

## Curriculum planning chart

**Generative Topic** (Blythe et al, 1998): Exploring Our Neighborhood

**Subject:** Social Studies

**Name:** Emily Jamison

<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>
<p>I am a member of multiple communities.</p> <p><u>Central problem / issue / or essential question:</u></p> <p>- How do I fit into and relate to my communities?</p>	<p>SS 6.4.K.C: Identify goods and services provided by local businesses</p>	<ul style="list-style-type: none"> <li>- observation and anecdotal notes during class discussions and activities</li> <li>- think-pair-shares</li> <li>- reading responses to <i>We Are All Alike</i>, <i>We Are All Different</i> and <i>From Here to There</i></li> </ul>	<ul style="list-style-type: none"> <li>- the definition of a community: a group of people who have something in common (ie where they live, a common purpose)</li> <li>- a neighborhood is a type of community</li> <li>- multiple ways to learn about their communities</li> </ul>	<ul style="list-style-type: none"> <li>- distinguish between a community and a neighborhood</li> <li>- analyze characteristics of communities</li> <li>- compare their roles in two different communities</li> </ul>	<ul style="list-style-type: none"> <li>-What is a community?</li> <li>- How can I learn about my community?</li> <li>- How are communities similar? How are they different?</li> </ul>	<ul style="list-style-type: none"> <li>- Idea web: community</li> <li>- Read alouds: <i>Me on the Map</i>, <i>From Here to There</i></li> <li>- Read aloud: <i>We Are All Alike</i>, <i>We Are All Different</i>; Reading Response: How are you similar to or different from your classroom community?</li> <li>-Venn Diagram: classroom community, neighborhood community</li> <li>- Interviews with classmates</li> </ul>
<p>There are many ways to learn about my communities.</p> <p><u>Central problem / issue / or essential question:</u></p> <p>- How can I learn about my neighborhood?</p>	<p>SS 7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location</p> <p>Math: CC.2.4.K.A.4 Classify objects and count the number of objects in each category.</p>	<ul style="list-style-type: none"> <li>- observation and anecdotal notes during discussions</li> <li>- think-pair-shares</li> <li>- student contributions to KWL chart</li> <li>- Summative assessment: students' writing for</li> </ul>	<ul style="list-style-type: none"> <li>- I can learn about my neighborhood by talking to people in it, by walking around and observing it, and by reading books on it.</li> <li>- several places in the immediate PAS neighborhood and what type of place they are (store,</li> </ul>	<ul style="list-style-type: none"> <li>- classify places in their neighborhood by function</li> <li>- explain the roles of various people in their neighborhood</li> <li>- compose open-ended questions</li> <li>- identify the features of a</li> </ul>	<ul style="list-style-type: none"> <li>- Who knows a lot about your neighborhood?</li> <li>- What makes your neighborhood special?</li> </ul>	<ul style="list-style-type: none"> <li>- interviews in class and on neighborhood walk</li> <li>- KWL chart on our neighborhood</li> <li>- Read aloud: <i>City Sounds</i> (talk about observation with 5 senses)</li> <li>- walking tour of the</li> </ul>

		our “All About the PAS Neighborhood” book	restaurant, park, etc)	guidebook		PAS neighborhood - classify and chart places in our neighborhood by function
<p>A map is a visual, symbolic representation of a place.</p> <p><u>Central problem / issue / or essential question:</u></p> <p>- How can a map help people learn about my community?</p>	<p>SS 7.1.K.A: Interpret a simple map of a known environment</p> <p>SS 7.1.K.B: Describe the location of places in the home, school, and community to gain an understanding of relative location</p>	<p>- observation and anecdotal notes during class discussions and activities</p> <p>- performance during map activities</p>	<p>- definitions: map, map key, map symbol</p> <p>- neighborhoods in cities usually have blocks – the streets make squares</p> <p>- how maps are helpful</p> <p>- symbols on a map represent actual places</p>	<p>- differentiate streets from blocks on a map</p> <p>- create or select appropriate symbols to use in a map key</p> <p>- follow and give instructions from one place to another on a map</p> <p>- describe the relative locations of various places in their neighborhood</p>	<p>- How can we communicate to others what we know about our community?</p> <p>- What is a map?</p> <p>- What is the function of a map?</p> <p>- How do we use a map?</p>	<p>- Read aloud: <i>Me on the Map</i></p> <p>- Make a class map of the PAS neighborhood: assign each category a symbol, put them on a large map</p> <p>- Practice using the map (performance): give and follow directions from one place to another on the map</p> <p><b>Technology:</b></p> <p>- Use Google maps to locate our school within city, state, and country</p> <p>- Take photos of places we visit on our neighborhood walk and put them on our class map</p>

## Curriculum planning chart

**Generative Topic** (Blythe et al, 1998): Exploring Our Neighborhood

**Subject:** Literacy

**Name:** Emily Jamison

<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>
<p>We learn about the world (our communities) by reading nonfiction texts written by experts.</p> <p><u>Central problem / issue / or essential question:</u></p> <p>- How can we write books that are fun to read but also teach the reader something?</p>	<p>CC.1.2.K.A With prompting and support, identify the main idea and retell key details of text.</p> <p>CC.1.2.K.B With prompting and support, answer questions about key details in a text.</p> <p>CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding</p> <p>CC.1.4.K.A: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts</p> <p>CC.1.4.K.B: Use a combination of drawing, dictating, and writing to focus on one specific topic</p> <p>CC.1.4.K.C: With prompting and support, generate ideas and details to convey information that relates to the chosen topic</p> <p>CC.1.4.K.D Make logical</p>	<ul style="list-style-type: none"> <li>- observation and anecdotal notes during class discussions</li> <li>- think-pair-shares</li> <li>- written work: expert lists</li> <li>- graphic organizer of main idea and details in a nonfiction text</li> <li>- Summative assessment: students' writing for our "All About the PAS Neighborhood" book</li> </ul>	<ul style="list-style-type: none"> <li>- nonfiction texts teach us about the world</li> <li>- authors write about what they know (what they are experts about)</li> <li>- authors write with a purpose; sometimes the purpose is to teach the reader</li> <li>- sometimes authors work together and share their knowledge to write a book</li> <li>- a good all about topic is a topic I know a lot about</li> </ul>	<ul style="list-style-type: none"> <li>- write an all about text on a place in their neighborhood using main idea, and details</li> <li>- illustrate their all about text in a way that supports the text</li> <li>- synthesize main ideas and details using a graphic organizer</li> <li>- name three things about which they are an expert and cite evidence to defend their ideas</li> </ul>	<ul style="list-style-type: none"> <li>- How can we communicate to others what we know about our community?</li> <li>- How do authors learn about their topics?</li> <li>- What do authors do if they want to write about something they're not experts on?</li> <li>- What features do all about books share?</li> </ul>	<ul style="list-style-type: none"> <li>- Shared writing: KWL chart on our neighborhood</li> <li>- Read aloud: <i>I Read Signs</i> (Where do we see these signs in our neighborhood?)</li> <li>- Read alouds: examples of all about texts and guide books</li> <li>- Generate "expert lists" and use them as topics during writing workshop</li> <li>- Writing all about texts to make a class guide to the PAS neighborhood</li> </ul>

	connections between drawing and dictation/writing.					
We can learn about our communities by asking open-ended questions.	<p>CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question</p> <p>CC.1.5.K.A Participate in collaborative conversations with peers and adults in small and larger groups</p> <p>CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>- written work: interview questions and answers, students' writing about what they learned on our neighborhood walk</p> <p>- observations and anecdotal notes</p>	<p>- the 5 question words: who, what, where, why, how</p> <p>- what an interview is and its function</p>	<p>- identify open-ended questions</p> <p>- create open-ended questions to learn about their classmates and neighborhood</p> <p>- conduct a basic interview: ask a question, listen to the answer, and write down the answer (as best as they can)</p>	<p>- Would our question of the day questions be good interview questions? Why?</p>	<p>- question activity – brainstorm questions, sort them into open and not open ended</p> <p>- interviews: with classmates and on neighborhood tour</p> <p>- class discussion of what we learned from our interviews; complete L of neighborhood KWL chart</p>