

Curriculum planning chart

Generative Topic (Blythe et al, 1998): Community

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>	<p>- observation and anecdotal notes during class discussions and activities</p> <p>- reading response to We Are All Alike...</p>	<p>- the definition of a community: a group of people who have something in common (ie where they live)</p> <p>- what an interview is and how it helps us learn about our communities</p>	<p>- distinguish between a community and a neighborhood</p> <p>- analyze characteristics of communities</p>	<p>-What is a community?</p> <p>- How can I learn about my community?</p> <p>- How are communities similar? How are they different?</p>	<p>- Idea web: community</p> <p>- Read aloud: <i>From Here to There</i></p> <p>- Read aloud: <i>We Are All Alike, We Are All Different</i>; Reading Response: How are you similar to the rest of your classroom community?</p> <p>- Venn Diagram: classroom community, neighborhood community</p> <p>- Interviews with classmates</p>
<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 community?</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>	<p>- observation and anecdotal notes during class discussion</p> <p>- student contributions to KWL chart</p> <p>- written work: expert text on neighborhood place/person</p>	<p>- I can learn about my community by talking to people in it, by walking around and observing it, and by reading books on it.</p> <p>- several places in the immediate PAS neighborhood and what type of place they are (store, restaurant, park, etc)</p>	<p>- classify places in their neighborhood by function</p> <p>- explain the roles of various people and places in their neighborhood</p>	<p>- Who knows a lot about your neighborhood?</p> <p>- What makes your neighborhood special?</p>	<p>- interviews: brainstorm questions as a class; interview in pairs</p> <p>- KWL chart on our neighborhood</p> <p>- Read aloud: <i>City Sounds</i> (talk about observation with 5 senses – science lesson)</p>

						<ul style="list-style-type: none"> - walking tour of the PAS neighborhood, visiting/interviewing community members - 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> <ul style="list-style-type: none"> - How can a map help people learn about my community? 	<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>	<ul style="list-style-type: none"> - observation and anecdotal notes during class discussions and activities - performance during map activities 	<ul style="list-style-type: none"> - definitions: map, map key, map symbol - neighborhoods in cities usually have blocks – the streets make squares 	<ul style="list-style-type: none"> - differentiate streets from blocks on a map - follow and give instructions from one place to another on a map 	<ul style="list-style-type: none"> - How can we communicate to others what we know about our community? - What is a map? - What is the function of a map? - How do we use a map? 	<ul style="list-style-type: none"> - Read aloud: <i>Me on the Map</i> - Make a class map of the PAS neighborhood: assign each category a symbol, put them on a large map - Practice using the map (performance): give and follow directions from one place to another on the map

Curriculum planning chart

Generative Topic (Blythe et al, 1998): Community

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.H With prompting and support, identify the reasons an author gives to support points 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,</p>	<ul style="list-style-type: none"> - observation and anecdotal notes during class discussion - written work: expert lists with rationales - graphic organizer of main idea and details in a nonfiction text - written work: all-about text on neighborhood place/person with illustration 	<ul style="list-style-type: none"> - nonfiction texts teach us about the world - authors write about what they know (what they are experts about) - authors write with a purpose; sometimes the purpose is to teach the reader - sometimes authors work together and share their knowledge to write a book 	<ul style="list-style-type: none"> - write an all-about text on a place in their neighborhood using main idea, and details - illustrate their all-about text in a way that supports the text - synthesize main ideas and details in a nonfiction text using a graphic organizer - name three things about which they are an expert and cite evidence to defend their ideas - draw conclusions about the author's purpose after reading a text 	<ul style="list-style-type: none"> - How can we communicate to others what we know about our community? - How do authors learn about their topics? - What do authors do if they want to write about something they're not experts on? - What features do "all-about" books share? 	<ul style="list-style-type: none"> - Shared writing: KWL chart on our neighborhood - Read aloud: <i>I Read Signs</i> (Where do we see these signs in our neighborhood?) - Read alouds: examples of all-about texts and guide books (ie <i>The Pumpkin Book</i> by Gail Gibbons) - Generate "expert lists" and use them as topics during writing workshop - Writing all-about texts to make a class guide to the PAS neighborhood

	<p>generate ideas and details to convey information that relates to the chosen topic</p> <p>CC.1.4.K.D Make logical connections between drawing and dictation/writing.</p>					
<p>We can learn about our communities by asking open-ended questions.</p>	<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</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>- design open-ended questions to learn about their classmates and community</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 KWL chart</p>