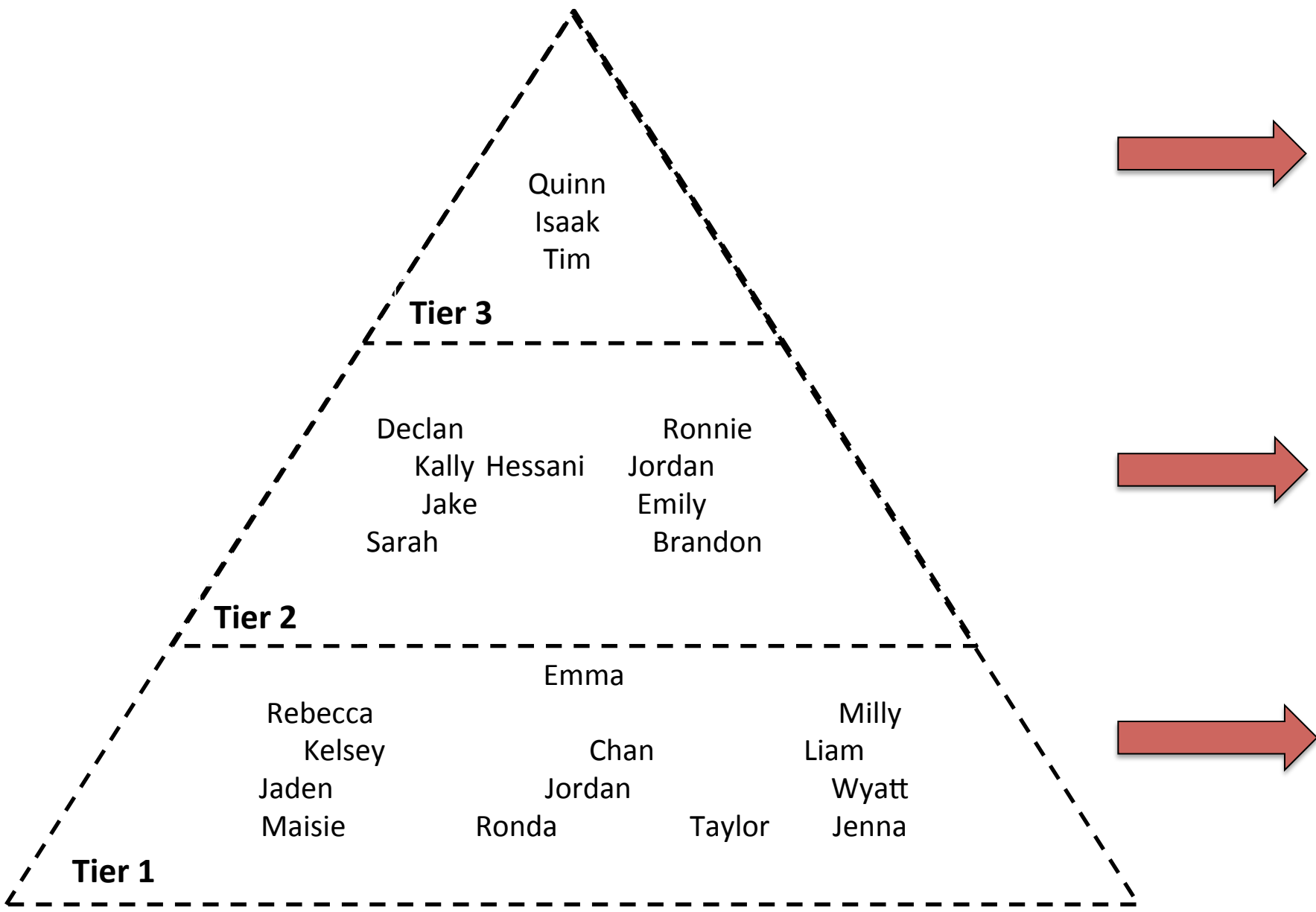


Grade 5
Social Studies

RTI Triangle



Class Review

Learning in Safe Schools

Class Review Recording Form

Classroom Strengths

Social, Positive, Inquisitive, Artistic,
Lots of helpful students, humour,
Diverse learners

Classroom Stretches

Anxiety, multiple ELL learners,
Wide range of reading levels, social issues

Classroom Teachers: Ms. Santucci, Ms. Mahoney **Parent Advocate:** Ms. Peters **Resource Teacher:** Ms. Lindsay
Class: Grade 5

Goals

- To include all learners
- Create a positive low stress environment
- Encourage motivation
- Social-Emotional learning, build a community

Decisions

- We will provide a rich supply of multi-leveled texts and use technology as a tool
- We will provide choice in assignment and presentation style
- We will utilize learning stations

Individual Concerns

Medical Ronda– suffers from seizures. See Medical Plan.	Language ELL learners – Jake, Emily, Chan (currently reads at grade level)	Learning Quinn , Isaak, Tim, Declan, Ronnie, Kallie, Hessani, Jordan,	Socio-Emotional Quinn, Milly, Chan	Other Jenna (gifted)
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Unit: Social Studies 5

Big Question: What are the regions and resources of Canada and how have humans impacted them?

Big Ideas: The Physical Environment of Canada and Human Impact

**All/
Most/
Few**

PLOs

- 1) Describe the major physical regions of Canada
- 2) Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources
- 3) Explain why sustainability is important
- 4) Analyse environmental effects of settlement in early BC and Canada

Ideas/ Concepts

- Regions
- Resources
- Location
- Sustainability
- Renewable vs Non renewable Resources
- Human Settlement
- Past, Present, future

Questions

- What are the regions of Canada?
- What are the specific resources found in BC and Canada?
- Where are these resources found?
- Why is sustainability important?
- What is the difference between renewable and non renewable resources? (With examples)
- How has human settlement impacted the environment?
- How can our past inform our future choices to protect the environment?

All

All

All

Most

Most

Few

Few

Course: Social Studies 5
Modified goal

Unit: Essential Question: What are the resources are found in your local environment?

**All/
Most/
Few**

All

All

All


PLOs
Describe the location of natural resources within BC and Canada, including fish and marine resources, forests, minerals, energy resources

Ideas/ Concepts

- Local Environment
- Resources

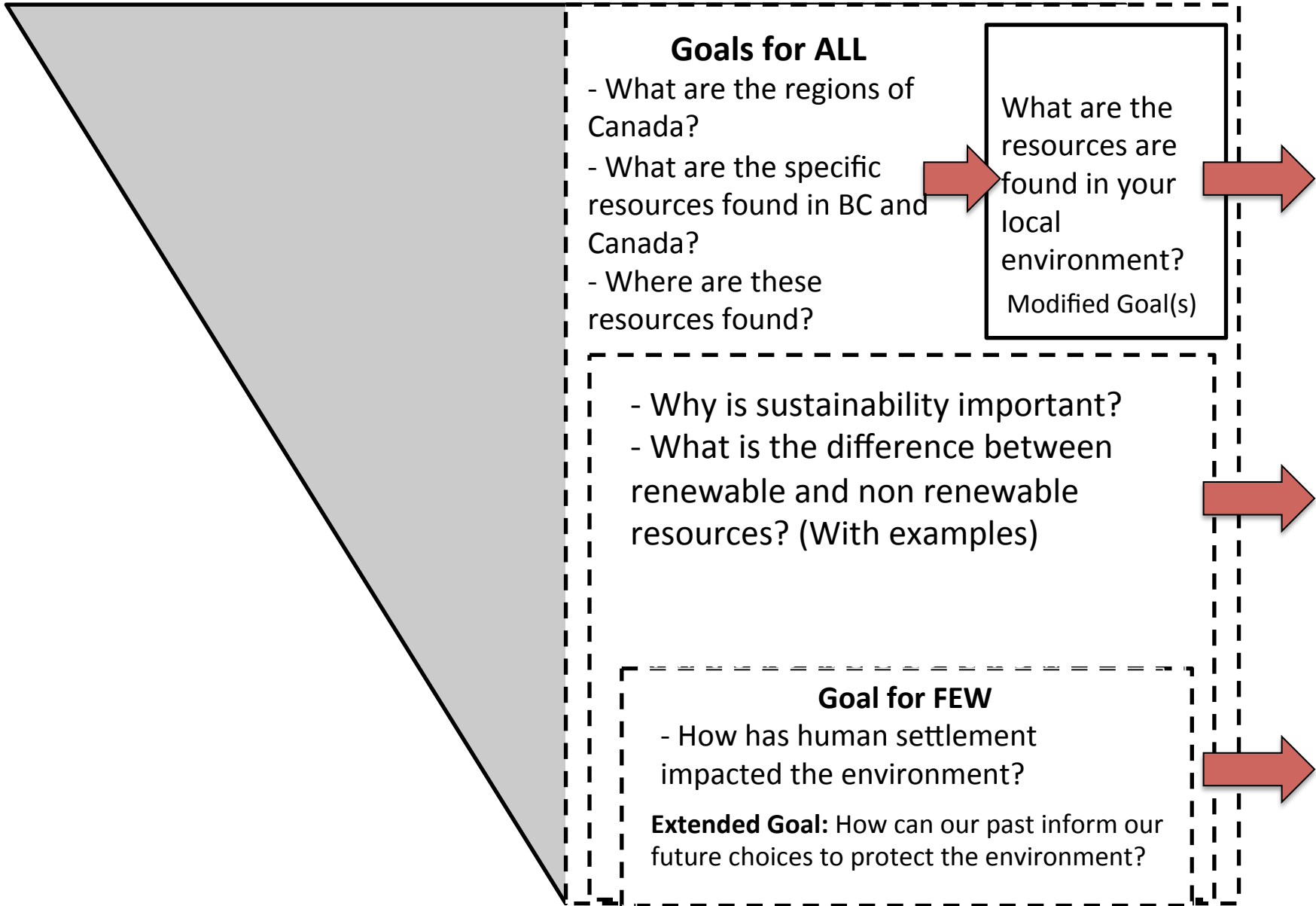
Questions

- Where do you live?
- What is your local environment?
- What resources are found in your local environment?



PLO(s) (grade __K__)
Identify characteristics of different local environments

UDL Planning Triangle

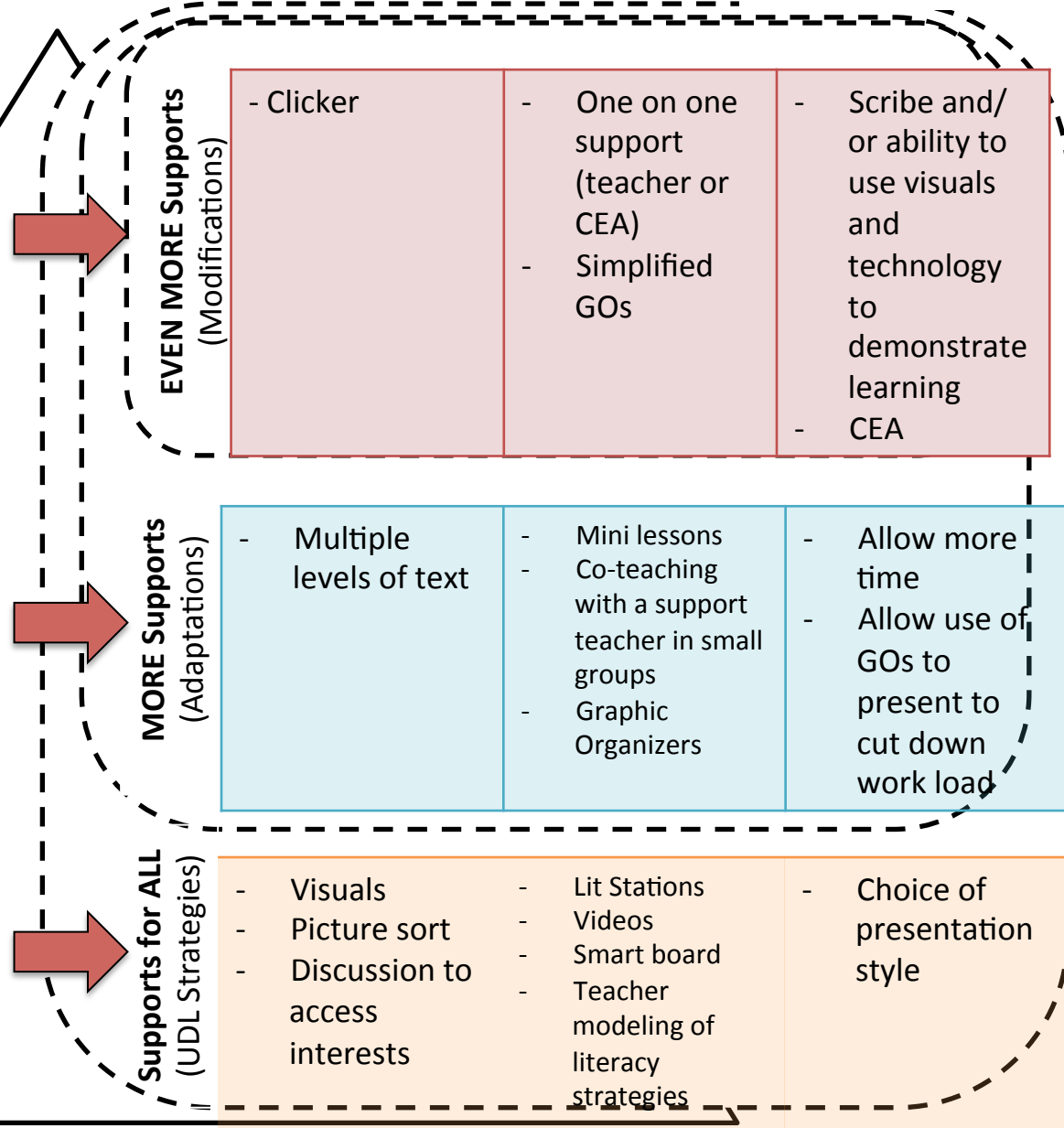


Inclusion Triangle

Connect

Process

Transform & Personalize



Lesson:	ALL	MOST	FEW	Materials Needed	Role of the CEA
Connecting Activity	<p>Picture sort of Canadian resources -Sort into basic categories of water and land resources -Students will have pictures of, fish, wood, water, corn, and more similar</p>	<p>Picture and word sort -Once picture sort is complete students receive the following -Categories: Water, Forests, Minerals, and energy -Pictures and words include: Fish, wood, water, corn, coal, oil, silver, gold, solar energy, wheat, and more similar</p>	<p>Map Sort - Once picture and word sort is complete students receive a map of Canada and start to place their resources on the map</p>	<p>-Pictures of resources -Words that are resources -Scissors -Graphic organizers (organizer for ALL and MOST) -Canada Map</p>	<p>-Facilitating handing out the materials as students move from level to level.</p>
Processing Activity	<p>-Listening to natural resources song - Show brain pop video -Think, Pair, Share -Start reading multi-levelled texts</p>	<p>- Lit centers, with multi-levelled texts -Group discussions</p>	<p>- High level- text group is given creates a visual glossary to peer teach.</p>	<p>- Links to song and video -Multi – level texts -Visual glossary materials - Internet access</p>	<p>-Monitors groups and helps where needed</p>
Transforming/ Personalizing Activity	<p>-Choose how you want to represent your learning (visual, writing, technology, drama) -Must include the resources in your local environment</p>	<p>- Could include resources in your local environment, your province, and your Country</p>	<p>- Could include resources in your local environment, your province, and your Country. Include and describe where they are found.</p>	<p>- Computer access - Materials for multi-presentation formats (art supplies, technology, practice space)</p>	<p>-Helps modified student create a presentation item</p>