**Understanding By Design Unit Template**

| **Title of Unit** | Treaties and Coexistence: Building Harmonious Relationships | **Grade Level** | Grade 2 |
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| **Subjects** | Health Education, Social Studies, Science, Arts Education | **Time Frame** | 4 classes (60-90 minutes each) |
| **Developed By** | Kadie Harris  Emma Gingell  Mariia Selivanova  Kade Aseltine  Brandi Drews | | |
| | **Unit Overview**  In the box below, provide a one to two paragraph overview of your unit. Describe your overall intentions for the mini-unit: What do you want students to take away from the lessons? Briefly explain how the four lessons build on each other in a logical sequence. | | --- | | In this mini-unit students will explore the interconnectedness of humans, animals, and the environment through a multidisciplinary approach. This approach integrates science, health education, social studies, and arts education. The overall intention is for students to develop a deep understanding of respect and harmonious relations between all the living beings and the environment. Students will learn how different cultures view relationships with nature and each other by investigating traditional First Nations and Western European worldviews, as well as arts and cultural traditions. The four lessons are built logically on one another, starting with an examination of the interdependence of humans and animals in various ecosystems in Science class. This will help students to understand the importance of all living beings in maintaining balance and lay the foundation for learning about the importance of respect for one another, animals, other living beings, and the environment in the Health Science class. Students will also discover different ways to show respect and learn that different cultures have their own views on the relationship with animals and nature. In Social Studies class, students will analyze different worldviews on the environment by comparing Indigenous and Western European perspectives. This will allow them to appreciate and respect diverse ways of knowing and relating to nature and one another. Finally, in the Arts Education class, students will identify key features of their community's arts and cultural traditions and explore how these reflect peaceful relationships, especially between Indigenous and non-Indigenous communities.  Throughout the unit, students will connect their learning to treaty principles, focusing on the importance of sharing, cooperation, and living in harmony with one another. They will learn that treaties are agreements between First Nations and non-Indigenous people that create peaceful relationships by sharing land, resources, and responsibilities. Students will discover how treaties build trust and teamwork between different cultures, encouraging respect, and taking care of the land. They will also learn about the special relationship Indigenous peoples have with nature as they see the natural world as something to be cared for and respected, rather than owned or controlled. By exploring treaty values such as mutual respect, cooperation, and caring for nature, students will understand how these agreements still affect relationships today, both between people and the environment. By the end of the unit, students will recognize how treating others with kindness and respect, appreciating different cultures, and taking care of the natural world are important for creating strong and peaceful relationships. | | | | |
| **Stage 1 - Identify Desired Results** | | | |
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| **Learning Outcomes**  Should be identified by designation (e.g., USC 9.1) and written in student friendly language – words that you can share with the students so they know what it is they are trying to achieve. | | | |
| Note: You should include one outcome for each of the four subject areas, as well as one treaty education outcome (which should apply to all four of the lessons).  Science ([AN2.3](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/1502622?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730170800000&X-Blackboard-Signature=vOtTZvZwyYR6Ynbaao1%2FYsegeuuqR40TMAWaLWm8ohs%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Science_2_2011_2020.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjENb%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDGNhLWNlbnRyYWwtMSJIMEYCIQDlBNPnNLk4SYo73C0ctVTGG243jtS7vFuUE34PeRbk%2FwIhANrupjK6lBLMcRAbdzfhOO4GMiME9Q075NDsBn4zpSwhKsYFCE8QBBoMNjM1NTY3OTI0MTgzIgxOU737ps0usv6V6H0qowWcoN6AdHINrnX2qRqwUvAoyNWcLIHJagNbNY8my%2FsJEoS%2BElf5kN7k4yJyjPSHKtWIXZ1n6JJVO7XG%2FAb5N%2BnIDKlroz8lqbgveafCLhroqzTzzN9IjQX7M317qP4Oq%2BkMgh9AKX2h6lz48OZG0rMBE2HN3IZJ%2Br0R6YvshXAMI3Kw237mth4qJg0okS78mq6Myp1J%2FnSRusqGn7nnMEURItQgZfeSAZK440sl%2BZl3tdMWYTBB%2FHFvIqVCOWVdPAb2N91fV4Qh9%2FRIrKCVnEaVkpreuXPAapYpW%2BMiJKc0oKdHwkIOgzzvHxqwuwOUSIy%2BH4vUA%2FbVTZF%2BC0V%2F9W%2BVybedOB3iqARIxxwIkVLAQeEf8QakPHkOU0BNmxCrHG3bhIn91dN6veEsQ2DQju9%2BgXHHy7rOUlMDFICL9xKiw1CfsfEJ8KdvPnvQtZwvl8kVtnoKmqyuPKYjtaC%2FyRZn8%2FeGjZRnEhsOYWH6P%2FkdB5RrR0i9laiTdbaXz36xMHoBIN60%2F4bbCl%2F%2FRtR9jnDX0NnFD8ZNtVnWGUJtOEcY7WjsQOAGKlrjxwWUZJfK3U8Ds6ZC4LvAZweGFAcUI5wJ%2FgPv0fSa3zj%2Fa%2Fn0grjQdi085E6jQ5imi18B5q2QdHHFVx7pXnwW5mIGylNTUWv01ZPGrd4Geke5n7KVG3buBgXAVNbjj1hF0Q11wrAEfFACOHq09RprbtT7eVuq76rbeOV9gZW3e8YcsMsyzNaaJD7eeQweg38qSBzXxKnh3kJQ9amRUzXoQWDFaggPlHEox6mscF3%2FR52Qrjkq%2BeDxLRY1lUQxuR3HIBxV6QgPdhjHt4xY7djwfBalheyyihp%2F%2FFRhxRKeHER%2FOUy6LTvv9SIrh4UJ5tUCDjW%2B%2B5AD2BDP85YwhJSAuQY6sAGYlCqKZhh6I69Xg1OlNgQ61SkJ2npNjr4HpU4MNo7JCu74byqHUJbWQjoGG29vWeU58MxJoLlK%2FegDv8iSDa9JkPTs5ThUlAPh8CoreYKi6gDhrvVKsaFIIpQd7oHpxnLxlG5xo123bZxI6C%2FLumF4nF0pU7QWkNeqxxJb7H0mn24Lozlg3wmMx5EZy%2BxpxLWzT0OorN6vli4gs2deZ%2BHvLFV3eYtCoHhWhTkPiyonhQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241028T210000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLQ6TUAJ6Z%2F20241028%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=1764d9bbba00bf0054f7ab7fba0035e49c8522068d28f38378da5b235938227b)): Assess the interdependence of humans and animals in natural and constructed environments.  Learning outcomes:   * Understand how humans and animals are interconnected in both natural and built environments * Examine the importance and sacredness of animals in First Nations, Métis, and other cultures * Learn about the interconnectedness of all lying organisms and how they interact * Learn how people can help or hurt animals   Health Education ([USC 2.4](https://curriculum.gov.sk.ca/CurriculumOutcomeContent?id=46&oc=76106))**:** Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment   * Understand respectful language like words and tone when talking about “respect” * Discover different ways to show respect like handshake or making an eye contact, and practice to avoid behaviors that exclude others * Learn to be kind and show gratitude to others * Learn how to respect your own and others belongings, like asking before borrowing someone’s things   Social Studies ([R.W 2.2](https://curriculum.gov.sk.ca/CurriculumOutcomeContent?id=165&oc=83490))**:** Analyze various worldviews regarding the natural environment.   * Explore and explain how First Nations people view the relationship between humans and the environment * Describe how traditional Western European beliefs see the connection between people and the environment * Describe how people in their community currently view the relationship between humans and the natural environment * Evaluate different beliefs about how to create balance and harmony between humans and nature   Arts Education ([CH2.1](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/140380?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730170800000&X-Blackboard-Signature=cnseM539pbvoIPI3AM8vMY0vOTQIKJVr0pfrGLa6dJk%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Arts_Education_2_2011.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjENb%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDGNhLWNlbnRyYWwtMSJIMEYCIQDlBNPnNLk4SYo73C0ctVTGG243jtS7vFuUE34PeRbk%2FwIhANrupjK6lBLMcRAbdzfhOO4GMiME9Q075NDsBn4zpSwhKsYFCE8QBBoMNjM1NTY3OTI0MTgzIgxOU737ps0usv6V6H0qowWcoN6AdHINrnX2qRqwUvAoyNWcLIHJagNbNY8my%2FsJEoS%2BElf5kN7k4yJyjPSHKtWIXZ1n6JJVO7XG%2FAb5N%2BnIDKlroz8lqbgveafCLhroqzTzzN9IjQX7M317qP4Oq%2BkMgh9AKX2h6lz48OZG0rMBE2HN3IZJ%2Br0R6YvshXAMI3Kw237mth4qJg0okS78mq6Myp1J%2FnSRusqGn7nnMEURItQgZfeSAZK440sl%2BZl3tdMWYTBB%2FHFvIqVCOWVdPAb2N91fV4Qh9%2FRIrKCVnEaVkpreuXPAapYpW%2BMiJKc0oKdHwkIOgzzvHxqwuwOUSIy%2BH4vUA%2FbVTZF%2BC0V%2F9W%2BVybedOB3iqARIxxwIkVLAQeEf8QakPHkOU0BNmxCrHG3bhIn91dN6veEsQ2DQju9%2BgXHHy7rOUlMDFICL9xKiw1CfsfEJ8KdvPnvQtZwvl8kVtnoKmqyuPKYjtaC%2FyRZn8%2FeGjZRnEhsOYWH6P%2FkdB5RrR0i9laiTdbaXz36xMHoBIN60%2F4bbCl%2F%2FRtR9jnDX0NnFD8ZNtVnWGUJtOEcY7WjsQOAGKlrjxwWUZJfK3U8Ds6ZC4LvAZweGFAcUI5wJ%2FgPv0fSa3zj%2Fa%2Fn0grjQdi085E6jQ5imi18B5q2QdHHFVx7pXnwW5mIGylNTUWv01ZPGrd4Geke5n7KVG3buBgXAVNbjj1hF0Q11wrAEfFACOHq09RprbtT7eVuq76rbeOV9gZW3e8YcsMsyzNaaJD7eeQweg38qSBzXxKnh3kJQ9amRUzXoQWDFaggPlHEox6mscF3%2FR52Qrjkq%2BeDxLRY1lUQxuR3HIBxV6QgPdhjHt4xY7djwfBalheyyihp%2F%2FFRhxRKeHER%2FOUy6LTvv9SIrh4UJ5tUCDjW%2B%2B5AD2BDP85YwhJSAuQY6sAGYlCqKZhh6I69Xg1OlNgQ61SkJ2npNjr4HpU4MNo7JCu74byqHUJbWQjoGG29vWeU58MxJoLlK%2FegDv8iSDa9JkPTs5ThUlAPh8CoreYKi6gDhrvVKsaFIIpQd7oHpxnLxlG5xo123bZxI6C%2FLumF4nF0pU7QWkNeqxxJb7H0mn24Lozlg3wmMx5EZy%2BxpxLWzT0OorN6vli4gs2deZ%2BHvLFV3eYtCoHhWhTkPiyonhQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241028T210000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLQ6TUAJ6Z%2F20241028%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=8c57f3bc4e9553fb6fb401c656263257623982e9b2cf18ba41d438853eee252e))**:** Identify key features of arts and cultural traditions in own community.   * Investigate and identify different arts and cultural traditions in their own community, such as music, dance, and visual arts * Explain why these arts and cultural traditions are important to the community and how they reflect its identity * Recognize harmony in culture through arts and cultural activities * Shows examples of peaceful and harmonious relationships between First Nations and others in their community   Treaty Education Outcome that applies for all four of the lessons ([TR2](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/559829?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730700000000&X-Blackboard-Signature=sfW2NodUFXQlcpABg9lFI9FPLbxdm9M66aPX3lGUGdA%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Treaty%2520Education%2520Outcomes%2520%2526%2520Indicators%2520-%2520Feb%252021%25202013.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjEGgaDGNhLWNlbnRyYWwtMSJHMEUCIGN87osKAiS%2Bmq1m%2F8QwIkfr8mKeubwgQTlyGMVK5UN8AiEAmPEGpmIQP4P59wGYyYMgEx8ksppJr4tSpC5DkLLWjDUq0AUI4f%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FARAEGgw2MzU1Njc5MjQxODMiDLuAdpl4MUujyof%2FyyqkBRA0s3%2B7PUCbTN3wFL3N7UjLsgYM9DM4VaU0TNFgtwm1SzURpYZQtUvSmb4NPOtRg9k52a4gpMSrPlEbAXH5g%2BjcHK118p%2BZwypBT9RWWzMTwmiwNQdvqdPgU%2BzR8T9LjepT7DKaEunYTWEa63HhlCRDzZl7H1kb3zn%2FvIAss7JJaG%2FOExcfFqsaLYIPkYnSoMAYhxovStOcLqtPDFkQKOYk%2Fw0ULGFA9hUvYj3JVcqOeGYe5e%2FlP7fvBYi%2F8cd1u3Fnmn5EAKfEHy32kCRLTAod%2BPvxlOK%2Fbd%2BzbDWoVI8wPuapTqK0NQZMo9a5JYqQnRPU0eeCKrQun%2FeOP1vyIEmlh4qzGFSVPFnz1O04Uk1Iz110xSFz7cJDtvEMorF8oPjUOPqqclhcuMMa%2BlkWPrciFrrogp8lcHn0CXHoqn2ic4vfWXfw0sTbnK%2Fxlq6wSsHHU48O2%2FuxVlt9hFgBt7r0bPQhjGQip6Am8rDTFhPOYf0iEyXD3ybn1iz5Z53Dh1mP9zkI7mLuRGC%2B8RjrGwG7OdttzoKwvq9DrDT4VmKI8pXM6mv%2BA31%2BXUAZj7zMFWqUGolTFU8%2FCjiKYkriNlogTZNL%2FaNirGxPlm4dMjQ3zoJJRbkp6XSD7eIVFORicFaUOj2Un%2FkKVcCuOxCoyMxTpe9%2FnHD0PfWs3vLst3DTDNFCXFDwIaOWeCzRvPRj9ygfBVWn9qv0kTCW0MDXZSslNHlKVm548ugJRrcGv0yusba2uA%2F2bjRh6733KcPkj87BA6YynfBMBffIJ3pjO%2Bwv3qdEzFoE3Btba72k6G0r88OlD06DVs9l3jmKzj9IXps0fQGhvrJA%2BZJ7UfCC4yal938qI5%2FAmlm%2F8zMes6j%2BMMVmgT8gzkg8T6A9D9gCX%2BejwrkwmJSguQY6sQFhgLrbOQNXBL3SszQg%2B3j4IcfIrEtoLEd44ID%2Bpsy6nBUiZYQxnRXY8%2FpfhpYTgdPdteMKTiLrlF1fggJRj2qgFhcSm1uC6nyzGzU3emlkIKWq4KAxvqDC9jn5%2FvEz4vQEgDQj2%2BEfDYIlWBIAUp%2Bvxn6SkSabZnYyO4Pdo44raPJVyH%2FOoy65feWg8JigsHE4QD15V0Mk%2FiHkqhzF8J%2F8uLwZQrH7wsFmSUNKZ7X2%2FCM%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241104T000000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLWXRPQMPN%2F20241104%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=770265eeb188e0c8de435938ea85a26aa7473e8c0efe5631b5a11741d9f7c70e)): Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.   * Explain what peace and harmony mean and give examples of how these values are shown in daily life * Describe how First Nations view sharing land and resources, highlighting community vs. individual ownership * Provide examples of cooperation between First Nations and non-Indigenous communities and discuss their importance * Connect Treaty principles to personal interactions and responsibilities regarding land and resources | | | |
| **Enduring Understandings**  What understandings about the big ideas are desired?(what you want students to understand & be able to use several years from now)  What misunderstandings are predictable? | | **Essential Questions for Deep Understanding**  What provocative questions will foster inquiry into the content?(open-ended questions that stimulate thought and inquiry linked to the content of the enduring understanding) | |
| *Students will understand that...*  All living things, including humans, animals, plants and other living beings, are interconnected, and how we treat animals and nature shows our respect for life and the environment. People can help animals by protecting them and their habitats, or harm them through neglect or exploitation. Students will also understand that different cultures have their own unique views on nature, but many of them use art, music, dance, and traditions to express values like respect, peace, and harmony. Treaties and agreements between people help to create peaceful relationships and coexistence. They ensure that we all live together in a way that honors the Earth, its creatures, and the environment.  *Related misconceptions…*  Some students might think that all cultures are the same, or that humans are not connected to nature. They might believe that respect only means being kind to people, not to animals or the environment. Some may see art as just something to do for fun, or think that treaties and agreements from the past do not matter today. These misconceptions overlook the importance of understanding how everything in nature is connected and how we all need to respect and care for the Earth and each other. | | *Content specific….*  How are humans, animals, and nature connected?  What if animals could no longer live in our world - how would our lives change?  Why is respect important in how we treat people, animals, all living beings, and the environment?  How do Indigenous peoples and other cultures see their relationship with the Earth and animals?  How does art in our community show respect for people and nature?  How do treaties help us all live together in harmony and share the land with all people?  *FNMI, multicultural, cross-curricular…*  What are some animals that are traditional to Indigenous peoples traditions?  Many Indigenous cultures have deep connection to animals and see them as symbols of strength, wisdom, and guidance. The animals that are considered traditional to Indigenous peoples can vary on region and specific Indigenous groups. For example, the turtle is considered a sacred animal in many Indigenous cultures, especially among the Iroquoian-speaking peoples. It symbolizes the creation of the Earth and is referred to as “Turtle Island”. For many Plains tribes, buffalo is a traditional animal as it is a foundation of their way of lifes. It is not only a source of food but it also has a spiritual significance and represents resilience and cycle of life. In some indigenous cultures of the Pacific Northwest, raven is believed to have great power of wisdom and is seen as a creator and a teacher. Those are just a few examples, there are many more animals that hold important spiritual and cultural meaning in Indigenous traditions. | |
| **Knowledge:**  What knowledge will students acquire as a result of this unit? This content knowledge may come from the indicators, or might also address pre-requisite knowledge that students will need for this unit. | | **Skills**  What skills will students acquire as a result of this unit? List the skills and/or behaviours that students will be able to exhibit as a result of their work in this unit. These will come from the indicators. | |
| *Students will know...*   * Humans, animals, and other living beings, and nature are all connected and depend on each other * Respect is important for all living beings * Different cultures see nature in different ways * Art helps to show values like respect, peach, and harmony * Treaties help people coexist peacefully and share the land and resources * We are all treaty people | | *Students will be able to…*   * understand how humans, animals, and nature are interconnected and provide examples * show respect with words and actions * learn how different cultures show respect and see nature * explain what art in their community teaches us about respect and peace * understand what treaties are and how they help people live together in harmony | |

| **Stage 2 – Assessment Evidence** | | |
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| **Summative Assessment**  The summative assessment should take place after the series of four lessons and should assess students on all five (one treaty ed plus four subject area) outcomes/indicators.  The summative assessment should be a performance assessment of some sort, NOT a test. | | |
| **Summative assessment** | | |
| The **P.R.O.C.E.S.S.** framework helps students plan, reflect, and evaluate their poster project in a clear and structured way. It ensures they understand the key goals of the project and can track their progress throughout the process.  ***P*** *– Purpose*  Create a poster that demonstrates the interconnection of humans, animals, land, and resources across multiple subjects.  ***R*** *– Research*  Gather information about ecosystems, respect, First Nations worldviews, and Treaties.  ***O*** *– Organize*  Plan the layout and structure of the poster.  ***C*** *– Create*  Design the final poster that integrates all themes and ideas.  ***E*** –*Evaluate*  Assess the poster based on the rubric and the criteria for success.  ***S*** *– Share*  Share your poster with others in the classroom.  ***S*** *– Self-Reflect*  Reflect on the learning process and the final product.Think about the entire process. What did you learn? What worked well, and what could you improve next time? | Attach final assessment (e.g., rubric) to Unit Plan  **“Harmoniuos Word” Poster**  The final assessment for this mini-unit will be a poster project that combines learning from Science, Health Education, Social Studies, Arts Education, and Treaty Education. In the Science section, students will choose an ecosystem (e.g. forest, ocean) and create a food chain or web, showing the interconnections between humans, animals, and the environment. Students will focus on how different organisms depend on each other and how human actions can impact these relationships.  In Health Education, students will demonstrate ways to show respect for others, the environment, and all living beings. This could include images or symbols that represent kindness, sharing, and incorporate Indigenous views on respecting land and resources. Students will reflect on the importance of mutual respect in maintaining a balanced and harmonious world.  For Social Studies, students will reflect on how Indigenous cultures view relationships between humans, animals, and the land, and explain how Treaties promote cooperation and peaceful relations. They will also explain how Treaties were created to promote cooperation, peaceful relationships, and the sharing of the resources and the land. Students will explore how these principles can be applied in their own lives and interactions with others.  The Arts Education component will tie everything together as students will create an art piece that will symbolize the harmony in nature and the interconnectedness of all living things. This will demonstrate the students’ ability to express their ideas through creative ways.  To encourage collaboration and deeper learning, students will work in small groups that will provide opportunities for students to share ideas, learn from each other, and collaborate. This teamwork will also help them to practice their communication skills and respect each other’s perspectives. Through this project, students will show their creativity while also demonstrating their understanding of these key concepts. These posters will be displayed on the classroom wall, reminding of the important concepts of respect, balance, and interconnectedness that students explored throughout the unit. | |
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| The final assessment rubric is attached below. | |
| **Other Evidence**  Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the outcomes? Identify both formative and summative assessments you will use throughout the unit and indicate which outcome(s) for which you will gain evidence. | | **Student Self-Assessment**  How will students reflect upon or self-assess their learning? |
| Throughout the unit, students will show their understanding through a mix of formative and summative assessments. Formative assessments include class activities, discussions, group work, and others to check students’ progress and understanding of topics like ecosystems, respect Indigenous views, and Treaties. These activities will allow the teacher to provide feedback and make sure students are grasping the key ideas.  The main summative assessment will be a poster project. The poster will be graded on how well it integrates all subject areas and shows their knowledge of ecosystems, respect for others and the environment, and the importance of Treaties. | | For self-assessment, students will keep a gratitude journal where they will write about what they are grateful for in nature. They will reflect on things like the animals, plants, or places that they feel connected to and appreciate. This will help them to understand the importance of respecting the natural world. |

Rubric for the “Harmonious World” Poster Assessment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  | 4-Exceeds | 3-Meets | 2-Progressing | 1-Needs More |
| --- | --- | --- | --- | --- |
| Visual Appeal/Presentation | No errors. Information is clear and concise. Visually appealing/engaging | Significant visual appeal. Minor errors. | There are some slide/poster errors. Too much information was contained in the presentation/poster. Or, not enough information was on slides/posters. Minimal effort was made. | There are many errors in spelling, grammar, and punctuality. The presentation/poster were difficult to read. Little to no effort. |
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| Comprehension | Extensive knowledge of the topic. Demonstrated complete understanding of the background material. | A good understanding of the topic. Demonstrated adequate understanding of the background material. Addressed some issues of the project. | Demonstrated a degree of understanding of some parts of the topic. Missed some ideas or main themes. | Did not seem to understand topics. |
| Content/Accuracy | All aspects of the project are accurate, well-developed, and reflect the concepts from each subject area (science, health, social studies, arts, Treaty education). | Most aspects of the project are accurate, with only minor gaps or a lack of depth in one or two areas. | Some aspects of the project are inaccurate, incomplete, or superficial. | The project lacks accuracy and demonstrates little understanding of key concepts. |
| Integration | The project seamlessly integrates all subject areas with clear, meaningful connections between them. | Most subject areas are well-integrated, though one area may feel less connected. | Some subject areas are disconnected, making the overall message unclear or weak. | The project lacks integration of subject areas, making it difficult to understand the connections. |
| Reflection/Explanation | The student provides a thorough, clear, and insightful explanation of their poster choices, demonstrating deep understanding of respect, harmony, and Treaty principles. | The student provides a clear explanation, with a few minor gaps in understanding or detail. | The student provides a basic explanation, but key points are missing or unclear. | The student does not explain their choices, or the explanation is unclear and lacks depth. |

| **Stage 3 – Learning Plan**  What teaching and learning experiences will you use to:   * achieve the desired results identified in Stage 1? * equip students to complete the assessment tasks identified in Stage 2? | | | | |
| --- | --- | --- | --- | --- |
| **Briefly outline the four lesson plans that make up your mini-unit.** | | | | |
| **#** | **Outcome(s) and**  **Indicators**  **(No more than one outcome per lesson, plus the Treaty Ed indicator)** | **Instructional Strategies/Process**  **Learning Tasks/Experiences** | **Assessment** | **Resources/Materials** |
| 1 | **Science**  **Outcome:**  [AN2.3](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/1502622?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730170800000&X-Blackboard-Signature=vOtTZvZwyYR6Ynbaao1%2FYsegeuuqR40TMAWaLWm8ohs%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Science_2_2011_2020.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjENb%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDGNhLWNlbnRyYWwtMSJIMEYCIQDlBNPnNLk4SYo73C0ctVTGG243jtS7vFuUE34PeRbk%2FwIhANrupjK6lBLMcRAbdzfhOO4GMiME9Q075NDsBn4zpSwhKsYFCE8QBBoMNjM1NTY3OTI0MTgzIgxOU737ps0usv6V6H0qowWcoN6AdHINrnX2qRqwUvAoyNWcLIHJagNbNY8my%2FsJEoS%2BElf5kN7k4yJyjPSHKtWIXZ1n6JJVO7XG%2FAb5N%2BnIDKlroz8lqbgveafCLhroqzTzzN9IjQX7M317qP4Oq%2BkMgh9AKX2h6lz48OZG0rMBE2HN3IZJ%2Br0R6YvshXAMI3Kw237mth4qJg0okS78mq6Myp1J%2FnSRusqGn7nnMEURItQgZfeSAZK440sl%2BZl3tdMWYTBB%2FHFvIqVCOWVdPAb2N91fV4Qh9%2FRIrKCVnEaVkpreuXPAapYpW%2BMiJKc0oKdHwkIOgzzvHxqwuwOUSIy%2BH4vUA%2FbVTZF%2BC0V%2F9W%2BVybedOB3iqARIxxwIkVLAQeEf8QakPHkOU0BNmxCrHG3bhIn91dN6veEsQ2DQju9%2BgXHHy7rOUlMDFICL9xKiw1CfsfEJ8KdvPnvQtZwvl8kVtnoKmqyuPKYjtaC%2FyRZn8%2FeGjZRnEhsOYWH6P%2FkdB5RrR0i9laiTdbaXz36xMHoBIN60%2F4bbCl%2F%2FRtR9jnDX0NnFD8ZNtVnWGUJtOEcY7WjsQOAGKlrjxwWUZJfK3U8Ds6ZC4LvAZweGFAcUI5wJ%2FgPv0fSa3zj%2Fa%2Fn0grjQdi085E6jQ5imi18B5q2QdHHFVx7pXnwW5mIGylNTUWv01ZPGrd4Geke5n7KVG3buBgXAVNbjj1hF0Q11wrAEfFACOHq09RprbtT7eVuq76rbeOV9gZW3e8YcsMsyzNaaJD7eeQweg38qSBzXxKnh3kJQ9amRUzXoQWDFaggPlHEox6mscF3%2FR52Qrjkq%2BeDxLRY1lUQxuR3HIBxV6QgPdhjHt4xY7djwfBalheyyihp%2F%2FFRhxRKeHER%2FOUy6LTvv9SIrh4UJ5tUCDjW%2B%2B5AD2BDP85YwhJSAuQY6sAGYlCqKZhh6I69Xg1OlNgQ61SkJ2npNjr4HpU4MNo7JCu74byqHUJbWQjoGG29vWeU58MxJoLlK%2FegDv8iSDa9JkPTs5ThUlAPh8CoreYKi6gDhrvVKsaFIIpQd7oHpxnLxlG5xo123bZxI6C%2FLumF4nF0pU7QWkNeqxxJb7H0mn24Lozlg3wmMx5EZy%2BxpxLWzT0OorN6vli4gs2deZ%2BHvLFV3eYtCoHhWhTkPiyonhQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241028T210000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLQ6TUAJ6Z%2F20241028%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=1764d9bbba00bf0054f7ab7fba0035e49c8522068d28f38378da5b235938227b) - Assess the interdependence of humans and in natural and constructed environments.  **Indicator:**  Examine the importance and sacredness of animals in First Nations, Métis, and other cultures.  **Treaty Indicator:**  Represent examples of peaceful and harmonious relationships between First Nations and others. | **Lesson Steps**  Context:  The students will learn the important relationship between humans and animals. Focusing on the food web, going into depth of the dependance of each relationship in the community. Students will further learn the importance of the food web and food chain to First Nations, Metis, and various other cultures. Understanding their value of animals, the interconnection, and the honoring they have for every part of the animal. The lesson will include various ways for students to explore ways animals play in our ecosystem and understand why respecting peaceful relationships are valuable.  Inquiry:  Students will first discuss what would happen if there were no animals. Further adding follow up questions.  They will next discuss how humans and animals depend on one another for survival. They can explore what animals humans need for survival. You can encourage students to name animals they use for survival. Is this for food, clothing, tools?   * Can use a youtube storybook to follow this discussion. [Storybook - The Two-legged creature](https://www.youtube.com/watch?v=5ZOwAtSBRPw&t=81s)   They will next be introduced to what consumers, producers, and decomposers are.  Next they will discuss how animals to First Nations and Metis people are sacred and honored. Putting an importance on what and how they use animals, while having a peaceful relationship with them. Along with adding the interconnection of animals and how all animals are connected.   * Students can watch the “*Food Chain - Animal science for kids”* <https://www.youtube.com/watch?v=pasB5FxhVUk> and/or *“Food Chain and Food webs”* [*https://www.youtube.com/watch?v=mSeeWslTEkk*](https://www.youtube.com/watch?v=mSeeWslTEkk)   Students will then create their own food chain. In groups handout pictures of animals and plants.   * Students will follow up with a class discussion on the food chains they made.   The teacher will give a final hands on assignment with each given animal that connects along to a string in a circle. Each string/animal is connected. Ask a student to let go of their sting and see what happens to the other animal and their survival. Ask students what happens when a new species (or animal) is added. It means the circle adjusts, just like when Europeans came to First Nations land and everyone had to adjust and find a new balance to live in harmony and share the land.  Create and Reflect:  ***Two options:***  ***Option 1:***  Students will have the opportunity to reflect on their string circle activity. Reflecting on what they learned about our ecosystem with a question worksheet. A couple follow up questions will clarify with students that in First Nations culture taking care of our land and species is important. As it reminds us our ecosystem is interconnected, without one part of our ecosystem we lose another.   * can be used with worksheet and group discussion   **Option 2:**  Create a short quiz or poll to assess students' understanding of key concepts. Perhaps create a quiz on kahoot it. This can be a fun and engaging way to end the lesson while checking for understanding. Include questions about food chains, the importance of animals in ecosystems, and their role in Indigenous cultures.   * Students can either use phones or class computers to do the kahoot.it   <https://kahoot.it/>  Adaptations:  Students will be able to instead of answering the questions by sentence form, use a word bank to fill in sentences to gain understanding of what they learned.  For students who have diverse learning skills and sensory issues, will be able to draw a picture of what life would look like without animals with what they learned today. Including an aspect of Indigenous view of what peaceful and harmonious interconnections look like.  If string activity is not available to do due to online zoom learning. Create an activity where students can be detectives. Ask students questions such as “if all deer disappeared, who would be affected first?”. Then assign students to be ‘detectives’ and figure out using the food web who would be affected.  Comprehension Strategies:  Predicting, making connections, reflecting with peers, showing understanding with animal/plant cards, showing understanding with string activity, questioning, and answering question worksheets. | **Listen - Learn - Reflect**  Students will predict and question what life would look like without animals. Along with the activity following the question worksheet, students have the opportunity to analyze what happens when one species is gone and what would happen to the others. As well reflect what they learned about the importance of animals to our world and First Nations people. They will be assessed during their activities and be observed with their animal/plant cards to ensure they are on the right track. | **Resources:**  “*Food Chain - Animal science for kids”*  <https://www.youtube.com/watch?v=pasB5FxhVUk>  *“Food Chain and Food webs”*  [*https://www.youtube.com/watch?v=mSeeWslTEkk*](https://www.youtube.com/watch?v=mSeeWslTEkk)  <https://kahoot.it/>  Food webs and chain question worksheets  **Materials:**  String, Animal and plants picture cards, Question worksheets |
| 2 | **Health Education Outcome:**  [**USC 2.4**](https://curriculum.gov.sk.ca/CurriculumOutcomeContent?id=46&oc=76106) **-** Examine social and personal meanings of "respect" and establish ways to show respect for self, persons, living things, possessions, and the environment.  **Indicator:**  Realize a range of culturally sensitive ways to show respect (e.g., handshake, eye contact) and begin to develop the abilities to act on this realization including:   * recognize and avoid exclusionary behaviors * identify ways to show genuine kindness and gratitude.   **Treaty Indicator:**  Discuss the First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean | **Lesson Steps**  Context:  Students will learn to understand the concept of ‘respect’ for others, living things, possessions, and the environment around them. They will learn various ways of how they can be respectful, while also examining ways that are disrespectful to others and things and how they can avoid these behaviors. In addition, students will discuss what respect means to First Nations people by introducing their worldviews of sharing lands and resources. By teaching respect in different contexts, especially on First Nations perspectives, students learn to foster respect for other cultures and to recognize a sense of responsibility for their actions.  Inquiry:  Begin by placing a chart paper on the white board and have a discussion with students on what it means to respect someone or something.   * write down each student's response onto the paper. or if students are capable of listening, have them each one by one write one word to respond to the question. After having students briefly clarify why they chose their word.   Emphasize to students that respect means being kind and loving to others around us and things around us.  Students will next watch a storytelling video As a class on respect: The Calamead Dragon <https://youtu.be/gQWfYAsoLUQ?si=1i_1vqmwnqofc1Uw>  After the video have a class discussion on the following questions:   * Why do you think all the people in the town were scared of dragons? * How could the town show respect? * What if the town was always respectful? Do you think the story would have ended differently?   Briefly discuss culturally sensitive ways different people show respect in different ways.   * saying ‘hello’ with a handshake * waving hello and goodbye * sharing * listening to others without interrupting * putting your hand up to answer a question   Briefly discuss ways that are disrespectful and what to avoid.   * interrupting * putting our hands on others without permission * disregarding rules * using rude or inappropriate language   Activity: give students scenario cards and have them play our scenarios with a partner. Have them practice how they can be respective in each scenario.   * observe scenarios   Students will next read as a class, “The Giving Tree: A Retelling of a Traditional Metis Story” by Leah Dorian  Video reading: <https://youtu.be/r45Whex-0Bg?si=5-gXco8scY9KjEUt>    We will discuss what it means when Indigenous people give back to the land and believe that the land will give back to them.   * Why do you think it is important to give back to the land? * How can you give back to the land?   Create and Reflect:  Students will have the chance to reflect on what they learned about being respectful to others and things, while being respectful to First Nations culture. They will draw/color their own giving tree and reflect on what they would want to give back to the land.  Adaptations:  For students who may not feel comfortable drawing can incorporate technology and write words around a tree online to answer the questions  Alternative reflections students can all gather in a circle and pass around a talking rock. When it comes to the students' turn they will discuss what they learned about respect and one thing they can do to give back to the land and earth.  Comprehension Strategies:  Brainstorming, class discussion, asking/answering questions, doing activities with partners (partner work), reflecting, drawing | **Listen - Learn - Create**  The students will brainstorm what it means to be respective, following acting out scenarios with partners to display how they can be respective in different situations. Students will be observed in their participation throughout different activities. Students will as well be assessed on their giving tree. It wil not be assessed by how perfect it is but rather the reflection of their learning and understanding of ‘respect’ with people, things, and more specifically how they can be respectful to First Nations lands, and resources by giving back and sharing. | **Resources:**  The Calamed Dragon - <https://youtu.be/gQWfYAsoLUQ?si=1i_1vqmwnqofc1Uw>  The Giving Tree: A Retelling of a Traditional Metis Story by Leah Dorian  <https://youtu.be/r45Whex-0Bg?si=5-gXco8scY9KjEUt>  **Materials:**  chart paper, markers, paper, pencils, coloring pencils, scenario cards |
| 3 | **Social Studies Outcome**:  [R.W 2.2](https://curriculum.gov.sk.ca/CurriculumOutcomeContent?id=165&oc=83490) Analyze various worldviews regarding the natural environment.  **Indicators**   | Investigate traditional First Nations worldviews of the relationship between humanity and the environment  **Treaty Indicator:** Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people’s lives and discuss why these concepts are important. | | --- | | **Lesson Steps**  Context:  Students will begin to gain an understanding on Indigenous perspectives on the relationship between humans and the environment including animals. Students will listen to stories from Indigenous elders and educators and interpret their own understanding of Indigenous teaching, knowledge and stories. Developing an understanding and respect for the balance and interconnectedness of plants, animals and humans. As well as understanding the importance of an individual in the ecosystem and giving back to the environment that provides for us.  The Lion King clip is a reliable story to students to understand the importance of diversity in the cycle of life. Students will begin to understand Indigenous worldview, that the earth provides and the land is meant to be shared. Sharing the Sacred Seven teachings of wisdom, love, respect, courage, honesty, humility and truth with students can help them to learn respect for self, others as well as the environment. As respect is the gift from the buffalo students can start to learn about its importance and history.  Inquiry:  Begin by showing an earth to students and ask the question, “what do you think it means to take care of the earth”   * you can brainstorm ideas on chart paper or have a simple class discussion   Explain to students different people around the world have different worldviews on nature.  Watch the video on the Māori of New Zealand. Discuss and explain as a class some of the connections to nature the kids in the video learned about.  -<https://youtu.be/_I_TxIZNOYM?feature=shared>  Discuss we will be examining traditional First Nations views between human and nature and the importance nature including animals are to them.  -<https://youtu.be/zc-Enykb028?si=JM8CwkXVIeos6MZK>  Indigenous worldview, stop, explain and discuss themes with students throughout the video.  Students will listen to stories from Elders of the importance of nature to them. Developing an understanding of interconnectedness of plants, animals and humans. As well as the importance of giving back to nature.   * have an elder from the local school come in   Students will watch the lion king clip to understand the diversity in the cycle of life and start to understand culture can vary in different parts of the world.   * [Lion King Video: Respect and Harmony](https://youtu.be/pasB5FxhVUk?feature=shared)   Students will begin to understand Indigenous worldview, that the earth provides and the land is meant to be shared. They will follow this learning by watching a video on the sacred seven teachings. This will help student to learn respect for self, others as well as the environment   * <https://rabbitandbearpaws.com/teachings/>   <https://youtu.be/ZnAT4LGkfKo>  Create and Reflect:  Have students pick an insect, plant, or piece of nature they would like to help or protect. Gather supplies (respectfully) such as grass and create a collage. They will discuss with the class what element they chose and why they chose that part of nature to help and protect. What does it mean to First Nations people?  Adaptations:  Due to weather or other circumstances students can print out pictures of the element into a collage instead for their project.  In a zoom class students can still watch all the videos and discuss in breakout rooms or as a class. Students can have that time to go outside with guardians if available or prepare a day before and share with class.  Comprehension Strategies:  Brainstorm, class discussion, questioning, researching, creating, projects, watching videos, discovery | **Listen - Learn - Reflect**  Students will brainstorm in a class discussion on what it means to take care of the earth. Students will listen to brief videos and listen to elders perspectives to understand their learning. Students will be assessed by picking an insect, plant, or piece of nature they would like to help or protect. Gather supplies (respectfully) such as grass and create a collage. They will discuss with the class what element they chose and why they chose that part of nature to help and protect. What does it mean to First Nations people? | **Resources**  [Lion King Video: Respect and Harmony](https://youtu.be/pasB5FxhVUk?feature=shared)  [Aborginal Worldview](https://youtu.be/zc-Enykb028?si=JM8CwkXVIeos6MZK)  Indigenous Worldviews vs western worldviews in Canada  [Maori- Kids Travel](https://youtu.be/_I_TxIZNOYM?feature=shared)  <https://rabbitandbearpaws.com/teachings/>  <https://youtu.be/ZnAT4LGkfKo>  **Materials**  Chart paper, videos, markers, pencils, elements of nature, paper |
| 4 | **Arts Ed.**  **Outcome**:  [CH2.1](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/140380?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730170800000&X-Blackboard-Signature=cnseM539pbvoIPI3AM8vMY0vOTQIKJVr0pfrGLa6dJk%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Arts_Education_2_2011.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjENb%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDGNhLWNlbnRyYWwtMSJIMEYCIQDlBNPnNLk4SYo73C0ctVTGG243jtS7vFuUE34PeRbk%2FwIhANrupjK6lBLMcRAbdzfhOO4GMiME9Q075NDsBn4zpSwhKsYFCE8QBBoMNjM1NTY3OTI0MTgzIgxOU737ps0usv6V6H0qowWcoN6AdHINrnX2qRqwUvAoyNWcLIHJagNbNY8my%2FsJEoS%2BElf5kN7k4yJyjPSHKtWIXZ1n6JJVO7XG%2FAb5N%2BnIDKlroz8lqbgveafCLhroqzTzzN9IjQX7M317qP4Oq%2BkMgh9AKX2h6lz48OZG0rMBE2HN3IZJ%2Br0R6YvshXAMI3Kw237mth4qJg0okS78mq6Myp1J%2FnSRusqGn7nnMEURItQgZfeSAZK440sl%2BZl3tdMWYTBB%2FHFvIqVCOWVdPAb2N91fV4Qh9%2FRIrKCVnEaVkpreuXPAapYpW%2BMiJKc0oKdHwkIOgzzvHxqwuwOUSIy%2BH4vUA%2FbVTZF%2BC0V%2F9W%2BVybedOB3iqARIxxwIkVLAQeEf8QakPHkOU0BNmxCrHG3bhIn91dN6veEsQ2DQju9%2BgXHHy7rOUlMDFICL9xKiw1CfsfEJ8KdvPnvQtZwvl8kVtnoKmqyuPKYjtaC%2FyRZn8%2FeGjZRnEhsOYWH6P%2FkdB5RrR0i9laiTdbaXz36xMHoBIN60%2F4bbCl%2F%2FRtR9jnDX0NnFD8ZNtVnWGUJtOEcY7WjsQOAGKlrjxwWUZJfK3U8Ds6ZC4LvAZweGFAcUI5wJ%2FgPv0fSa3zj%2Fa%2Fn0grjQdi085E6jQ5imi18B5q2QdHHFVx7pXnwW5mIGylNTUWv01ZPGrd4Geke5n7KVG3buBgXAVNbjj1hF0Q11wrAEfFACOHq09RprbtT7eVuq76rbeOV9gZW3e8YcsMsyzNaaJD7eeQweg38qSBzXxKnh3kJQ9amRUzXoQWDFaggPlHEox6mscF3%2FR52Qrjkq%2BeDxLRY1lUQxuR3HIBxV6QgPdhjHt4xY7djwfBalheyyihp%2F%2FFRhxRKeHER%2FOUy6LTvv9SIrh4UJ5tUCDjW%2B%2B5AD2BDP85YwhJSAuQY6sAGYlCqKZhh6I69Xg1OlNgQ61SkJ2npNjr4HpU4MNo7JCu74byqHUJbWQjoGG29vWeU58MxJoLlK%2FegDv8iSDa9JkPTs5ThUlAPh8CoreYKi6gDhrvVKsaFIIpQd7oHpxnLxlG5xo123bZxI6C%2FLumF4nF0pU7QWkNeqxxJb7H0mn24Lozlg3wmMx5EZy%2BxpxLWzT0OorN6vli4gs2deZ%2BHvLFV3eYtCoHhWhTkPiyonhQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241028T210000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLQ6TUAJ6Z%2F20241028%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=8c57f3bc4e9553fb6fb401c656263257623982e9b2cf18ba41d438853eee252e) Identify key features of arts and cultural traditions in own community.  **Indicator**:  Investigate the arts and cultural traditions found in own community.  **Treaty Indicator:**  Represent examples of peaceful and harmonious relationships between First Nations and others. | **Lesson Steps**  Context:  The students will learn about the art of different cultures and how it showcases peaceful, harmonious relationships. They will view, listen to, and interpret Saskatchewan, Canadian, and Worldwide examples of creative connections to the local community. By the end of the lesson, students should be shown to respect themselves, their classmates, First Nations, other artists' worldviews, and the environment in their art form.  Inquiry:  Begin by writing down essential questions on the whiteboard for students to write down in their art journals.   * What art have you seen in our local community? * How do you think peaceful relationships impact art? * What groups create art? * Discuss any other ideas the students may have.   These questions will connect to the Indigenous Art video as support and guidance for traditions found in our community relationships. As a class, talk about the feelings and history of each art piece: <https://www.youtube.com/watch?v=pukAifVDfqM>.  They will discover the interconnectedness of art, culture, and the environment. Relating this to a video on Environmental Art shows that peace and harmony exist in different ways no matter where or who you are linking to everyone: [https://www.youtube.com/watch?v=OJGinfL75v](https://www.youtube.com/watch?v=OJGinfL75vY).  Students will complete and hand in a short three-question pop quiz on both videos to show connections in learning.  Explain to students what an art gallery is and how they can help represent critical features in one's heritage. They will look at the Multicultural Association of Fredericton’s (New Brunswick) virtual exhibit: <https://mcaf.nb.ca/en/multicultural-art-gallery/>.  -What ideas or visions do you see?  Are there any connections between the previously discussed First Nations and the environment? How do you represent home on this diverse planet?  We will then look at the City of Regina’s program to amplify and preserve Indigenous culture in our community. Hopefully, noticing peaceful representations and harmonious visibility: <https://www.regina.ca/parks-recreation-culture/arts-culture/public-art-collections/indigenous-artist-in-residence/>  Create and Reflect: Students will work in groups of 3, showcasing their relationships and the cultures they inhabit through the art strains. If they choose dance, music, or drama, it will be a two-minute filmed presentation or skit. For Visual Art, make a coloured sketch similar to the ones shown in the videos and art exhibit. The discussions and responses in the art journal should help create a final product. What does it represent for each group member? Does it contribute to notions of peaceful cultures and harmonious relations?  Adaptations:  Students can respond in point form to the responses instead of sentences for a better and quicker understanding of each topic during discussions.  Students with inclusive needs will receive worksheets online, explanations, and other videos to adapt to learning with the same goals.  If the class were online, they would either be alone or collaborate through platforms like Google Classroom. The videos and art gallery links could be provided for them to watch at home or be shown in class. The project would be started in class through breakout rooms or as a homework assignment. They could use platforms like iMovie, GarageBand, and drawing apps to convey their ideas.  Comprehension Strategies:  Brainstorming, questioning, making connections/discoveries, creative/artistic reflection projects, pop quizzes, class discussions, watching videos, and activating prior knowledge. | **Listen - Learn - Reflect**  Students will discover and question how relationships between Indigenous peoples and Newcomers exist in our community through art. Along with the journal inquiries and the pop quiz. They have the opportunity to analyze the ways art inspires cultural relationships, the environment, and the reactions that come from it. As well as reflect on what they learned about the importance of peaceful and harmonious heritages in Regina. They will be assessed throughout the inquiries and observed with their group's cooperation, completing the art strains project. | **Resources:**  Indigenous Art Grade 1&2- <https://www.youtube.com/watch?v=pukAifVDfqM>  Environmental Art- <https://www.youtube.com/watch?v=OJGinfL75vY>  Multicultural Art Gallery- <https://mcaf.nb.ca/en/multicultural-art-gallery/>  Regina’s Indigenous Artist in Residence- <https://www.regina.ca/parks-recreation-culture/arts-culture/public-art-collections/indigenous-artist-in-residence/>  **Materials:**  Art Journal, pencil, paper, pencil crayons/markers, iPads with recording platforms or learning apps, and the pop quiz. |

| Subject/Grade: Science, Grade 2 Lesson Title: Ecosystems of Harmony - Treaty Relationships between First Nations and NewcomersTeacher: Kadie, Emma, Mariia, Kade, Brandi | | |
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| Stage 1: Identify Desired Results | | |
| **Outcome(s)/Indicator(s):**  **Outcome:**  [AN2.3](https://learn-ca-central-1-prod-fleet01-xythos.content.blackboardcdn.com/5f208b6da4613/1502622?X-Blackboard-S3-Bucket=learn-ca-central-1-prod-fleet01-xythos&X-Blackboard-Expiration=1730170800000&X-Blackboard-Signature=vOtTZvZwyYR6Ynbaao1%2FYsegeuuqR40TMAWaLWm8ohs%3D&X-Blackboard-Client-Id=123905&X-Blackboard-S3-Region=ca-central-1&response-cache-control=private%2C%20max-age%3D21600&response-content-disposition=inline%3B%20filename%2A%3DUTF-8%27%27Science_2_2011_2020.pdf&response-content-type=application%2Fpdf&X-Amz-Security-Token=IQoJb3JpZ2luX2VjENb%2F%2F%2F%2F%2F%2F%2F%2F%2F%2FwEaDGNhLWNlbnRyYWwtMSJIMEYCIQDlBNPnNLk4SYo73C0ctVTGG243jtS7vFuUE34PeRbk%2FwIhANrupjK6lBLMcRAbdzfhOO4GMiME9Q075NDsBn4zpSwhKsYFCE8QBBoMNjM1NTY3OTI0MTgzIgxOU737ps0usv6V6H0qowWcoN6AdHINrnX2qRqwUvAoyNWcLIHJagNbNY8my%2FsJEoS%2BElf5kN7k4yJyjPSHKtWIXZ1n6JJVO7XG%2FAb5N%2BnIDKlroz8lqbgveafCLhroqzTzzN9IjQX7M317qP4Oq%2BkMgh9AKX2h6lz48OZG0rMBE2HN3IZJ%2Br0R6YvshXAMI3Kw237mth4qJg0okS78mq6Myp1J%2FnSRusqGn7nnMEURItQgZfeSAZK440sl%2BZl3tdMWYTBB%2FHFvIqVCOWVdPAb2N91fV4Qh9%2FRIrKCVnEaVkpreuXPAapYpW%2BMiJKc0oKdHwkIOgzzvHxqwuwOUSIy%2BH4vUA%2FbVTZF%2BC0V%2F9W%2BVybedOB3iqARIxxwIkVLAQeEf8QakPHkOU0BNmxCrHG3bhIn91dN6veEsQ2DQju9%2BgXHHy7rOUlMDFICL9xKiw1CfsfEJ8KdvPnvQtZwvl8kVtnoKmqyuPKYjtaC%2FyRZn8%2FeGjZRnEhsOYWH6P%2FkdB5RrR0i9laiTdbaXz36xMHoBIN60%2F4bbCl%2F%2FRtR9jnDX0NnFD8ZNtVnWGUJtOEcY7WjsQOAGKlrjxwWUZJfK3U8Ds6ZC4LvAZweGFAcUI5wJ%2FgPv0fSa3zj%2Fa%2Fn0grjQdi085E6jQ5imi18B5q2QdHHFVx7pXnwW5mIGylNTUWv01ZPGrd4Geke5n7KVG3buBgXAVNbjj1hF0Q11wrAEfFACOHq09RprbtT7eVuq76rbeOV9gZW3e8YcsMsyzNaaJD7eeQweg38qSBzXxKnh3kJQ9amRUzXoQWDFaggPlHEox6mscF3%2FR52Qrjkq%2BeDxLRY1lUQxuR3HIBxV6QgPdhjHt4xY7djwfBalheyyihp%2F%2FFRhxRKeHER%2FOUy6LTvv9SIrh4UJ5tUCDjW%2B%2B5AD2BDP85YwhJSAuQY6sAGYlCqKZhh6I69Xg1OlNgQ61SkJ2npNjr4HpU4MNo7JCu74byqHUJbWQjoGG29vWeU58MxJoLlK%2FegDv8iSDa9JkPTs5ThUlAPh8CoreYKi6gDhrvVKsaFIIpQd7oHpxnLxlG5xo123bZxI6C%2FLumF4nF0pU7QWkNeqxxJb7H0mn24Lozlg3wmMx5EZy%2BxpxLWzT0OorN6vli4gs2deZ%2BHvLFV3eYtCoHhWhTkPiyonhQ%3D%3D&X-Amz-Algorithm=AWS4-HMAC-SHA256&X-Amz-Date=20241028T210000Z&X-Amz-SignedHeaders=host&X-Amz-Expires=21600&X-Amz-Credential=ASIAZH6WM4PLQ6TUAJ6Z%2F20241028%2Fca-central-1%2Fs3%2Faws4_request&X-Amz-Signature=1764d9bbba00bf0054f7ab7fba0035e49c8522068d28f38378da5b235938227b) - Assess the interdependence of humans and in natural and constructed environments.  **Indicator:**  Examine the importance and sacredness of animals in First Nations, Métis, and other cultures.  **Treaty Indicator:**  Represent examples of peaceful and harmonious relationships between First Nations and others. | | |
| **Treaty Outcomes and Indicators:**  TR21: Examine how the Treaties are the basis for harmonious relationships in which land and resources are shared.  Indicators:   * Examine the concepts of peace and harmony and provide examples of how these concepts are expressed in people’s lives and discuss why these concepts are important. * Discuss the First Nations concepts of sharing (e.g., traditional community ownership vs. individual ownership) and consider what sharing the land and its resources might mean. * Represent examples of peaceful and harmonious relationships between First Nations and others. | | |
| **Key Understandings: (‘I Can’ statements)**  I can create a food chain of the relationships of animals local to the area.  I can explain the importance of humans, animals and other living beings, and how nature is connected and depend on each other and give examples.  I can show respect with words and actions.  I can explain the importance of various animals to Indigenous peoples and lifestyle.  I can use various art media to show values like respect, peace and harmony.  I can explain how treaties and indigenous worldview can help people coexist peacefully and share the land and resources. | **Essential Questions:**  These should be taken from the essential questions identified in the unit overview.    What are some animals that are traditional to Indigenous peoples traditions? How do those animals rely on each other?  How are humans, animals, and nature connected?  What if animals could no longer live in our world - how would our lives change?  Why is respect important in how we treat people, animals, all living beings, and the environment?  How do Indigenous peoples and other cultures see their relationship with the Earth and animals?  How does art in our community show respect for people and nature?  How do treaties help us all live together in harmony and share the land with all people? | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| Assessment will be determined through the product of the question worksheet or a kahoot.it quiz  **Option 1 - Question worksheet assessment:**  This worksheet will align out a variety of ways for students to show what they learned about the food web/chain; matching diagrams, naming trophic levels, and answering multiple questions. This will allow for a reflection of learning using the process of if one animal is off the food chain, and following life without animals, while using critical thinking skills throughout the assignment. The assessment will be based on students participation and listening to construct answers for the worksheet. All students should be able to do the assignment even if they watch their peers do the activities (although all students must be encouraged to do the activity). Assignment must be done independently, no partner work will be necessary. Indeed if students need to apply adaptations as there are not enough papers, students can be allowed to answer questions with a partner quietly (teacher must pick partners).  **Option 2 - Kahoot it quiz:**  The kahoot.it quiz will align out a fun, engaging assessment for students that will also align out each student's learning. Students will answer a variety of questions related to their learning; food chains, the importance of animals in the ecosystem, Indigenous peoples views, and their role in Indigenous culture. The quiz will give either a multiple choice or true or false questions, those who answer the fastest and correct reach high on the leaderboard. Students will not be assessed by how fast they answer, as long as they answer the questions correctly. The teacher can go back after the quiz to see each student's results. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Warm-up, Focusing the Learning): Time: 10 minutes**   1. Discussion: What would happen if there were no animals in the world?   Start by engaging the students in a general discussion. Begin with a few questions to get them thinking critically.  Prompts:   * What would our world look like without animals? Would our lives be different without animals? What do animals do for us and help us with survival? * If there were no animals would it affect the source of food? Would it affect plants and insects, how so? What would we learn about nature if there were no animals?  1. Explore human-animal dependence.   Encourage students to think about their personal relationships with animals and their importance to human survival.   * Students can explore what animals humans need for survival. Encourage students to name animals they use for survival. Is this for food, clothing, tools?  1. Use a youtube storybook [Storybook - The Two-legged creature](https://www.youtube.com/watch?v=5ZOwAtSBRPw&t=81s) to follow this discussion and illustrate the ideas of interdependence between humans and animals   **Development: Time: 40 minutes**   1. **Food chains and food webs.**  * Present the concepts of producers, consumers, and decomposers in an ecosystem using visuals and examples. * Show a brief video clip about the food chain to capture students’ interest.   Tropic levels:   * Level 1: Plants (producers) * Level 2: Animals that eat plants or herbivores (primary consumers) * Level 3: Animals that eat herbivores (secondary consumers, carnivores) * Level 4: Animals that eat carnivores (tertiary consumers, carnivores) * Level 5: Animals at the top of the food chain are called apex predators. Nothing eats these animals.  1. Students will watch videos:   “[*Food Chain - Animal science for kids*](https://www.youtube.com/watch?v=pasB5FxhVUk)*”*  and/or *“*[*Food Chain and Food webs*](https://www.youtube.com/watch?v=mSeeWslTEkk)*”*  After the video, have a quick discussion to check understanding:   * How do food chains and food webs show how different animals depend on each other? * What might happen to an ecosystem if one of the main food chains is disrupted? * How do food chains and food webs help us understand the balance in nature?   Students will create their own food chain. In groups, handout pictures of animals and plants. Students will follow up with a class discussion on the food chains they made.   1. **Cultural Significance**.  * Recognize the sacredness of animals in Indigenous cultures and their value in maintaining ecological balance * Discuss how animals to First Nations and Metis people are sacred and honored, putting an importance on what and how they use animals, while having a peaceful relationship with them. * Discuss the importance of animals to different cultures * Address the misconceptions that animals are just resources for humans and emphasize the need for mutual respect and ecological balance   Discussion: How do the relationships between people and animals in Indigenous cultures help maintain ecological balance?   1. **Interdependence**. Explore how the survival of one species affects others in the ecosystem.   Activity:   * The teacher will lead a hands-on activity where each student is given a string attached to a specific animal, and all the strings are connected in a circle. This represents the interconnectedness of different species. * The teacher will then ask a student to release their string, demonstrating how the removal of one animal impacts the survival of others in the ecosystem. * If a new species (or animal) is added, the circle adjusts, just like when Europeans came to First Nations land and everyone had to make changes and find a new balance to live in harmony and share the land. This activity helps students to understand the importance of each species in maintaining ecological balance.   **Class Discussion:**   * How did the removal of one species affect the balance in the circle? * What does this activity teach us about the interdependence of species in nature?  1. **Respecting Nature**.  * Acknowledge the importance of honoring and respecting all living beings and the environment * Discuss how our actions can affect the environment and the animals within it   **Learning Closure: Time: 10 minutes**  Students will have the opportunity to reflect on their string circle activity and the taught lesson today through either having the option of a question worksheet or a Kahoot! quiz.  **Option 1:**  Reflect on what they learned about our ecosystem with a question worksheet. A couple follow up questions will clarify with students that in First Nations culture taking care of our land and species is important. It reminds us our ecosystem is interconnected, without one part of our ecosystem we lose another.    **Option 2:**  Create a short quiz or poll to assess students' understanding of key concepts. Perhaps create a quiz on kahoot it. This can be a fun and engaging way to end the lesson while checking for understanding. Include questions about food chains, the importance of animals in ecosystems, and their role in Indigenous cultures.   * Students can either use phones or class computers to do the kahoot.it   <https://kahoot.it/> | | **Materials/Equipment:**  [Food chains and Food webs](https://www.youtube.com/watch?v=mSeeWslTEkk&ab_channel=By%3ARachelTaylor)  [FOOD CHAIN: Animal science for kids](https://youtu.be/pasB5FxhVUk?feature=shared)   * String * Animal and plants picture cards * Question worksheets   [Storybook - The Two-legged creature](https://www.youtube.com/watch?v=5ZOwAtSBRPw&t=81s)  [Science Resourses](https://frontierarea1.weebly.com/uploads/3/1/2/1/31215159/iwol_science_resource_list_for_teachers_-_grade_2.pdf)  [Food chains explained for children](https://www.ducksters.com/science/ecosystems/food_chain_and_web.php)  [Food chain activity](https://sciencebysinai.com/how-to-make-food-webs-interactive-and-fun/)  [Food web lesson (for references and ideas)](https://www.lessonsofourland.org/wp-content/uploads/2017/09/landlessons.org_NativeNevadaFoodWebs.pdf)  <https://kahoot.it/>  **Management Strategies:**  Set clear instructions of what is being asked. Consider using demonstrations especially when students go into groups and create food webs/chains.   * example; grass ↪ rabbit ↪ fox ↪ bear   Set expectations. Discuss the order of what is going to happen. Set an expectation, especially towards the string activity.   * ‘Wait for your turn to pull the string, when your name is called’ * ‘raise your hand if you need help or have a question’   When doing group work, assign groups to encourage students to communicate with new peers and for students to have better focus.  Encourage predictions and questions. Group discussion can be more engaging than answering questions on a sheet.  Have a wrap up discussion of what we learned and/or something the students found interesting about the food web/chain  **Safety Considerations:**  Cut string before hand to prevent having to use scissors as a class.  When doing the string activity with students be aware of using too long of string to avoid tangling with students and hazards of students using it in an inappropriate way.  Encourage students to hold the string below the waist to prevent from being near the face and/or neck.  Use non allergic or soft string to prevent allergic reactions or skin irritation  **Possible Adaptations/**  **Differentiation:**   * Students will be able to instead of answering the questions by sentence form, use a word bank to fill in sentences to gain understanding of what they learned. * For students who have diverse learning skills and sensory issues, will be able to draw a picture of what life would look like without animals with what they learned today. Including an aspect of Indigenous view of what peaceful and harmonious interconnections look like. * If string activity is not available to do due to online zoom learning. Create an activity where students can be detectives. Ask students questions such as “if all deer disappeared, who would be affected first?”. Then assign students to be ‘detectives’ and figure out using the food web who would be affected. |
| Adaptations for Online Teaching and Learning | | |
| In an online teaching setting, it is important to adjust activities and teaching methods to keep students engaged, help them understand the material, and encourage participation. While many classroom activities work in person, there are so many online tools and virtual spaces that can help incorporate online teaching and learning into this lesson.  1. Video viewing and discussion  * Share YouTube links in advance or play them live * Use Zoom chat or Google Meet for discussion. * Students can answer questions via chat, discussion boards, or voice.   Discussion Questions: Use Google Forms for quick reflections. Ask about food chains, food webs, and interdependence.   1. Group work/Interdependence Activity  * Use Zoom breakout rooms * Use Google Drawings for students to connect animals in a virtual web of interdependence * Present a scenario: “What would happen if deer disappeared?” * Have a discussion on how the removal of one animal impacts the survival of others in the ecosystem in breakout rooms  1. Learning Closure   Have students complete Google Form where students answer a few quick questions to reflect on what they learned:   * "What is the most important thing you learned today about food chains?" * "How do humans and animals depend on each other for survival?" * "Name one way you can help protect ecosystems."   Class poll or quiz:   * Use Kahoot! to create a short quiz or poll to assess students' understanding of key concepts.   Digital Poster Board Project Creation   * Use Canva for digital poster creation. It offers a variety of templates, images, and graphics to help students show their creativity and understanding of the material. | | |

| Stage 4: Reflection | | |
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| In delivering this lesson, we aimed to help students understand and reflect on the relationship between humans and the environment, with a particular focus on the ecosystem and animals within it. We also addressed the cultural and spiritual significance they have to First Nations peoples. The primary objective was for students to understand that ecosystems and humans are all interconnected, without one part we would lose the others. Students are engaged in critical thinking to explore what life would look like without animals. Throughout the lesson students participated in class discussions, watched short clips to help deepen understanding, group activities creating food chains, and had the option of either completing a question assignment or participating in a Kahoot! quiz for a more interactive layout of a quiz to reflect on learning. Next steps for improvement include aligning the lesson plan to feature a guest speaker, such as a local Elder, so students can hear directly from an Indigenous Elder about the impacts of food chains, along with their cultural significance to animals. Another idea is to reinforce peaceful relationships with animals, as practiced by Indigenous peoples. We could Introduce ways for students to foster harmony and respect toward animals. As a class, students could create a ‘classroom treaty’ to brainstorm ways to respect our environment and ecosystems. In the future we can incorporate other worldviews on food chains/webs and how they view the ecosystem, along with their symbolic or spiritual aspects. By doing this, we hope to create a more inclusive and respectful environment. We want to help students feel connected to the natural world and inspired to take care of it. | | |

Adapted from: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)