**Understanding By Design Unit Template**

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| **Title of Unit** | Who are you? | **Grade Level** | Grade 6 |
| **Subject** | Health  | **Time Frame** | 15 Class Periods  |
| **Developed By** | Paityn Ireland |
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| **Stage 1 - Identify Desired Results**  |
| **Broad Areas of Learning**How are the BAL incorporated into this unit? |
| Building Life-long Learners - Bought this unit we will build learning by having students think deeply and understanding concepts. We will be applying the knowledge that we collect within the unit. students will understand healthy decision making and what their personal values and standards are.Building a Sense of Self and Community - Within this unit the students will be deeply looking at their own identity and identity of their community. This will help to build a better sense of their community and how it works. We will also be looking into diversity and its impact on the community and the benefits of diversity.Building Engaged Citizens - During this unit students will be analyzing values and standards, and along come with that is each person community and the aspect of helping people. One of the goals within the unity is have students look at their connections within the community and how they influence a person, and helping within society.  |
| **Cross curricular Competencies**How will this unit promote the CCC? |
| Developing Thinking - Students will be thinking critically about the world that surrounds them and what influences them in both positive and negative ways. BY having students think critically about important issues that impact them they will hopefully become engaged, and think deeply about concepts.Developing Identity and Interdependence - During this unit we will be looking at identity and decision making and how we let who we are impact our decisions. We will also be reflecting on our personal values and standards and how they contribute to our identity.Developing Literacies - Through this unit we will be using different learning styles and technologies with the classroom to increase student know-how and also challenging what they know and to do better.Developing Social Responsibility - We will be analyzing the diversity, and what it means in the context od Canadian History. We will also be looking into some social issues, such as stereotypes, and by educating students we learn to do better. |
| **Learning Outcomes**What relevant goals will this unit address? *(must come from curriculum; include the designations e.g. IN2.1)* |
| USC 6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).* (a) Describe values one appreciates in self and in others and explain why.
* (b) Propose why people behave the way they do (e.g., personal beliefs, societal norms).
* (c) Identify sources of, and evaluate information about, personal beliefs and values.
* (d) Communicate an informed personal definition of personal standards (e.g., core personal values that are reflected in how you treat yourself, how you treat others, what and how you speak, your behaviours).
* (f) Consider how and why personal values may change (e.g., norms, trends, values/priorities, relationships, critical events).
* (n) Determine how decision making is influenced by personal standards.

usc 6.2 - Appraise the importance of establishing/maintaining healthy relationships with people from diverse backgrounds who may or may not express differing values, beliefs, standards, and/or perspectives (i.e., people of various ages, cultures, socio-economic status, faiths, family structures, sexual orientations, and cognitive/physical abilities).* (b) Ask compelling questions to initiate insights as to how people are the same, how people are different, and how individuals are unique.
* (d) Identify sources of, and evaluate information about, diversity.
* (e)Articulate a comprehensive understanding of prejudice, stereotype, and bias.
* (f) Discuss and question stereotypes and biases that exist in the school and community.
* (h) Investigate (including through drama, dance, music, and/or visual art) what the community would be like if everyone was exactly the same.
* (i) Examine the characteristics of healthy relationships.

DM 6.8 - Assess the role of personal standards in decision making related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.* (a) Distinguish similarities and differences in a variety of decision-making models.
* (b) Select an effective decision-making model to use.
* (c) Examine the factors that influence decision-making (both positive and negative).
* (e) Recognize when personal standards might be at risk.

CC 6.1- Create various visual, multimedia, oral, and written texts that explore identity (e.g., Your Choices), social responsibility (e.g., Looking for Answers), and efficacy (e.g., Systems for Living).* (d) Create a variety of meaningful personal and impromptu communications (e.g., story, poem, visual representation) characterized by some insight, development, and originality.

IN 6.1 - Evaluate and represent personal beliefs and values by determining how culture and place influence them.* (a) Identify personal roles in, and responsibilities toward, the family and local community.
* (c) Give examples of the artistic expression of culture in Canada, including First Nations, Inuit, and Métis peoples, and in a selection of countries bordering the Atlantic Ocean, and draw conclusions about the beliefs and values of the inhabitants in those regions.
* (d) Assess the current and historical approaches to cultural diversity used in Canada and in a selection of countries bordering the Atlantic Ocean, including consideration of segregation, assimilation, accommodation, and pluralism.
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| **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**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...** What influences personal values and standards.
* There are influences on decision making
* Diversity is important.
* what identity is.
* what makes up their identity.

*Related misconceptions…** Students might confuse values and standards.
* students might not fully understand their identity because they are young and still have a lot of growing as a person to do.

 | *Content specific….** What are your personal values?
* What are your personal Standards?
* What may influence your personal values and standards?
* What is diversity?
* What influences decision making?
* What is your identity?
* What are the characteristics of a healthy relationship?

*FNMI, multicultural, cross-curricular…** For this we can analyze different cultures beliefs, values and standards compared to the classes.
* We can also look at diversity in Canada and how it was in the past and the connection to the First Nations Peoples.
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| **Knowledge:**What knowledge will student 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...** what personal values are
* what personal standards are
* what diversity is
* why diversity is important
* what a healthy relationship is.
* influences on their life.
* they will know what peer pressure is.
* history of diversity in Canada
 | *Students will be able to…** look at their own personal values and standards.
* create their own identity.
* name characteristics of a healthy relationship.
* name influences that impact them.
* ways to avoid peer pressure.
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| **Stage 2 – Assessment Evidence** |
| **Performance Task** Through what authentic performance task will students demonstrate the desired understandings, knowledge, and skills? (describes the learning activity in “story” form. Typically, the P.T. describes a scenario or situation that requires students to apply knowledge and skills to demonstrate their understanding in a real life situation. Describe your performance task scenario below)By what criteria will performances of understanding be judged? |
| **GRASPS Elements of the Performance Task**  |
| ***G*** *– Goal**What should students accomplish by completing this task?* |  For a rich performance task students will have to apply the things that they have learned up until the healthy relationships topic. They will be responsible for creating a small skit demonstrates what they have learned about health and unhealthy relationships. They must bring in what they have learned and perform this shit in front of the class (3-5 min). It needs to have a grade level storyline and other students need to be able to follow along during their performance. Other students in the class will also be asked to evaluate the performance on a rubric and give their thoughts and comments. Students will also be responsible for filling out a self evaluation with different parts being how they thought it went and whether it went how they hoped. The goal of this is for them to understand the role of both health relationships and how they impact people. students will be looking at healthy relationships through the eye of students like themselves and the various relationships they have in their life. The audience is for this is over students and we hope they learn from other students performances. The situation these students will have to create is to be helpful and to have them be creative and take many things into account. During the performance students will be looking at the performance, how well did they do during their performance did they take this task seriously. A rubric has been created and is attached bollow the template. |
| ***R*** *– Role**What role (perspective) will your students be taking?* |
| ***A*** *– Audience**Who is the relevant audience?* |
| ***S*** *– Situation**The context or challenge provided to the student.* |
| ***P*** *– Product, Performance**What product/performance will the student**create?* |
| ***S*** *– Standards & Criteria for Success**Create the rubric for the Performance Task* | Attach rubric to Unit Plan |
| **Other Evidence**Through what other evidence (work samples, observations, quizzes, tests, journals or other means) will students demonstrate achievement of the desired results? Formative and summative assessments used throughout the unit to arrive at the outcomes. | **Student Self-Assessment**How will students reflect upon or self-assess their learning? |
| * exit slips
* discussion (small group or class)
* group work observations
* Identity project (word poster)
* reflection questions
* journal entries
* Work samples
 | * self assessment on exit slips
* peer assessment
* rating scale in reflection journal
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| **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?
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| **Where are your students headed? Where have they been? How will you make sure the students know where they are going?** **What experiences do the learners bring to the unit? How have the interests of the learners been ascertained? Have the learners been part of the pre-planning in any way? What individual needs do you anticipate will need to be addressed?****Learning environment: Where can this learning best occur? How can the physical environment be arranged to enhance learning?**  |
| Students are heading to a better understanding of factors that shape who they are and things that influence them everyday, and we also cover important social justice issues. Personally I believe this should be the first unit students would take coming back from summer break, and that would mean there is a lot of recap and recalling from last year and also covering the definitions of every topic and starting from scratch on some topics in the issues. I will make sure students know where we are going in this lesson by starting the unit by discussing identity and then we will move on to a path of self discovery and at the end of the unit we will bring in all that we have learned in an identity project in reflective journals they will add to every day. Students will be able to bring in their own experiences within the sunit so we can have open and honest discussions during the unit. I hope to bring in their interests by relating the topics of students to life and they bring their own experience and relevant information into the unit. I also hope to bring in news articles into the classroom for some of the topics to gage where these things happen in real life. Learners will be brought into the unit by and to the planning to analyze the type of world that we live in today and what they believe is important to them, such as their values and standards. I think depending on the community you are teaching you may have to approach some of the topics differently, because unfortunately some communities and families still carry racist beliefs that will be changed within this unit. I believe this learning will best happen in critical conversations and have students working within discussion groups. For this to work best I think that desks would be arranged in pods and students will have a seating plan so they do not sit next to best friends in hopes they will use their discussion times wisely and stay on topic. |
| **How will you engage students at the beginning of the unit? (motivational set)** |
| I plan to engage students by showing this [video](https://www.youtube.com/watch?v=om3INBWfoxY), and I hope this will inspire some class discussions about the topic and who they are. The video has them follow along at some parts and the things that they write down will along them to shape a small picture of who they believe they are.Video link if other one does not work: <https://www.youtube.com/watch?v=om3INBWfoxY>  |
| **What events will help students experience and explore the enduring understandings and essential questions in the unit? How will you equip them with needed skills and knowledge?** |
| **#** | **Lesson Title** | **Lesson Activities** | **CCCs** | **Resources** |
| 1 | Identity | What is identity? What makes up a person’s identity?**Set:** we will watch the video before mentioned in the hook part.**Development:** Students will have followed along within the video and written something about who they are and it will now be time to discuss it within the class. I plan to do this in the form of think-pair-share and then students can share what they thought with the whole class. After every student has had the chance to share I will ask students if they think there is any more to who they are as a person? (hope to have a class vote on who says yes and why and who says no and why)**Closure:** After every student has had the chance to share it will be time to look and the rest of the unit and the direction we are heading with students. What will the unit look like and students will get the reflective journals to add to for every class. | This lesson will be beneficial when developing thinking. within this lesson plan students will have to think deeply. | Video: [https://www.youtube.com/watch?v=om3INBWfoxYhttps://www.youtube.com/watch?v=o](https://www.youtube.com/watch?v=om3INBWfoxY)[m3INBWfoxY](https://www.youtube.com/watch?v=om3INBWfoxY) |
| 2 | Personal Values | What are personal values? What are personal standards?Each student will take time to reflect on their personal values and standards. |  |  |
| 3 | Influences on Personal Values | As a class we will look into different things to influence us, and have critical discussion. Then students will be responsible for making a specific list of factors that influence them in their reflection journal. |  |  |
| 4 | Behavior | Why do people act the way they do? Why do you do the things you do? |  |  |
| 5 | Decision Making | Looking at decision making models health vs unhealthy decisions |  |  |
| 6 | Peer Pressure  | Looking at the influence friends and peers have on us making decisions, and how we can avoid peer pressure. |  |  |
| 7 | Using Decision Making Models | Looking at case studies and using decision making models to make choices. |  |  |
| 8 | Diversity | **Set:**At the beginning of the class we will have a critical discussion on diversity within the groups, then each group we tell the class their main points and what it means to them.**Development:** We will then move into a lecture on diversity and what it means, and why it is important. We will discuss what ethnicity and race mean then we will move into the activty on page 29 from *This Book is Anti-racist.* They will do the activity in their reflection journals to be marked later.**Closure:** Then it will be time to discuss the importance of diversity in many different contexts and we will do a think-pair-share on why diversity is important and the biggest takeaway from the lesson. | This will help students develop a sense of identity and develop a sense of social responsibility too.  | *This Book is Anti-Ractist* by Tiffany Jewell and Aurelia Durand |
| 9 | History of Diversity in Canada  | **Set:** On the board in the classroom we will be naming different diverse groups in Canada. We will then specifically look at the First Nations peoples of Canada history.**Development:** We will start out with a lecture of the history of diversity in Canada and the First Nations. After the lecture we will do a think-pair-share on what we have learned. Then we will move on to an activity from This Book is Anti-Racist on page 61 and continued on page 71.**Closure:** We will then be moving on to the closing activity and each student we pick one thing they learned to share with the class.  | Through this lesson I hope to help create a sense of social responsibility when relating to reconciliation and the long and rough history between First Nations peoples and colonizers of Canada. | *This Book is Anti-Ractist* by Tiffany Jewell and Aurelia Durand |
| 10 | Stereotypes | For this we will be looking at stereotypes with different contexts. Then we will be doing the activity from *This Book is Anti-racist* on page 35. |  | *This Book is Anti-Ractist* by Tiffany Jewell and Aurelia Durand |
| 11 | Tolerance | This was the lesson was done with a partner for class presentation, please refer to the lesson plan. |  |  |
| 12 | Health Relationships | **Set:** We will start the class off by asking students key questions and having a class discussion about healthy relationships. Questions:1. What makes a relationship healthy?
2. What makes a relationship unhealthy?

**Development:** During the development it will now be time for students to do some research in groups, and then they will create a small skit to perform in class. I would recommend that they use this [site](https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships) to get their information for their skit. Next, it would be time to perform the skits, I think depending on how long class periods are this might be best to continue on in the next class. Also, during the performances students watching will have lots of fill out sheets for each performance they watch to be handed in at the end of class.**Closure:** Now it would be time to make a critical reflection of what has been covered with teh skits and what students, both from their own resources and other skits. They will put this in the reflection journals. This will also be time for students to fill out the self-reflection piece of this project. | This lesson will help promote interdependence by using groups, and students learning to work with other students. This lesson will also help develop literacies in both acting and writing. | Student resource: <https://kidshelpphone.ca/get-info/healthy-relationships-vs-unhealthy-relationships>  |
| 13 | Diverse Relationships | This lesson is all about looking at diverse relationships with these key questions:1. What makes a relationship diverse?
2. Why are diverse relationships important?
3. Do you have diverse relationships in our life?
 |  | *This Book is Anti-Ractist* by Tiffany Jewell and Aurelia Durand |
| 14 | Who are you? | We will be doing the Superpowers activity from pg. 98 of *This Book is Anti-racist.* This will be part that students can add to their final identity project. |  |  |
| 15 | Final Identity | Discussing and working on the final discussion project of who they are. |  |  |

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| **Assess and Reflect (Stage 4)** |
| **Considerations** | **Comments** |
| **Required Areas of Study:** **Is there alignment between outcomes, performance assessment and learning experiences?** | Yes I believe that the outcomes align with what I ask students to think deeply on many topics and its relation to who they are. The content of this unit will help students to better understand things that play a role in their life and they impact what you do with your life. I also hope to help students make stronger connections to the fact that the things that they do impact others and their lives. I also believe that looking deeply at the past can help us learn and grow, these topics are to help them learn and to become better member of society. |
| **Adaptive Dimension:** **Have I made purposeful adjustments to the curriculum content (not outcomes), instructional practices, and/or the learning environment to meet the learning needs and diversities of all my students?** | For struggling students:* I will take extra time explaining and helping them make the connection to their own life and relationships.
* I could also change the learning styles within the class if students are struggling to work within groups.
* I can also only have them make one connect to their lives and instead of asking for more.

For students who need a challenge:* I will have them use deeper reflection questions and make strong connections to different aspects of their life.
* I can also add more aspects to the questions, make them make more connections to the content and their life.
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| **Instructional Approaches:** **Do I use a variety of teacher directed and student centered instructional approaches?** | Throughout this unit I will use a variety of instructional approaches to help different learners within the classroom.1. Lectures - I will be using lectures where students may or may not choose to take notes to get information across to students.
2. Cooperative Learning - I plan to use lots of cooperative learning where students work within small groups and learn together.
3. Inquiry based learning - Some lessons will require students to lead their own learning and they can pick a directed area they look into. Also it will be inquiry based when they look back on their families history.
4. Art Infused Learning - They will by performing skits which will bring drama into the lesson. I also hope they can bring art in their final identity project and the end of the unit.
5. Break/Learning Breaks - I plan on using these within the classroom so students can have a small break and get ready to learn again. I also believe that when doing a lecture style class it is important to have students stop and discuss what they have gained from the lecture.
6. Discussion - I also believe students learn well form discussion, and I also feel it helps when they feel heard within the classroom, that is way I would use many different forms of discussion in the classroom to get all students talking.
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| **Resource Based Learning:** **Do the students have access to various resources on an ongoing basis?** | For each lesson I plan to provide students with websites they can go to learn more, and go beyond the lesson. Each lesson should have a set of resources students can use. I also believe in using technology in the classroom and at grade 6 students should be responsible enough to use them to benefit and challenge learnings. I also think by providing strong resources students will learn what a good resource is and what a bad resource is. |
| **FNM/I Content and Perspectives/Gender Equity/Multicultural Education:** **Have I nurtured and promoted diversity while honoring each child’s identity?**  | I plan on bringing in the history between Indigneous people in Canada and the colonizers or white people in Canada, and looking at diversity in Canada is a major topic and has many aspects. Gender diversity is one topic that will be brought in briefly during the topic of diversity and the hope is that we will create an understanding culture. I want to bring these topic into the class on a powerful note and hopefully teaching the children to be respectful and kind in all situations. |

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

Rubric for Performance Task

 I based this Rubric on the system they used during my school, and my hometown school is still using today.

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|  | E | B | A | M |
| Story  | No evidence. | There was a storyline but it was hard to follow and missing key pieces within the story. | The story line followed throughout the whole skit with only some holes or jumps to something else. | The story line followed throughout the skit. No hole within the storyline. |
| Content of skit | No evidence. | They hit some of the required texts, and hit on some subjects within the unit so far. | They hit most of the required content and hit on most subjects within the unit so far. | They hit all the required content and hit on all subjects covered so far in the unit. |
| Participation | No evidence. | Some group members participated in the skit. | Most group members participated in the skit. | All group members participated in the skit. |
| Organization | No evidence. | Students were somewhat organized at the beginning of the skit, and so did not know what was happening within the skit. | Students took some time to prepare beforehand and there was little confusion when it wa sitme to present. | Students were prepared beforehand and took little time to prepare before and everyone in the group knew where to be and when to start. |
| Performance  | No evidence. | The performance had many moments of struggle and they struggled to recover from them. | The performance had moments of struggle but was able to recover from them. | The performance was smooth for beginning to end.  |