

UbD	
STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Greek Mythology</p> <p>Established Goals (big ideas): – include BC curriculum citation</p> <p>- Religious and cultural practices that emerged during this period have endured and continue to influence people</p> <p>BC's New Curriculum. (2016). Social Studies 7 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/social-studies/7</p>	
<p>Rationale <i>Why are you doing this and why is it relevant to your students</i></p> <p>Students will learn about Greek mythology and the Olympian Gods & Goddesses. Students will get a chance to learn or broaden their knowledge on some of the Olympian Gods & Goddesses, as this unit will help provide the needed information for students to successfully complete their final project – <i>My Friend, the Olympian God</i>.</p>	
<p>Essential Question(s): (<i>What drives the learning?</i>)</p> <p>- Who were the Olympian Gods/Goddesses? - What did they do? - What things do we do in present day that the Gods/Goddesses did too? Or do we do anything now because of the Greek Gods/Goddesses? (<i>continuity & change</i>)</p>	
<p>Students will be able to: (<i>competencies – include BC curriculum citation</i>)</p> <p>- Assess the significance of people, places, events, or developments at particular times and places (significance) - Characterize different time periods in history, including periods of progress and decline, and identify key turning points that marked periods of change (continuity and change)</p> <p>BC's New Curriculum. (2016). Social Studies 7 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/social-studies/7</p>	<p>Students will know; (<i>content– include BC curriculum citation</i>)</p> <p>- Features and characteristics of civilizations and factors that lead to their rise and fall - Origins, core beliefs, narratives, practices, and influences of religions, including at least one indigenous to the Americas - Interactions and exchanges between past civilizations and cultures, including conflict, peace, trade, expansion, and migration</p> <p>BC's New Curriculum. (2016). Social Studies 7 Building Student Success - BC's New Curriculum. Retrieved from https://curriculum.gov.bc.ca/curriculum/social-studies/7</p>
STAGE 2 – ASSESSMENT EVIDENCE	
<p>Performance Tasks and/or culminating tasks:</p> <p>- <i>Olympian Gods & Goddesses Chart</i> - <i>Mythology Biographical Poem</i> - <i>Olympians Quiz</i> - <i>My Friend, the Olympian God/Goddess Project</i></p>	<p>Other Evidence: formative and summative</p> <p>Formative</p> <p>For the <i>My Friend, the Olympian God/Goddess</i> final project of this unit, students will need to go through a checklist that I have designed so that I know they are staying on task in order to complete the project by the due date. The checklist will consist of dates for the students to have certain aspects of the project finished by. One example could be: <i>Students will have picked their Olympian God/Goddess by April 20th</i>. I will have informal check-ins with the students throughout this unit to make sure they are staying on task.</p> <p>Along with the checklist, students will sign up for a time slot in which they will meet with me and go over how their project is going. For this student-teacher conference, students will bring their checklist with them and we will go over what they have completed and still need to complete. This allows me to know how the students are doing and provide any suggestions before completing the final product.</p>

	<p><u>Summative</u></p> <p>Regarding summative assessment for this unit, students will be assessed on each of the performing and culminating tasks listed. For the <i>Olympian Gods & Goddesses Chart</i> and the <i>Mythology Biographical Poem</i>, students will be doing these assignments to better their understanding on the Olympian Gods/Goddesses and furthering their knowledge on the God or Goddess that they have picked for the final project.</p> <p>Students will also be tasked with an <i>Olympians Quiz</i> on the day of Lesson 3. Students will be prepped for this quiz as I provide them with a list of twenty questions to study – I will pick ten of these questions and provide a small quiz for the students. The purpose of this is to further knowledge on the Olympian Gods/Goddesses, and make sure the students are learning some content on each of the 14 Olympians that we will be studying in this unit (not only the one they pick for the final project). I will mark these quizzes to check for student understanding.</p> <p>Students will be assessed in a summative manner through a rubric that I created for the <i>My Friend, the Olympian God/Goddess</i> project. Students will be provided with this rubric ahead of time so that they know the criteria they need to fulfill to ensure success.</p>
--	--

STAGE 3 – LEARNING PLAN	
Learning intentions	Learning activities
<p>Lesson 1</p> <ul style="list-style-type: none"> - Students will be able to identify Olympian Gods & Goddesses by their descriptions, and vice versa - Students will choose their God or Goddess that they will be studying for the final project in their pairs 	<p>Lesson 1</p> <ul style="list-style-type: none"> - Introduce Gods & Goddesses through asking and encouraging students to read each bio provided - <i>Olympian Gods & Goddesses Chart</i> (work on completing this chart after being introduced to each God/Goddess) - Inform students about the final project for this unit – provide a checklist for each student, pair students up with a partner, and ask partners to pick their Olympian God or Goddess by the end of the lesson – students must tell me which God or Goddess that they have chosen (if there is not enough time – additional time will be provided next lesson)
<p>Lesson 2</p> <ul style="list-style-type: none"> - Students will continue to learn about the 14 Gods & Goddesses that we are researching in this unit - Students will feel more competent in being able to identify the Olympian Gods & Goddesses by their descriptions, and vice versa - Students will have chosen their God or Goddess that they will be studying for the final project in their pairs 	<p>Lesson 2</p> <ul style="list-style-type: none"> - Students will continue working on their charts, and will have them finished by the end of the lesson - If they haven't already, in their pairs, students will choose the God or Goddess that they will be researching for their final projects - Upon picking their God or Goddess, students will write a <i>Mythology Biographical Poem</i> on their Olympian with a template I provide them with
<p>Lesson 3</p> <ul style="list-style-type: none"> - Students will be able to successfully complete the <i>Olympians Quiz</i> for today's lesson 	<p>Lesson 3</p> <ul style="list-style-type: none"> - <i>Olympians Quiz</i> - Students will begin planning their poster boards for the final project with their partners

<p>Lesson 4</p> <ul style="list-style-type: none"> - Students will be able to demonstrate to me what they have done so far regarding planning for their final projects - Students will continue researching their Gods/Goddesses in order to start working on their poster boards 	<p>Lesson 4</p> <ul style="list-style-type: none"> - Student-teacher conferences - Students will continue researching their Gods/Goddesses in the computer lab
<p>Lesson 5</p> <ul style="list-style-type: none"> - Students will be able to start putting their research and information on their Gods/Goddesses on their poster boards – provided by myself 	<p>Lesson 5</p> <ul style="list-style-type: none"> - Working on poster boards - Students will have additional time on the Friday of this week to finish the poster board, and figure out how they will present the information
<p>Lesson 6</p> <ul style="list-style-type: none"> - Students will be able to present their final projects to their peers 	<p>Lesson 6</p> <ul style="list-style-type: none"> - Student presentations

Reflection:**Resources:**

Mensa Education and Research Foundation. (n.d.). *7th Grade Lesson Plan: It's Greek to Me - Greek Mythology*. Retrieved from http://www.mensaforkids.org/MFK2/assets/File/Teach/LessonPlans/Lesson_GreekMythology.pdf

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)