studies teacher. They should not have to do much extra research. * The poster should include a title of the level of government at the top. The name of the leader representing that level underneath the title. Words to describe the traits of the leader. What specific things that level of government has control over. The poster should also have pictures to add creativity and uniqueness. * Ask the students, “What are three things that you learned about government power? Do the people of Canada have a relationship with the government? Why do you think that?” (We did not get to this due to time constraints)   ***Adaptive Dimension:*** *Activate and build on prior knowledge (Instruction), Enable students to record oral lessons (Instruction)****,*** *Increased opportunity for concept mastery (Process), Flexible Groupings (Environment)*  ***Materials:*** *Posters, markers, laptops with info from one note*  **Lesson Seven - Outcome PA6.1**  ***Guiding Question: What is the relationship between power and authority?***   * Address any questions that students may have regarding their action plans and give them 5 minutes to fill in their track sheets. I will walk around and observe students as they are filling in their sheets (Observation) * Do a Kahoot with the students (we have one-to-one laptops in the classroom) and have a mini-quiz to review topics that we have been discussing. This allows me to observe how many students are retaining the information. (Pre-assessment) (Observation) * Provide the students with 30 minutes to finish up their posters from the previous class. * Open up the PowerPoint from the previous lesson so that students remain aware of the specific poster expectations   ***Adaptive Dimension:*** *Activate and build on prior knowledge (Instruction), Enable students to record oral lessons (Instruction)****,*** *Increased opportunity for concept mastery (Process), Flexible Groupings (Environment)*  ***Materials:*** *Posters, markers, laptops with info from one note*  **Lesson Eight- Outcome PA6.1**  ***Guiding Question: What is the relationship between power and authority?***   * Open up Google slide presentation to review the essential question as well as provide a visual aid. * Have the students describe how certain groups deal with competing claims for power. This will be done as a think-pair-share. * For example, the students may tell me that when bullies are looking to obtain power they use force to build themselves up. The students may also say that when people are running for council, they are going door to door and trying to please as many people as possible so that they gain that power. The students may also describe how protestors walk the streets hoping that it will help them gain the power that they are fighting for. (Conversation) * Do a role-play activity with the students. Provide them each with different scenarios that show power struggle. Give the students 30 minutes to decide how they would perform their skit for the class. * The students can choose their own groups. They will be in groups of three (one group of two) * There will be four different prompts for their skits. The students will tell me which numbered prompt that they want. I will record the names of group members as well as the prompt number that they have chosen. * The skits will be performed the following class.   ***Adaptive Dimension:*** *Use multi-sensory instructional materials to support student comprehension (Kinaesthetic learners) (Instruction), Assess prior knowledge (Assessment), Tactile-Kinaesthetic (Product), Flexible groupings (Environment), Class discussion for auditory learners (Product), Provide student choice (Product)*  ***Materials:***  **Lesson Nine- Outcome PA6.1- Action Plan End date**  ***Guiding Question: What is the relationship between power and authority?***   * Provide the students with 10 minutes to finalize their skits * Have the students present their skits (15 minutes) * Provide them with a questionnaire when they are done. This questionnaire will be for marks. Approximately 4 short answer questions each worth five marks. (Summative) (Product) * Many of the students did not finish their questionnaires, so time will be allotted for them during the following class.   ***Adaptive Dimension:*** *Use multi-sensory instructional materials to support student comprehension (Kinaesthetic learners) (Instruction), Assess prior knowledge (Assessment), Tactile-Kinaesthetic (Product), Flexible groupings (Environment),*  ***Materials:*** *Questionnaire, pens or pencils*  ***Professional Development Goal:***  **Lesson Ten - Outcome PA6.1 and TR6**  ***Guiding Question: What is the relationship between power and authority? How is a treaty a form of relationship?***   * Provide the students with time to finish their skit questionnaires. * Do a ‘jigsaw’ activity with the students once they are done their posters and experts. * Have them split into smaller groups of three and share their findings with their peers. They will explain the information on their poster and their reasoning for the pictures drawn. (Groups already created) * I will circulate and observe how the students are working and what their discussions are about (Formative) (Conversation and Observation) * Go back to out KWL Chart and fill in the “What We Learned” column (PA6.1) (Summative) Ask the students to have at least five things on their chart (this is evaluative so that I know whether or not they were retaining new information or not) (Product)   ***Adaptive Dimension:*** *Supplement auditory information with visual cues (Instruction), Clear expectations provided orally and visually (Process), Visual (Product)*  ***Materials:*** *KWL charts, pencils, skit questionnaire handout*  **Lesson Eleven - Outcome AP6.10, AP7.10, CC6.2, CC7.4**  ***Guiding Question: How do we commit to relationships?***   * Action Plans (complete): Have students determine what went well, what did not go well, and what they would do differently if they could and why? * Ask the students what they know about writing multi-paragraph essays before outlining my expectations (Conversation) * Go over how to write the multi-paragraph essay with the student. I made two posters. One about building a paragraph like a house and another comparing writing essays to a cheeseburger.   -Intro describes what is being written about. The next three sentences discuss the topics for the body paragraphs. Then they use a transition sentence to the next paragraph…   * Provide the students with the rubric being used to assess their final products (Summative)   ***Adaptive Dimension:*** *Activate and Build on background knowledge (Instruction), Provide an advance copy of notes (Instruction)****,*** *Advanced resource materials (Content), Use of coloured paper (Process), Use personalized rubrics (Assessment)*  ***Materials:*** *Laptops to access OneNote, Track sheet for Action Plans, Laptops to type on Microsoft Word*  **Lesson Twelve - Outcome CC6.2 and CC7.4**  ***Guiding Question: How do we commit to relationships?***   * Ask the students what they already know about pre-writing (Conversation) * Provide the students with various pre-writing organizers that they could use to organize their action plans into before thoughts, during thoughts, and after thoughts (Product) * Once students have completed their pre-writing, they will need to come and conference with me before beginning their 3-4 paragraph rough drafts (Formative) (Conversation and Observation)   ***Adaptive Dimension:*** *Teach students organization skills (Learning Environment), Check for student understanding (Process), Provide graphic organizers (Process)*  ***Materials:*** *Various Pre-writing organizers, Rubrics for students*  ***Professional Development Goal:***  **Lesson Thirteen - Outcome CC6.2 and CC7.4**  ***Guiding Question: How do we commit to relationships?***   * This is a work period for students to write their rough drafts (reflecting on their action plans) * End the class with a question about commitment. Ask the students, “How have the commitments you have made influenced your writing? Is writing about personal relationships easy or difficult for you? Why? In what ways were the track sheets helpful for you to commit?   ***Adaptive Dimension:*** *Invite students to use portable electronic devices to document (Resources), Give students specific dates for completion (Assessment), Invite students to use dictionaries, Provide and area free of distractions for students (Learning Environment)****,*** *Draft assignments submitted for editing (Process)*  ***Materials:*** *n/a*  **Lesson Fourteen- Outcomes CC6.2 and CC7.4**  ***Guiding Question: How do we commit to relationships?***   * Show the students a video about peer editing and why it is essential (https://www.youtube.com/watch?v=0FqkkW2t1SY) * Once rough drafts are done, the students will need to pair up with a partner and edit/peer-assess each other’s reflection papers. * The students will have a guiding handout that will help them visualize what they are looking while they are assessing (will be handed in). For example, capitals at the beginning of sentences, punctuation errors, grammar errors, incomplete sentences, missing ideas that could be included, etc. (Formative) (Product) * Provide the students with time to fix the edits that their peer gives them and then they will need to print off and hand-in a final copy for grading.   ***Adaptive Dimension:*** *Provide an advance outline (Instruction), Give students specific dates for completion (Assessment)****,*** *Advance organizers (Process), Pair students to check work (Environment)*  ***Materials:*** *Guiding sheet for peer-editors*  ***Professional Development Goal:***  **Lesson Fifteen- Outcome TR6**  ***Guiding Question: How is a treaty a form of relationship?***   * Have the students tell me what they know about the treaty territories. (Pre-assessment) (Conversation) * Provide the students with a blank map of Saskatchewan. I will pull up the map of Saskatchewan that outlines the treaties in Saskatchewan (from online) * Have the students draw and colour their own maps that outline the territory. They can either label the treaties or colour-code them with a legend. (Product) * Spend some time reading information/notes to the students on why the treaties were implemented and what they were supposed to accomplish. Have the students complete an R-V-L handout while I am reading to them.   ***Adaptive Dimension:*** *Activate and Build on background knowledge (Instruction), Provide an advance copy of notes (Instruction)****,*** *Advanced resource materials (Content), Use of coloured paper (Process)*  ***Materials:*** *Handout with blank map of Saskatchewan, Projector to show the treaty territories, pencils, pencil crayons, advanced copy of notes for students (accessible on OneNote)*  **Lesson Sixteen- Outcome TR6**  ***Guiding Question: How is a treaty a form of relationship?***   * Spend some time discussing what it means to be a treaty person (based on the exit slip and write the answers on the board) * Brainstorm as a class, words that come to mind when we talk about sovereignty (these words could be added to the word wall) (Pre-assessment) (Conversation) * Have a large class discussion about what sovereignty means and why it is important (Conversation) * Give the students notes on how the First Nations people view sovereignty * Create a large class Venn-Diagram on chart paper that compares the differences and similarities between the euro-centric view on sovereignty and the First Nations view (Formative) (Product)   ***Adaptive Dimension:*** *Use a combination of advanced and simple vocabulary with students during instruction and conversation (Instruction), Provide advanced copy of notes (Instructions), Use visual aids to support instruction (Charts) (Process)*  ***Materials:*** *Handout with notes for students, chart paper, markers*  ***Professional Development Goal:***  **Lesson Seventeen - Outcome TR6**  ***Guiding Question: How is a treaty a form of relationship? Why do some relationships become stronger with time?***   * Give back the classroom treaty agreements and have the students sign them with their signatures. (Product) * Split the students into small groups and ask them to brainstorm strategies that we can use to make sue that we maintain our classroom treaty. Also ask them to record on chart paper how we will stay accountable for our actions and who is responsible for making sure all promises are kept? Why? (Conversation) * Come together as a large group and let each group discuss what they decided on (Conversation)   ***Adaptive Dimension:*** *Enable students to record oral lessons (Instruction),**Activate and build on background knowledge (Instruction), Complex to abstract (Process), Open-Ended questions (Process), Flexible groupings (Environment)*  ***Materials:*** *Chart paper, markers, Classroom Treaty handouts for signatures*  *Remainder of class:*   * This is a class for the students to edit their final drafts based on their peer revisions and hand them in when they are done along with their track sheet and their rubric for grading (Summative) (Product)   **Lesson Eighteen - Outcomes CC6.2, CC7.4, and TR6**  ***Guiding Question: How is a treaty a form of relationship? How do some relationships become stronger with time?***   * Hand-in day for any assignments that needed extra time for completion * Journal entry brainstorming time: Have the students list various reasons why treaty implementation was important and how it has affected the relationships between Indigenous peoples and other Canadians (Conversation) * Have them describe one or two reasons why the relationships and treaties between Canada and Indigenous peoples are important. This will be done like a journal response that is two paragraphs. (Summative) (Product) * They will be graded (Approaching, Beginning, Meeting, Enriched Understanding) based on their ability to describe their reasoning in detail and make personal connections. Criteria will be written on the board so that students are aware. * Have the students sit in a large circle. Ask each student the same question: “Why do you think relationships are important and how has what you have learned helped you to understand relationships better?” (Give each student one minute to share their answer)   ***Adaptive Dimension:*** *Provide an area free of distractions for students*  ***Differentiated Learning:*** *Journal writing (Product), Independent learning (Process)*  ***Materials:*** *Paper and pencils for students responses (journals)* | |
| **Key Resources** | |
| **Teacher Resources: (Reference Material to Build on Background Knowledge)**  **Lesson 6: Canada’s Government System**  -https://lop.parl.ca/About/Parliament/Education/ourcountryourparliament/TeacherGuide/pdfs/booklet-Section2-e.pdf  **Lesson 8: Treaty Four Information**  - http://www.thecanadianencyclopedia.ca/en/article/treaty-4/  **Lesson 9: Writing Five Paragraph Essays**  - http://thriveingradefive.com/tips-for-teaching-and-grading-five-paragraph-essays/  **Lesson 12: Peer Editing Video**  -https://www.youtube.com/watch?v=0FqkkW2t1SY  **Lessons 7, 13-18:**  Treaty Essential Learnings: We Are All Treaty People **(Sovereignty Information)**  - <http://www.aadnc-aandc.gc.ca/eng/1100100032291/1100100032292> **(Treaties with Aboriginal Peoples in Canada)**  -<http://www.otc.ca/pages/treaty_map.html> **(Map of the Treaties in Saskatchewan)**  -<http://digital.scaa.sk.ca/ourlegacy/exhibit_treaties> **(Treaties: Negotiations and Rights)**  -<http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf> **(Truth and Reconciliation: Calls to Action)**  - <https://m.youtube.com/watch?v=VhwZQdaPdo0> **(As Long as the Sun Shines: Treaties in Saskatchewan)**  **Student Resources: (Books, Websites, Magazines)**  **Lesson 4: KWL Chart Template**  **-** https://www.timvandevall.com/templates/kwl-chart-template/  **Lesson 8: Saskatchewan Map of Province Outline**  **-** https://www.worldatlas.com/webimage/countrys/namerica/province/outline/sk.htm  **Lesson 11: Peer Editing Checklist**  - http://www.readwritethink.org/files/resources/printouts/Editing%20Checklist.pdf | |