

Theme of unit: Social Studies: Immigration, Indigeneity, and Multiculturalism	Grade: 4/5	# of lessons/time:
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Unit overview:
 Considering the First Peoples Principles of Learning, this class may explore Indigenous ways of learning through various subjects, allowing the material and work they've produced to be used in social studies contexts. The unit should include Indigenous learning experiences as well as tertiary knowledge provided by the teacher using resources from the NITEP and FNEESC communities. The unit should consider prior knowledge of social studies curricular competencies and content, meaning that information the students already know should come into play, and be somehow incorporated into this unit by connecting to continuity/change, evidence, significance, and ethical judgement.

CORE COMPETENCIES

<p>Thinking: - Ss will be expected to create original ideas in their output and actions in class, they will also be expected to provide evidence of reflecting and critiquing those ideas</p> <p>Creative: Critical and Reflective:</p>	<p>Communication: - unit offers opportunities for the exchange of ideas, and will require that Ss find a way to effectively communicate their ideas, skills, and individuality</p> <p>Communicating: Collaborating:</p>	<p>Personal and Social: - as with any time spent at school, the expectations of respect that have been established in the classroom permeate any and all activity. As Ss move through the unit, they will be assessed on all facets of the personal and social core competency.</p> <p>Personal Awareness and Responsibility:</p> <p>Positive Personal and Cultural Identity:</p> <p>Social Awareness and Responsibility:</p>
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BIG IDEAS: *(Why is this unit important to learning?)*

KEY QUESTIONS: All lessons have their own key questions

ASSESSMENT Overview

Formative activities

- Personal rating systems 1-5
 - Participation, understanding, effort, personal/social responsibility
- Journals
 - What have you been learning
 - How do you feel about it, easy/hard/confusing/boring/interesting, etc.

Summative activities

- Rubrics for output at the end of some lessons
 - Filled out by Ss first, then teacher with final mark
 - Rubric dimensions (in general): content, organization, comprehension, personal and social responsibility
 - Rating system: emerging, developing, proficient, extending
- Rubric for final projects

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SEQUENCED LEARNING EXPERIENCES: HOW you will guide students to achieve goals set at the outset of the unit

<i>Lesson #</i>	<i>Lesson Title/brief description</i>	<i>Summary of activities</i>	<i>Instructional Resources/key questions/goals</i>
1.	Identity bracelets	Students will create beaded bracelets where each bead is coloured to represent something about their identity. The activity is structured so colours are chosen from a list in a category (ex. Fave food out of a choice of 10) with the 10th color always being “other/not listed.”	Twine and beads needed.

	<p>What is Culture? What is multiculturalism?</p>	<p>Cultures come in different categories (national, religious, social)</p> <p>Exploring Indigenous culture as a living culture and through the past</p> <ul style="list-style-type: none"> - Indigenous art/crafting - Seasonal routines - Education 	
	<p>Indigenous Storytelling Lesson</p>	<p>With permission, a non-Indigenous person may enact a story telling in an educational context using a transcribed version of a story.</p>	
	<p>Indigenous ways of teaching math and science</p>	<p>Connected to gardening, nature, learning through practical experiences</p>	
	<p>Significant Events projects</p>	<p>Using analog and digital tools. The class will identify significant events/people and form groups to further break down the significance of each event/person, creating charts to quantify their findings, and ranking the events based on a class created significance scale. Each student will create a digital timeline of the top six events chosen by their groups.</p>	

Cross-curriculum connections + Adaptations

