

Curriculum planning chart

Generative Topic (Blythe et al, 1998): Wiggins and Tomlinson **Our Role As Citizens: Me as a Citizen**
Literacy Name: Jackie Hain

Subject:

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
("The student will understand...")		(How will you have evidence that they know it?)	("The students will know...")	("The students will be able to...")	("Guiding questions" or "unit questions")	
Make the connection: one trait is good but they are better combined! Go after your citizenship idea. Go after qualities of citizenship.	1.1: Reading Independently 1.1.1.C: Use increasingly robust vocabulary in oral and written language.	Is the child making meaningful contributions to the conversation? What are meaningful contributions and how will you keep track of who says what? Can student use their own words and tell what they learned. Is the child asking relevant questions? Ditto with ?s above. Answer the assessment question – what will be your evidence?	A citizen is a multi-layered role. A citizen is honest, compassionate, respectful, responsible, and courageous, etc. A citizen has many different characteristics, This could introduce the above. Then move into examples of citizenship that you and the kids will glean from readings.	SWBAT identify positive character traits of a citizen Go to your assessment column. You have skills you want them to learn. This is where you should put those.	What is a citizen?	Brainstorm a list of characters traits that describe a good citizen. Choose 4 or 5 and compare to trail mix Have a different student pour each ingredient into the larger bowl. Great idea and activity but how will they know? Describe the activities (reading and discussion?) that you will do to get them to this point.

<p>Character traits/Dialogue This is not a concept – move to activity or skill</p>	<p>1.1: Reading Independently 1.3.1.D: Identify literary devices in selected readings (e.g., personification, rhyming, alliteration). Why? Aren't you focusing on character traits/ <i>Speech bubbles</i></p>	<p>Successfully complete a graphic organizer pertaining to beginnings? (character inferences, informational text, questioning, beginnings, character traits, leadership) not sure why this is here. Let's talk about assessment.</p>	<p>Effa Manley owned a baseball team and is the first/only woman to be inducted into the Baseball Hall of Fame. Her childhood was spent in Philadelphia – she fought for what was right.</p>	<p>SWBAT listen to a story, then apply the information to a graphic organizer. Be specific about the graphic organizer. This is not something they will always be able to do after listening to a story – or is it?</p>	<p>What is a leader? What is the purpose of speech bubbles? This is a very minor question. It relates to skill. What can you do that relates to your concept of character traits? What other author have we talked about before uses speech bubbles? What is a biography? (review) This may relate. In your activities and skills, you will want to show how you are using this literary form for the purpose of identifying character traits.</p>	<p>IRA: “She Loved Baseball” - nonfiction, civil rights, biography/memoir so you're reading it -- start there. What else will you do with this book?</p>
<p>Beauty is all around when we look for it. Character traits? Citizenship? How do these relate? Not sure how this whole section fits.</p>	<p>SDP Q3 Visual Arts - Complete a finished work of art using a variety of media and materials. - Be able to say how you feel about a work of art and provide a reason(s) to support your opinion.</p>	<p>Student will share something they find beautiful.</p>	<p>Beautiful means “something that when you have it, your heart is happy.” Different art can be: crayons, tempera, watercolor, chalk, oil pastels, yarn, clay, and other 3D media.</p>	<p>SWBAT create or select something that is beautiful in their life. SWBAT exhibit control when using different mediums.</p>	<p>What are different forms of art?</p>	<p>IRA “Something Beautiful” This is a book? About a citizen? Please make the connection all the way across. - realistic fiction, neighborhoods, social/emotional, dialogue. - character inferences, questioning, summarizing, text-to-life</p>

						connections, visualizing, descriptive language, personal narrative, communities/community worker
<p>Messages will relate to citizenship and roles, rights, responsibilities. What types of messages? Keep to the concept.</p>	<p>1.1: Reading Independently</p> <p>1.1.1.B: Use word recognition techniques:</p> <p>Demonstrate phonological awareness through phoneme manipulation.</p> <p>Demonstrate knowledge of letter sound correspondence (alphabetic principle) to decode and encode words.</p>	<p>Students clearly articulate something they recognize about the message/sentence and can apply it to an example separate from the message. Your assessment should relate to your concept and should document students' growing competence.</p>	<p>The students will know:</p> <ul style="list-style-type: none"> - a vs. an - alliteration - onomatopoeia - -tion - certain vowel/consonant patterns - verbs, adverbs, adjectives, prepositions 	<p>SWBAT explain what they recognize in the sentence. ??????</p>	<p>What do you recognize in this sentence?</p> <p>What do you know about that?</p>	<p>Message Time Plus: one per day for 2 weeks.</p> <p>25-30 minutes each.</p> <p>Maybe you have incorporated much to much detail. Let's talk tomorrow.</p>

Curriculum planning chart

Generative Topic (Blythe et al, 1998): **Our Role As Citizens: Me as a Citizen**

Subject: Social Studies **Name:** Jackie Hain

<u>Concept*</u> ("The student will understand...")	<u>Standard</u>	<u>Assessment</u> (How will you have evidence that they know it?)	<u>Facts</u> ("The students will know...")	<u>Skills</u> ("The students will be able to...")	<u>Problems to pose</u> ("Guiding questions" or "unit questions")	<u>Activities:</u>
Examples of rules or laws that establish order, provide security, and manage conflict So how does this fit with Me as a Citizen?	5.2: Rights and Responsibilities of Citizenship 5.1.1.A: Explain the purposes of rules in the classroom and school community. 5.1.1.B: Explain the importance of rules in the classroom.	<u>Exit slip:</u> What would be a good rule for the library? a. Quiet Please b. Playing Allowed c. Do Not Touch d. None of the above	The students will know that there is a purpose for these rules in the classroom and the school community.	SWBAT articulate why rules are important.	What are the rules in this classroom? What are the rules in this school? We remind ourselves of this promise every morning Why do we have these rules?	Chart paper with a graphic organizer.
Identifying leaders in different groups. In the classroom, in the school, in the city, state, country.	5.3: How Government Works 5.3.1.D: Identify positions of authority in the classroom community.	Students follow-up on activity we recently did targeting geographical locations. School, street, city, state, country – same thing but with leaders' names.	T. Amy/T. Jackie are in charge in this classroom. Principal Ellerbee is in charge of this school. Mayor Nutter is in charge of this city... etc.	SWBAT demonstrate control using scissors and glue.	What is the role of leaders? What is leadership? Who are our leaders?	Anchor Chart identifying these roles. Circle activity. Identify smallest circle as classroom, then school, city, state, country, continent, planet

<p>Other roles in the community are just as important.</p>	<p>5.3: How Government Works 5.3.1.C: Identify the value of fire fighters, police officers and emergency workers in the community.</p>	<p>Are students engaged? Are the students listening and interested in what they are saying?</p>	<p>There are so many different roles in this community – and Philadelphia needs them all to function properly. What would we do without the taxi drivers or the trash collectors? We all bring something to the table</p>	<p>SWBAT ask relative questions to parents about their job. Interview component?</p>	<p>What is our role in the community? How can we grow up to be contributing members to society?</p>	<p>Brainstorm various jobs. What do you want to be when you grow up? Why? Career Day – parents come in to talk to the entire first grade</p>
<p>Students will understand the five themes of citizenship -- honesty, compassion, respect, responsibility, and courage – are important but not always enough. Maybe one theme per day?</p>	<p>5.2: Rights and Responsibilities of Citizenship 5.1.1.A: Explain the purposes of rules in the classroom and school community. 5.1.1.B: Explain the importance of rules in the classroom. *Also literacy: 1.6: Speaking and Listening 1.6.1.A: Listen actively and respond to others in small and large group situations with appropriate questions and ideas</p>	<p>Cold Write: Students will either share, write, or draw these situations. - A different prompt everyday that week (beginning Tuesday, after conversation/less on on Monday) during writing time? E.g. Write about a time you or someone you know was responsible.</p>	<p>Personal connections make an abstract concept more concrete. Students will have concrete examples of good citizens and what these character traits mean.</p>	<p>SWBAT define/provide examples of these character traits. SWBAT personally identify a specific situation with details.</p>	<p>What is honesty? What is compassion? What is respect? What is responsibility? What is courage?</p>	<p>Discussion Can someone share a time when (only a couple of these scenarios, the rest can be used for writing prompts). - you told the truth, even though that was a difficult thing to do. - you felt happy or sad for somebody or something - draw or write, then share with group?</p>

	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.2.1.B: Identify a problem and attempt to solve with adult or peer assistance.</p>	<p>Students work cooperatively together and use their “Share” time wisely. Can the students work together independently? Can students support their reasoning?</p>	<p>Being a good citizen is not always easy. Sometimes the hardest thing and the right thing are the same.</p>	<p>Students will listen to a scenario and reflect what they would do in that situation.</p>	<p>Is this an example of a good citizen?</p> <p>What is a citizen?</p>	<p>Think-Pair-Share Scenarios:</p> <p>1.) Jacob got a flat tire on his bike. Nancy helped him carry his bike home. True or False?: Nancy is a good citizen.</p> <p>2.) Lisa left papers all over the classroom floor and did not clean them up. True or False?: Lisa is a good citizen. What could you do?</p>
	<p>5.2: Rights and Responsibilities of Citizenship</p> <p>5.2.1.B: Identify a problem and attempt to solve with adult or peer assistance.</p>	<p>Students are able to provide a logical next step.</p>	<p>Being a good citizen is not always easy. Sometimes the hardest thing and the right thing are the same.</p>	<p>Students will listen to a scenario and reflect what they would do in that situation. Use as a prompt for discussion, drawing, or writing.)Ask students to discuss, draw, or write in response to the following questions. Providing a hypothetical example, allows students to prepare for a time this might</p>	<p>In these examples, you can share what a good citizen would do!</p>	<p>Scenarios: Discussion: What would you do next if....</p> <ul style="list-style-type: none"> - You find a watch on the playground. What could happen next? - Everybody is in a hurry. A kid near you trips and falls down. What could happen next?

				happen.		<ul style="list-style-type: none">- Your teacher asks the class to be quiet after somebody said something really funny. What could happen next?- You borrowed a pencil from the teacher's desk and lost it. What could happen next?- You think somebody is being cruel by making fun of a kid on the playground. What could happen next?
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<p>A good citizen is someone who works hard to make their community a better place. This classroom is a community and we should strive to have a classroom full of good citizens.</p>	<p>5.2: Rights and Responsibilities of Citizenship 5.2.1.C: Identify school projects / activities that support leadership and public service.</p> <p>*Also literacy: 1.4: Types of Writing 1.4.1.B: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, instructions).</p>	<p>Students can identify ways they can help the classroom/school /community be a better place.</p>	<p>Every human being can make a difference. My voice is important – listen to it.</p>	<p>SWBAT write and properly address an informative letter.</p>	<p>What are some examples in our neighborhood? What are examples of people/groups who are already helping others.</p>	<p>Students will write letters to a person of power addressing a concern they have or something they want to see change.</p> <p>Students will be shown pictures of trash/wasted food/etc. and as a group we can discuss what we see as the problem and what we can do to fix it. (Smartboard)</p>
<p>Wants/Needs: To be good citizens we need to use resources and things carefully/cautiously/in moderation</p>	<p>6.1: Scarcity and Choice 6.1.1.B: Identify classroom wants and needs. 6.1.1.C: Identify choice based on needs versus wants.</p>	<p>Students will correctly sort the pictures into two categories.</p>	<p>wants: desires for goods, services, feelings, and other things we would like to have but do not need needs: things we must have to survive, such as food, water, and shelter</p>	<p>Picture sort Children will demonstrate control with scissors</p>	<p>What are limited resources? What are wants? What are needs?</p>	<p>IRA: Sam and the Lucky Money (?)</p> <p>Anchor Chart: define and provide examples</p> <p>Children will sort pictures appropriately and categorize into wants and needs</p>

Curriculum planning chart

Generative Topic (Blythe et al, 1998): **Our Role As Citizens: Me as a Citizen** **Subject:** Science **Name:** Jackie Hain

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
("The student will understand...")		(How will you have evidence that they know it?)	("The students will know...")	("The students will be able to...")	("Guiding questions" or "unit questions")	
We are all citizens and it is our responsibility as citizens to take care our of environment and neighborhood <i>This is wonderful – just what you want to be getting at throughout the unit.</i>	<p>4.5: Humans and the Environment</p> <p>4.5.1.A: Identify resources humans use from the environment.</p> <p>4.5.1.D: Identify where waste from the home, school and community goes for disposal.</p> <p>4.5.K.C: Identify different types of pollution (land, water or air) and their sources.</p> <p>4.5.K.D: Identify waste and practice ways to reduce, reuse and recycle.</p>	<p>Select students will categorize appropriately. (Hands-on). <i>Not an assessment.</i></p> <p>Students will be held accountable in the classroom to recycle and put waste in proper containers. <i>How will they be held accountable? How will you and they know whether they are getting better at it?</i></p>	<p>Wasting anything is bad for the environment – properly disposing of it is the best thing we can do for our planet: recycle.</p> <p>Use sparingly. <i>There are many other facts that relate to environmental responsibility. Think about what they could learn about recycling, about gardening, about using electricity, etc.</i></p>	<p>The students will be able to identify what different materials are made of and their effect on the earth. <i>Really? This is big and can be controversial.</i></p> <p>Identify different things we can do in our home vs in our school vs in our city as a whole.</p>	<p>How can we make the changes we want to see?</p> <p>What are simple things we can do in our classroom? – turn off lights, throw away our trash, sort trash, recycle, save paper, don't leave the water running, limited toilet paper/paper towel/ tissues, get involved – work with elected officials – small things, big results</p> <p><i>Go with a bigger question</i></p>	<p>Pass around various materials first so students can learn/feel the material</p> <p>Categorize various materials: aluminum, paper, plastic, trash into label trash baskets.</p> <p><i>You can take this further.</i></p>

<p>What is a good citizen and how can I protect our resources? How does a good citizen protect our resources? What can I do?</p>						
<p>Good for you good for the earth!</p>			<p>Eating fruits and veggies are good for you and good for the earth because the remains decompose and is not processed</p>	<p>SWBAT walk away with a general knowledge of the color roles of fruits and vegetables on the human body.</p>		<p>Charting/categorizing/sorting different color fruits and veggies.</p> <p><i>Yellow and orange:</i> Heart strong, vision clear, healthy immune system</p> <p><i>Blue and purple:</i> Body healthy as it grows, memory sharp</p> <p><i>Red fruits:</i> Heart strong, memory sharp</p> <p><i>Green:</i> Bones and teeth strong, vision clear</p>

*Theme word wall, or theme daily facts wall

Potential Read Alouds:

Duck for President: WOW words – chores, election, furious*, registering, ballot, results, demanded, officially*, Topics: requirements to vote, mice got together and protested the height requirement – so duck crossed it off. Using your voice. The voters had spoken, autobiography, fantasy/folk tale, narrative, government, elections, government officials

- cause/effect, character inferences (intentions/feelings), inferring, questioning, sequencing, beginnings, communities/community workers,

Something Beautiful

- communities/community workers

narrative, neighborhoods, social/emotional, dialogue, realistic