**Roles and Responsibilities Unit Plan**

**Name:** Brooke Smyth

**Subjects /Strands:** Social Studies**-** A. Heritage and Identity: Our changing roles and responsibilities.

* Grade: 1
* Number of days: 8

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| **Big Idea for This Unit and Overall Plan for Unit (paragraph form)** *What are you going to do?* | This unit will have students thinking about how and why people’s roles and responsibilities change through various situations (home, school and the community). How people’s roles and responsibilities change and shape who they are as they grow. Finally, students will learn about respect for others and how they can show respect in various situations. |
| **Inquiry Questions** | A1. A person’s roles, responsibilities, and relationships change over time and in different situations .  A2. Their own roles, responsibilities, and relationships play a role in developing their identity .  A1.3 All people are worthy of respect, regardless of their roles, relationships, and responsibilities . |
| **Overall Expectation(s) [OE]** | A1. **Application:** describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self  A2. **Inquiry:** use the social studies inquiry process to investigate some aspects of the interrelationship between their identity/sense of self, their different roles, relationships, and responsibilities, and various situations in their daily lives (FOCUS ON: *Interrelationships*)  A3. **Understanding Context:** demonstrate an understanding that they and other people have different roles, relationships, and responsibilities, and that all people should be treated with respect, regardless of their roles, relationships, and responsibilities (FOCUS ON: *Significance*) |
| **Specific Expectation(s) [SE]** | * A1.1 * A1.3 * A2.1 * A2.4 * A2.6 * A3.1 * A3.3 * A3.4 |
| **Cross-Curricular Connections** | **Language Arts: Media Literacy**  Producing Media Texts:  1.3 Express personal thoughts and feelings about some simple media works  3.4 Produce some short media texts for specific purposes and audiences, using a  few simple media forms and appropriate conventions and techniques. |

**CULMINATING TASKS – ASSESSMENT ‘OF’ LEARNING**

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| **Rich Performance Assessment Task(s)** | Students will create a timeline poster that shows responsibilities at each age until grade 1.  The timeline will be handed in at the end of the unit, which will show their understanding of responsibilities as they pertain to children and how they change as a person gets older. This will be assessed using the rubric following this lesson plan. Due to this task being very open ended it allows for student creativity and maximum opportunity for success. |
| **Assessment Tools**          **Describe when/how** | What recording tools will be used for the culminating task: Describe when/how these will be used. Include tools in unit plan( lesson summary).  ✓Checklist ✓ Rubric Rating Scale ✓Anecdotal Comments  ☐ Feedback Form ✓Self/Peer ☐ Other (Specify)    Checklist: With each lesson there is a small activity that will be used as assessment for learning.  A checklist with each student's name will be used to mark what students completed the task and determine who was absent or still needs to finish.  Self/peer: Encouraging students to share their findings with their peers is a great way to assess an oral communication mark. By having students share their work on topics like: I am responsible for, things I am/ not old enough to do , and their personal timelines allows students to look at their own roles/ responsibilities in relation to their peers. They are able to listen and make comparisons. Allowing students to become critical thinkers.  Anecdotal comments: Following the checklist used for each lesson, anecdotal comments will be used at multiple stages. As an exit ticket students responses will be recorded, and students will be pulled individually and asked about each lesson topics to ensure that they are understanding the material. This will ensure that when grading the unit it will hopefully show progress of students' work with each lesson.  Rubric: A rubric is created that will outline the goals of the entire unit. At the beginning of the unit students will be told the goals of the unit and have an idea as to what they will be working towards over the next lessons. This rubric will state what students are at or below the curriculum requirements for the unit: Heritage and Identity.  A rubric will be as an assessment as learning for the unit. Students will be assessed on their ability to identify what a role/ responsibility is, how roles change in different settings (school, home, community), and things they are old/ not old enough to do. The cumulative task of completing a timeline depicting their own roles/ responsibilities will be marked with media literacy component and social studies - see rubrics. |
| **Learning Goals** | Students are expected to understand different roles and responsibilities that people have in various situations such as; at home, at school, church etc. Students will also learn how their own roles and responsibilities will change as they get older. This will teach students the importance of respecting others and their authority based on their roles and responsibilities. |
| **Success Criteria** | How will learners demonstrate what they learn? These are provided with each lesson.  With each lesson assessment for learning will occur through various anecdotal notes. That will be documented in a venn diagram. This assessment allows the educator to see what students completed and met the lesson goals and what students still need additional help with topics. Each lesson activity will count as a check mark towards the final unit mark. Which will be assessed using a rubric (see attached).  The final task of the unit ( All about my roles timeline) will be also marked for completion, and count for both a SS and Media Literacy mark. |

**ASSESSMENT ‘AS’ AND ‘FOR’ LEARNING**

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| **Roles and Responsibilities Lesson Sequence:** | | | | |
| **Lesson # 1 -** | | | | |
| **Specific expectations**  A1.1 describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times | **Lesson:**  The Hook:  Read *Arthur’s Pet Business* book to class about being responsible. The teacher will introduce the idea of responsibility by putting responsibility cards on chart paper and have students share their ideas and add it to the chart paper.  Main Activity:  The teacher will read the poem, *I Am Responsible.* The teacher will read it first then the teacher will point line by line and have students repeat after the teacher. The teacher will go over the instructions for the worksheet that is going to be completed. The teacher will demonstrate how to do the worksheet by writing name at the top, drawing a picture of doing something responsible then writing a sentence describing the picture. The students will have about 20 minutes to work on the worksheet.  Closure:  Collect students work and have everyone come together on the carpet. The teacher will ask the students some ways in which they are responsible and why it is important to be responsible. | **Assessment purpose, mode, strategy, tool with criteria** ✓**For As Learning**  For learning: Students will be assessed with anecdotal notes of whether or not the students are able to identify what a responsibility is. With the notes, the teacher will use their responses to the questions asked for an anchor chart. The “I am responsible” worksheet activity will be collected by the teacher and will be used as a form of formative assessment.  From this lesson and the assessment that was completed, the teacher will have a better understanding of the students' understanding of the material taught. This will help the teacher to better prepare for what to have students complete for the next lesson. | **Connection with culminating task**(What skills are being developed in lesson?)  At the end of this lesson, students will understand what responsibility is, how to be responsible, using real life experiences in which they are responsible. Students will also be able to demonstrate ways they have been responsible, which will be done through the use of pictures and writing. This also works on their creativity of drawing pictures and works on their writing as well. | **Resources and materials**   * Chart paper * Pencil * Activity sheet- I Am Responsible * Poem- *I Am Responsible* * Book- *Arthur’s Pet Business* * Responsibility cards |

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| ***Lesson Sequence Organizer*** | | | | |
| **Lesson # 2** | | | | |
| **Specific expectations**  A1.1 Describe how and why a person’s roles, relationships, and responsibilities may change in different places or situations and at different times  A2.1 Formulate questions to guide investigations into some aspects of the interrelationship between events, people, and/or places in their lives and their own roles, relationships, responsibilities, and identity/sense of self | **Lesson:**  By the end of the lesson students will be able to identify what responsibilities and roles are and demonstrate how roles change in different situations. The teacher will recap by going over the definition of roles and responsibilities. The lesson will start with students reading their worksheets from the previous lesson with the class, and a poem called I Have Roles with an emphasis on the key terms for roles and responsibilities.  At the carpet students will engage in a sort and match activity, matching roles and responsibilities to their matching picture.  Lastly, students will individually work on a cut and sort activity that teaches students about the roles and responsibilities they have in their own life. | **Assessment purpose, mode, strategy, tool with criteria**  For learning:  Students will be assessed with anecdotal notes during the matching and sorting game. The teacher will note which students are able to identify roles and responsibilities with or without support.  For the individual activity the teacher will assess the students ability to properly cut and sort the roles and responsibilities into their proper spots. From here, teachers will have a better idea of how to continue for the next lesson, as they may need to go over certain roles in order to solidify that knowledge to move on. | **Connection with culminating task**(What skills are being developed in lesson?)  Students are developing their ability to recognize words and images that represent roles and responsibilities through the poem, matching game, and sorting activity. | **Resources and materials**   * Poem - I have Roles! Activity sheet * My roles & responsibilities * Roles and Responsibilities matching game * Pencil * Glue * Scissors |

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| ***Lesson Sequence Organizer*** | | | | |
| **Lesson # 3** | | | | |
| **Specific expectations**  A3.1 Describe some of their own roles, relationships, and responsibilities (e.g., as a student, member of a family, friend, member of the community)  A3.3 Demonstrate an understanding of simple chronology by identifying and organizing chronologically some significant events related to their personal experience | **Lesson description with instructional strategies, prompts, questions**  The hook of the lesson starts with a read aloud called “No David”. This is a book about a boy who was doing things that were irresponsible. Following the book there will be a discussion of what irresponsible things David had done. Following students will get the responsible vs. irresponsible worksheet. On this worksheet they were expected to draw a picture of something David did that was irresponsible and then what he could have done instead if he was being responsible. | **Assessment purpose, mode, strategy, tool with criteria** ✓**For As Learning**  The assessment for learning for this lesson is that students will be formally assessed on their responsible vs., irresponsible worksheet at the end of the unit. | **Connection with culminating task**(What skills are being developed in lesson?)  At the end of the lesson students will be able to determine roles they have as a student, family member and friend. Students will also determine a role they have at home and express what it is through a sentence and drawing. This ensures students can recognize roles and responsibilities of their own. | **Resources and materials**   * No David- book * No David - responsible vs. irresponsible worksheet * Markers/ coloured pencils * Pencils |

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| ***Lesson Sequence Organizer*** | | | | |
| **Lesson # 4** | | | | |
| **Specific expectations**  A1.2 Describe how some significant events in their lives led to changes in their roles, relationships, and/or responsibilities | **Lesson:**  Read the book: Almost. Discuss with class and create an anchor chart about things that they are old enough to do. Now have students think about things that they are almost old enough to do. Have a discussion that roles change based on different settings (school, home, community) but also with age (as you get older). As a large group match pictures using a timeline that matches roles/ responsibilities with each age (baby, toddler, first grade, future: teenager, adult)  Then have students draw a picture and write a sentence about something they are old enough / almost old enough to do. | **Assessment purpose, mode, strategy, tool with criteria**  ✓For **As Learning**  For learning: Students will come to the carpet and share their response to the class – and notes will be taken if they represented the material or not. | **Connection with culminating task** (What skills are being developed in lesson?  Students will be able to identify why roles change with each age. Students will be able to differentiate that roles they had when they were younger ex. Putting away toys might be different than roles they have today ex. Listening to a teacher. Students will be able to examine responsibilities they are old enough to do now vs things they know they are too young for. We will discuss things that parents, teachers and older siblings do and ask students to reflect on their future roles/ responsibilities. | **Resources and materials**   * Book: Almost * Anchor chart * Markers * Pencil * Timeline carpet activity * Almost activity page * Coloured pencils |

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| ***Lesson Sequence Organizer*** | | | | |
| **Lesson # 5-** | | | | |
| **Specific expectations**  A3.1 Describe some of their own roles, relationships, and responsibilities  A3.4 Identify some elements of respectful behavior that they can practice in their everyday life | **Lesson description with instructional strategies, prompts, questions**  Students will put all of their completed Social Studies work into a duotang.  Students will have about 10 minutes to finish their I am… a \_\_\_\_ roles page. They have to draw and colour a picture and write a sentence of a role they have. Once finished, they can read to themselves on the carpet.  Once everyone is completed, students will come together as a class on the carpet. Have students think about responsibilities they are old/not old enough to do. They are to think about home, school and the community. Students are then to complete a new worksheet where they will draw two responsibilities that they have thought about.  Students will come back to the carpet and will discuss the *I Can ROAR* respect activity (talk about what respect means, how can they show respect with responsibilities).  Students will go back to their desks and complete the respect lion activity. | **Assessment purpose, mode, strategy, tool with criteria** ✓**For As Learning**  For learning: Students will be assessed with all work in their S.S. binders for completion, neatness and level of accuracy. While the students are working on their worksheets, the teacher will walk around taking anecdotal notes, asking students questions about responsibility and respect, in order to gather and understanding of how well the students are understanding the material. | **Connection with culminating task**(What skills are being developed in lesson?)  This lesson will help students to be able to identify responsibilities that they are old enough/not old enough to do. Students will also have an understanding of what respect means and why it is important that we follow respect. Students will also be able to write about how they show respect. | **Resources and materials**   * Roles activity page * Markers/ colored pencils * ROAR lion activity |

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| **Lesson # 6** | | | | |
| **Specific expectations**  A3.4 Identify some elements of respectful behaviour that  they can practise in their everyday life  A3.5 Demonstrate an understanding that it is important to treat other people and the environment with respect | **Lesson:**  Discuss with the students what the word “respect” means. Being respectful means that we treat the people and places around us in a caring way.    Read, “What if Everybody Did That?” discuss how rules aren’t just for the safety of people, rules also exist to make sure everyone can live happily and cooperatively together.    Students can act out or discuss that “What if everybody did that” prompts. Then students choose one of the prompts or use their own idea to write and draw about their idea. | **Assessment purpose, mode, strategy, tool with criteria For** ✓**As Learning**  Notes will be taken during students small skits of “What if”, students will hand in their pages and will be called individually to come up to tell one way that they are respectful and why? – this will be used for a mark towards the entire unit | **Connection with culminating task** (What skills are being developed in lesson?)  The skills that are being developed within this task are learning why responsibilities are important and why they are put in place. Students may also learn skills such as oral communication if they chose to act out the story rather than talk about it. | **Resources and materials**   * Anchor chart * Activity sheet- What if * Book: What if everybody did that * Pencils * Colour pencils |

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| **Lesson # 7** | | | | |
| **Specific expectations**  A1.Describe some of the ways in which people’s roles, relationships, and responsibilities relate to who they are and what their situation is, and how and why changes in circumstances might affect people’s roles, relationships, and responsibilities as well as their sense of self | **Lesson description with instructional strategies, prompts, questions**  Read “I’ll Do It” by Brian Moses to get students thinking about their roles and responsibilities as a child. Follow up with questions such as “which tasks do you do at home that we saw in the book?”  “Do you think he did too much or too little?”  The teacher will then inform students that they will be playing BINGO. The teacher will put up a chart paper with a bunch of different roles and responsibilities and have the students write down 1 in each box on their card. \*For students who struggle with writing, have some BINGO cards printed to save time and have them copy the words to practice after the lesson.  The teacher will shuffle cut up roles and responsibilities out of a bag, and play BINGO with the students to reflect on what they have learned in this unit. Play as many times as needed. | **Assessment purpose, mode, strategy, tool with criteria**  For Learning:  The teacher will assess students using observation, as they observe students during the game. Can students identify the roles and responsibilities as they are called out? Did they correctly get a BINGO? Were they able to write these roles and responsibilities on their cards?  At this point, assessment should show that students are able to easily identify roles and responsibilities, and are ready to move on to grade two extension of this unit. | **Connection with culminating task**(What skills are being developed in lesson?)  In this lesson students are developing and mastering their ability to recognize roles and responsibilities in their life and others. They can match pictures to words, as they see the connection of a written and visual role/responsibility.  Students also develop writing skills as they write down the roles and responsibilities of their choice on their BINGO card. | **Resources and materials**   * Book “I’ll Do It” - Brain Moses * BINGO cards * BINGO call out cards * BINGO markers * BINGO roles and responsibilities chart * Pencil |

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| **Lesson # 8** | | | | |
| **Specific expectations**  A2.4 Interpret and analyse information relevant  to their investigations, using a variety of tools  A2.6 Communicate the results of their inquiries, using appropriate vocabulary | **Lesson**: Students will share major events in their life using a timeline. They will reflect on how their identity has changed.  Introduce the idea of a timeline. Make a timeline with students on events during the day at school from the morning bell to dismissal. Have class put events in order.  On anchor chart brainstorm events that have happened so far in students' lives and discuss some roles/ responsibilities that they had at that age.  Write words for students to copy for the final project.  Students will create a rough draft first and then will work on decorating/ drawing pictures for their good copy.  Students will work on rough copy and then once approved can start on good. Students when working on good copy are encouraged to use lots of colour and detailed pictures. When all timelines are complete a gallery walk will take place, then each student will have the opportunity to share their work with the class. | Assessment:  ✓as Learning  During the rough copy stage- the student will be called for an interview to see their process on their timeline.  This will ensure that the student has an understanding of what roles / responsibilities are across different ages.    When the timeline is completed an oral communication mark will be taken, and a visual arts mark will be given for the overall appearance of the timeline. | **Connection with culminating task**  Goals: students will reflect on their life and roles/ responsibilities. Students will organize, create and present their time line to the class. This provides students the opportunity to share amongst class members their live story, and roles that have come with each age. Students will be able to compare and contrast if they had/ have similar roles to other students. It is important in grade 1 to have students become critical thinkers and think beyond their self image. By having students view other students' roles and responsibilities they are able to understand that roles/ responsibilities change across settings, and ages. | **Resources and materials**   * Anchor chart * Markers * Bristol boards * Coloured pencils * Pencils |

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**Grade 1: Social Studies- Our changing roles & responsibilities**

Learning Goals: I am learning to … Identify roles and responsibilities’, how & why these roles change across different settings/ time, identify life events and responsibilities that come with each age.

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| Success Criteria I can…. | Level 1 | Level 2 | Level 3 | Level 4 |
| Identities what both a role and responsibility is |  |  |  |  |
| Identifies why roles change across people, settings and time |  |  |  |  |
| Identify ways to show respectful behaviour in everyday life and why it is important to treat others with respect |  |  |  |  |
| Student has a clear understanding of why it is important that each person has roles/ responsibilities in the community |  |  |  |  |

Overall Level:

Next Steps:

Comments:

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**Grade 1: Media Literacy & Social Studies**

All About Me Timeline- Roles and Responsibilities

Learning goals:

1.3- Express personal thoughts and feelings about some simple media works

3.4 Produce some short media texts for specific purposes and audiences, using a

few simple media forms and appropriate conventions and techniques.

A2.4 Interpret and analyse information relevant

to their investigations, using a variety of tools

A2.6 Communicate the results of their inquiries, using appropriate vocabulary

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| Success criteria I can… | Level 1 | Level 2 | Level 3 | Level 4 |
| Find, collect and analyse photos that can be used to show their own personal roles/ responsibilities with each age |  |  |  |  |
| Produce a good copy of timeline that includes:  . name  . pictures  . border  . color  . writing/ words  . roles/ responsibilities with each photo  .personalization |  |  |  |  |
| Communicate results using appropriate vocabulary (roles, age, responsibility) |  |  |  |  |
| Express personal thoughts and feelings about timeline  Ex. what did they like/ what would you change |  |  |  |  |

Overall level:

Next Steps: