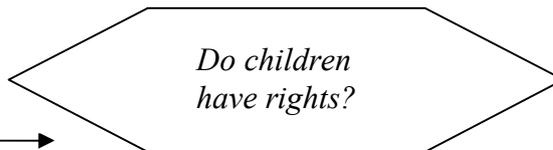


## Grade 5 Social Responsibility

*Overarching Understanding:* 1. Encouraging social, moral and environmentally responsible citizens.

*Goals (Throughlines) RPS*

2. Valuing the cultural diversity within our community.
3. Developing an understanding of historical perspectives and their impact/effect on our present and future.



Generative Topic (Unit)

Unit-long Understanding Goals		→			
Sequence of Understanding Performances			1 To create an awareness in students of the United Nations and some of their major roles.	2 Make students aware of the rights of the child.	3 Students understand how governments meet the rights of the child.
			4 To understand reasons why some countries cannot adequately meet the rights of their children.		
Introductory Performance(s)	UGs	Understanding Performances		Ongoing Assessments	
	1	Students complete a sketch of the United Nations symbol in their SOSE books.		Display of sketches	
	1	Students complete comprehension questions related to the United Nations and their major roles.		Marking of questions to gauge appropriate understanding.	
	1/2	Students are introduced to the rights of the child through a diagram.		Discussion of the rights and their interpretations.	

Guided Inquiry Performance(s)	2/3	Students select a country to research and answer the following question. Does Brazil meet the rights of its children? Why or why not? Explain your answer.	Construction of a rubric as a whole class (see below). Use of four ratings A, B, C & D. Criteria to be assessed are presentation, application and written content.
	2/3	Read students <i>For Every Child</i> adapted by Caroline Castle. After reading students choose a right and illustrate that right being met. Use of A3 cartridge and pastels.	Display of art work.
Culminating Performance(s)	4	Students focus on their chosen country and provide explanations as to why rights are not being met. For example civil war, religion, sanctions, drought or famine.	Students provide a verbal explanation to their peers sharing their findings.
	1,2,3 &4	To attend a mini United Nations with neighbouring class to share research and explanations.	Participation in mini United Nations event.
Skill Strands			
<input checked="" type="checkbox"/> 1.			
<input checked="" type="checkbox"/> 2.			
<input type="checkbox"/> 3.			
<input checked="" type="checkbox"/> Major Focus	<input type="checkbox"/> Reinforced	<input type="checkbox"/> Unsupported/Required	