

Curriculum Table

Generative Topic: Citizenship

Subject: Literacy (Reading)

Name: Frances Brandt

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
<p><i>Students will understand...</i></p> <p>Big Idea: Examining characters allows us to observe, understand, and therefore interact appropriately with different kinds of people.</p> <p>Central Question: Why is it important to examine characters and their traits? What can we learn from studying characters?</p>	<p>(Source: PA Common Core State Standards)</p> <ul style="list-style-type: none"> 1.3.2.C Describe how characters in a story respond to major events and challenges. 1.3.1.H Compare and contrast the adventures and experiences of characters in stories. 1.3.2.A Recount stories and determine their central message, lesson, or moral. 1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases 	<ul style="list-style-type: none"> Ongoing class-generated list of character traits Character Chart- for every read-aloud, students will identify the main character(s), their traits, motivation, and development/change over time through class discussion Individual Reading Response Packets-- to be filled out after/in response to Independent Reading 	<ul style="list-style-type: none"> Key vocabulary about character traits, specifically those that describe good citizens Characters have their own motivations for doing and saying things Characters change/ develop over time in response to interactions with others or major events We can learn a lot about people in the world around us by studying characters in stories 	<ul style="list-style-type: none"> Discuss characters from stories in terms of their traits, their motivation, and how they change/develop over time Compare and contrast characters from stories Identify the problem/solution in a story as they relate to the character(s) 	<ul style="list-style-type: none"> What are character traits of good citizens? What can we infer about a character's motivation? Why/How do characters change over time? How did X character overcome his/her problem? What was the solution? What can we learn from studying characters? 	<p>Read-Alouds with whole-class discussion, followed up by filling in Character Chart (<u>King of the Playground</u>, <u>Recess Queen</u>, <u>Stand Tall</u>, <u>Molly Lou Melon</u>, <u>Ruby the Copycat</u>, <u>The Boy Who Cried Wolf</u>)</p> <ul style="list-style-type: none"> Venn Diagram to compare/contrast two characters from two stories Shared reading of "Winners Never Quit" from <u>Storytown</u> Independent Reading with Reading Response Packets

Generative Topic: Citizenship

Subject: Literacy (Writing)

Name: Frances Brandt

Concept*	Standard	Assessment	Facts	Skills	Problems to pose	Activities:
<i>Students will understand...</i>	<i>(Source: PA Common Core State Standards)</i>	<i>Evidence of student learning...</i>	<i>Students will know...</i>	<i>Students will be able to...</i>		
<p>Big Idea: Examining characters allows us to observe, understand, and therefore interact appropriately with different kinds of people.</p> <p>Central Question: Why is it important to examine characters and their traits? What can we learn from studying characters?</p>	<ul style="list-style-type: none"> 1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 1.4.2.G Write opinion pieces on familiar topics or texts. 	<ul style="list-style-type: none"> Character Scrapbooks— Individual reading response packets that ask students to write a profile of a character that describes all of his/her positive character traits Letters written to characters 	<ul style="list-style-type: none"> Good explanatory texts give evidence supporting the main idea Good opinion pieces give evidence supporting the main idea Key vocabulary about character traits 	<ul style="list-style-type: none"> Compose thoughtful written profiles of a character using key vocabulary about character traits Compose opinion pieces (letters) written to a character 	<ul style="list-style-type: none"> What character traits describe this character? How do we decide which character traits are most important when describing a character? How did X character choose to deal with his/her problem? Do you agree? How would you have dealt with it differently? 	<ul style="list-style-type: none"> In their Character Scrapbooks: A written profile of the main characters discussed in that day's read aloud or in a student's independent reading book Opinion letters written to the main character— either applauding the choice that the character made or suggesting other ways that the character could have solved the problem Personal pledge to being a citizen of Room 119 ("As a citizen of room 119, I promise to...")

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Curriculum Table

Generative Topic: Citizenship

Subject: Social Studies

Name: Frances Brandt

<u>Concept*</u>	<u>Standard</u>	<u>Assessment</u>	<u>Facts</u>	<u>Skills</u>	<u>Problems to pose</u>	<u>Activities:</u>
<p><i>Students will understand...</i></p>	<p>(Source: PDE Civics and Government Elementary Standards)</p>	<p><i>Evidence of student learning</i></p>	<p><i>Students will know...</i></p>	<p><i>Students will be able to...</i></p>		
<p>Big Idea: A citizen is a member of a community who is afforded certain rights and who has a responsibility to that community.</p> <p>With freedom (rights) comes responsibility.</p> <p>Central Question: What is a citizen? What is the relationship between your rights and your responsibilities as a citizen?</p>	<p>5.1.2.A Explain the purposes of rules and their consequences in the classroom and school community</p> <p>5.2.2.A Identify and explain the importance of responsibilities at school, at home and in the community</p> <p>5.1.2.E Describe citizens' responsibilities to the state of Pennsylvania and to the nation</p> <p>5.2.2.D Explain responsible community behavior</p> <p>5.1.3.D Identify key ideas about government found in significant documents: Bill of Rights</p>	<ul style="list-style-type: none"> • Class Bill of Rights • Quilt of Responsibility • Test on key vocabulary about citizenship • Personal Citizenship Pledge 	<ul style="list-style-type: none"> • Key vocabulary about citizenship • Basic rights of citizens—(US citizens or citizens of Room 119? Or 'What are rights?') • Basic responsibilities of citizens (US citizens or citizens of Room 119? Or 'What are responsibilities?') 	<ul style="list-style-type: none"> • Recognize, define, and use citizenship vocabulary in context • Identify and explain basic rights of citizens (classroom or U.S.?) • Identify and explain basic responsibilities of citizens (classroom or U.S.?) 	<ul style="list-style-type: none"> • What is a community? What communities are you a part of? • What are your responsibilities as a citizen of your community? • What are your rights as a citizen of your community? • What can you do to make a difference in your community? 	<ul style="list-style-type: none"> • Idea webs in groups around "Community" • Charts listing responsibilities in various communities • Quilt of responsibility • Picture Sort: needs v. wants • Brainstorm of what we need as citizens of Room 119 to learn • Class Bill of Rights • Watch JFK's inaugural address ("Ask not what your country...") • Citizenship Swearing-in Ceremony

