

Academic Standards

LITERACY

PA Common Core:

- CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
- CC.1.4.2.G Write opinion pieces on familiar topics or texts.
- CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

SOCIAL STUDIES

PA Standards:

- 5.1.2.A Explain the purposes of rules and their consequences in the classroom and school community.
- 5.1.2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation.
- 5.2.2.D Explain responsible community behavior.
- 8.4.2.B. Explain the significance of historical documents on world history.

Teaching Methods:

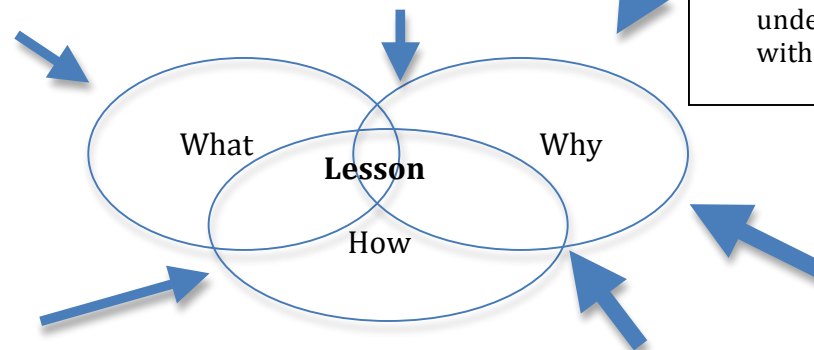
- Whole-class and individual brainstorms
- Independent reading, packet for responses to literature
- Whole-class read-alouds , small group guided reading, whole-class shared reading
- Skits/Role-play for problem-solving
- Daily warm-up response to short story about a person/character who does or does not display good citizenship
- Use of JFK's inaugural address video clip
- Jeopardy for learning rights
- Character maps
- "Citizenship Test" at end of unit

Curriculum Materials:

- Various non-fiction and fiction read alouds
- Independent reading books
- *TIME for Kids* non-fiction articles
- *Harcourt Horizons: About My Community and Social Studies Alive!* lesson guides
- Persuasive writing mini-notebooks
- JFK's inaugural address video clip
- Reading response packets, one per student

Knowledge of Students and Context:

- Classroom community is extremely diverse racially/culturally, but relatively homogeneous socioeconomically
- Neighborhood/community values social consciousness
- Neighborhood/community values rigorous, quality education
- Students are kind and respectful most of the time; however, this sense of community and camaraderie breaks down when students become academically and socially competitive with one another; they can be exclusive, and even mean
- Students have been afforded certain privileges by going to PAS, and may benefit from learning about their civic duties so that they understand the responsibilities that come with privilege



Educational Philosophy and Beliefs

- The purpose of school is to help children develop a social consciousness and effective self-direction (Dewey)
- Democratic citizens are not born, but have to be made; schools should provide the necessary skills, values, and social sensibilities upon which democracy depends, and should foster in children a sense of community (Osborne)
- Democratic equality—schools should prepare students to take on the resp. of citizenship (Labaree)
- School should teach children to think critically and challenge injustice by advocating for change with coherent, thoughtful arguments

Theories of Teaching and Learning:

- Intelligence is not fixed/uniform; there are multiple forms of intelligence that reflect different ways of interacting with the world (Gardner)
- Funds of Knowledge (Moll)
- Students learn best when they are put in their 'zone of proximal development' (Vygotsky)
- Every student is different and learns differently; teachers may therefore need to differentiate the content, process, product, or learning environment in any given lesson to meet a student's individual needs (Tomlinson)
- The teacher plays an important role in creating a classroom culture that values and encourages discourse (Hiebert)

