**Grade** **Level**: 1st Grade **Dates**: Oct 12 – Nov 18

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| **School Information**  **School**: Copeland Elementary  **School Code**: 060043  **Teachers**: Brown, Long, Weegar, Bustos  **Buffer**: Nov 19 – Jan 10 | **Transdisciplinary Theme**: How We Organize Ourselves  **Segment of Theme**: Interconnectedness, Impact, Human made systems and communities and economic activities.  **Overarching Concept**: Environments | |
| **Section 1: Overview** | | |
| 1. **Central Idea**: Balanced people respect others, the environment, and themselves. | | |
| **Key Concepts**:  \*Responsibility-What is our responsibility?  \*Function-How does it work?  \*Reflection-How do we know? | | |
| 1. **Guiding Related Concepts**: | 1. **Lines of Inquiry**: | 1. **Teacher Questions (Guided Questions)**: |
| Related Concepts:  Citizenship  Value  Impact  Protect  Refugee  Conservation  Timeline  Monument  Peace | Responsible community members positively impact the world.  The purpose of roles, responsibilities, and essential agreements affect our classroom and school environments.  We will reflect how our choices impact ourselves and others by using the action cycle. | **DOK Level 3 & 4**  What kind of home, school, church, and world do we need in order to be safe so that we can grow?  How do laws, rules, and essential agreements help us have this kind of school and community?  Why do my actions matter to my family, school, church, and community? Why is what I do important to others and to myself?  Using your own words, explain the meaning of conservation.  How would the Navy keep the United States of America Safe? |
| 1. **Prior Content Knowledge**: | 1. **Assessing the Lines of Inquiry**: |
| What is transportation?  What is a hero?  What is a historical figure?  How does history shape our lives? | How will you assess student’s understanding of the lines of inquiry?  Think-Pair-Share about each historical figure.  Teacher observation and class discussions of students’ daily behavior shows if they understand the purpose of roles, responsibilities, and the essential agreements. Ties in with our school-wide PBIS initiative.  Students will use the Action Cycle to reflect on a choice that they have made. |
| **Section 2: What Are Our Target Goals?** | | |
| 1. **Concept Based Summative Assessment:** | 1. **Targeted Approaches to Learning (highlight 3):** | 1. **Targeted Learner Profile Attributes (highlight 2):** |
| Students will chose a historical figure. They will create a postage stamp about their character traits and how they made an impact on others. Students will present what they have learned about their choice of historical figure. Task will be differentiated by allowing some students to work individually and others to work in pairs. | * **Social Skills** * Research Skills * **Communication Skills** * Thinking Skills * **Self-Management Skills** | well-balanced, caring, principled, open-minded, risk taker, knowledgeable, **communicator, reflective**, thinker, inquirer |
| **Section 3: What Assessments will be provided in this unit of inquiry?** | | |
| 1. Pre-Assessments:   What assessment will be given at the beginning of the unit to inform current understanding | 1. Formative Content Based Assessments:   What assessments will be given to monitor student learning of content? | 1. Summative Content Based Assessments:   What assessments will be given for students to show mastery of unit content? |
| KWL Charts on each historical figure.  Circle Maps for pre-writing. | Students will write facts about each historical figure in their journals throughout the unit.  Class discussions  Gallery walks  Graphic organizers (See-Think-Wonder)  Think-Pair-Share  BrainPop quizzes  *GA Studies Weekly* writing assignments and activities | Assessments on each historical figure from Social Studies Weekly. |
| **Section 4: How will we Facilitate Learning?** | | |
| 1. Provocation:   How will interest into this unit be sparked? | 1. Learning Experiences:   What activities/experiences will help facilitate the learning? | 1. Evidence of Differentiation:   How will the learning experiences be adjusted to different learning styles/abilities? |
| Teachers will model good decision-making for students, and “think-aloud” their decision-making process for their classes. Teachers will relate how they come to their decisions by referencing the Action Cycle. It should become obvious to students that we all must make many decisions on a daily basis. Teachers will point out to students that each decision is an opportunity to help or hurt our community and ourselves. Very importantly, teachers must help students understand that we all make mistakes in our lives, and that our mistakes don’t define us. What matters is what we do with our mistakes.  For our **provocation**, teachers will gather photos and videos of traffic in different countries. In some of the photos, the drivers should be following well-defined traffic laws in a clear and orderly fashion. Teachers will contrast these photos with other photos of chaotic traffic. In these latter photos, the drivers will not be following traffic laws and there will be a lack of safety in the scene.  The **scenario** we want to present to the students is that, when people are together, we must have policies and procedures to keep us safe.  Shoemaker will present Theodore Roosevelt Bear as a provocation to each class. This will be our introduction to Teddy Roosevelt.  Clothing pictures from past and present (sourced from *Georgia Studies Weekly*) will be presented via a gallery walk in each classroom.  Students will compare their homes with photographs of the homes in our classroom countries. This activity will use the Promethean Board. Students will create a compare and contrast graphic organizer. | **Week 1:**  **Day 1:**  Past and Present See-Think-Wonder -  Before reading the text, provide students with a three-part organizer that can be added to throughout the week.  Students will view pictures of pictures of transportation from the past and present.  The students will watch a BrainPop on Lewis and Clark.   * Following the Brain Pop students will answer the questions at the end of the video in the form of a class discussion.   The students will read the *GA Studies Weekly* article on transportation. They will complete the graphic organizer on past, present, and future modes of transportation.  Read-Alouds: *Life at Home (Then and Now)*;  Q: How was going from one place to another different in the past?  Q: How do you think transportation will change in the future?  **Day 2:**  I See – I Think – I Wonder – Transportation from a farm  Students will add to the three part graphic organizer.  Q: How are the farms of today different from those in the colonies?  Circle Map - Help students show their prior knowledge of foods in the past by constructing a circle map. Draw two concentric circles. In the center, write or draw the main idea of the article. In the outer circle, write or draw information about the item in the center as volunteered by students.  Q: Where do you get your food?  Students will watch a video from *GA Studies Weekly* on “How We Get Our Food.”  Readings for the Week:   * *In Touch in the Past and Future*; * *Travel Then and Now (From Olden Days to Modern Ways in Your Community)*.   Students will have the opportunity to design past, present, and future modes of transportation. They will have the option to draw or sculpt the past, present, and future modes of transportation, using pictures as a reference.  **Days 3-5:**  Continue Transportation through the rest of the week.  Theodore Loved Animals Lesson  After reading, students create a digital or print poster of Theodore Roosevelt and his love of animals containing text, images, quotes, summaries etc. using information from the test. These posters can be collaborative or independent  Enrichment: After reading, the article, students will write a sentence about the topic and make sure to use proper punctuation.  Discuss with students the environmental concerns with transportation.  Students will continue working on their transportation designs  Students will have the opportunity to share their drawings/models with the class.   * Additional Activity – Roosevelt created the Great White Fleet – Students will create their own boat using various materials and write three sentences in their own words explaining the purpose of the Great White Fleet.   **Week 2:** Clothing  **Day 1:**  Introduce clothing via gallery walk provocation.  Use graphic organizer to compare and contrast clothing styles from the past with those of today.  Life When Theodore Was President:  Card Flip Book – Create a flip book, either digitally or on paper. On each flap, write a question. Under each question inside the flap, write the answer. Questions will be pulled from the text. Students will share with a partner or with the whole group.  Enrichment: After reading the article, student will turn and teach their shoulder partner about topic. Students will take turns teaching and listening.  Q: How many years did Theodore Roosevelt live after he became president.  **Day 2**  National Forest and Refugees Lesson:  Students will watch a video on National Forest and Refugees  Students will make a tri-fold brochure or a colorful ad for a national park. Add images and captions. After reading the brochure, or viewing the ad, student should be able to explain who created national parks and why. The brochure should include at least five facts pulled from the reading passage.  Q: Even though Roosevelt studied history and government in college, how did Roosevelt still serve his passion for nature?  Conservation Lesson: Pebble in a Pond – Given a graphic of concentric circles, students will write “President Roosevelt” in the center. Students will then fill the circles with information about Roosevelt from the most important idea towards the enter to the least/smallest idea toward the outside. A question is written in the center could lead to more questions.  Q: What is a good definition of the word conservation?  **Day 3:**  Lesson Task - Lesson – Nobel Peace Prize – Roosevelt in the US Navy  I see I think I wonder – The image will be a picture of Roosevelt in the US Navy  Enrichment: Think, Pair, Share – After reading the article on Roosevelt in the Navy, students will share in pairs.  Q: How would the Navy keep the United States of America Safe?  Activity: Give One Get One – Students write an important fact from reading on a small piece of paper. They trade another student for an important fact. Each person reports on the other student’s fact.  Week 3 – Communication - Decision making / responsibility  Day 1- Day 5  Sacagawea and Lewis and Clark used Communication and decision making by making maps, journals ,and created illustrations with everything that they observed. ( Nature, Animals, Indians, boats) completed observations as they traveled by boats.  Students will create journals on taking gallery walks and making observations of historical photos. Presentation with information in small groups will be completed.  Week 4 – Honoring our Heros  Day 1 : See Think Wonder : Mount Rushmore : Some students may create illustrations and some students may give oral explanation's others my write paragraphs .  Day 1- 5  Students will choose to create a postage stamp for one of the following historical figures. (Prior to the activity the teacher will show examples of various stamps.) Students will choose from the following figures. Ruby Bridges , Lewis and Clark, Thomas Jefferson, Sacagawea Thomas Jefferson, Theordore Roosevelt, Students will write one sentence detailing their stamp. Some students will be provided a sentence stem while some students may be asked to write a detailed sentence. | Station rotations will be used to differentiate instruction according to student needs. At the teacher’s station, special emphasis will be placed on vocabulary and individual student understanding.  Independent reading and research will be available to extend instruction to students who are on or above grade-level.  Think-Pair-Share will be available for mid-level students. These students will be paired according to their prior knowledge.  Illustrating the lesson will be an option for students who are one or more behind. |
| 1. Learning Experiences in Specials:   How are Specials Courses able to connect to this unit? | 1. Local/National/Global Connections:   How can we connect the content to local/national/global issues? | 1. Student Action:   What learning experiences support potential student-initiated action? |
| PE  We will take a literal approach to the central idea of balanced people respect others, the environment, and themselves. First grade non-locomotor standards partially focus on the physical ability of balance. Students will perform various tasks that encourage improved balance. | How has transportation changed as a result of COVID?   * Public Transportation (City Busses, School Buses, Planes, Trains) | Students may create a brochure offering their time to volunteer to help a neighbor in need, with parent involvement.  Students may be inspired to be risk-takers as a result of learning about exploration.  Students may generate questions and develop an interest in travel as a result of this unit.  Students may become interested in environmental stewardship and protecting animals as a result of their study of Theodore Roosevelt. |
| 1. Student Agency and Play:   What learning experiences provide students with voice, choice and ownership? What play opportunities will be provided by Kindergarten/Pre-K?hands on/STEAM for K-5? | | 1. Resources:   Which resources will you and the students use? This may include people, places, technologies, learning spaces and physical materials. |
| Students may present their research and findings as this unit progresses.  Students will have the opportunity to design past, present, and future modes of transportation. They will have the option to draw or sculpt the past, present, and future modes of transportation, using pictures as a reference. | | Georgia Social Studies Weekly  BrainPop Jr.  Read-alouds  MyOn  SeeSaw  Canvas  Construction paper  Play-Dough  Scissors  Crayons  Media Center  Photographs of different modes of transportation |
| **Section 5: Reflection** (Write the year, change font color for each year) | | |
| 1. Reflect on learning experiences: | | |
| Weegar: Students were amazed that Theodore Roosevelt was the first President to fly and own a car.  2021 Long: Students could not believe that Theodore Roosevelt lost his mom and wife on the same day. | | |
| 1. How were the tasks differentiated to meet different learning styles? | | 1. How did the learning experiences and strategies we used throughout the unit help to develop and show students understanding of the central idea? |
| Weegar: Students worked in either small groups, independently, or with the teacher to do research on historical figures.  2021: Long Students used playdough sculptures, writing, and oral book reports to represent their chosen historical figure. | | Weegar: Students were able to share through writing experiences, KWL charts, and verbally expressing knowledge learned about the “How We Organize Ourselves.”  2021 Long: Students appreciated that Theodore Roosevelt thought enough about the future to preserve land for national parks. |
| 1. What learning experiences best supported students’ development and demonstration of the attributes of the learner profile and approaches to learning? | | 1. How effective were the summative assessments in measuring student learning? What, if any, changes need to be made to the assessments? |
| Weegar: The “Think-Pair-Share" opportunities provided students to be able to be balanced and reflective as they learned about the individual historical figures.  2021: Long: The hands on experiences of creating the models representing the Great White Fleet by Roosevelt and discussing the importance of the Roosevelt’s quote, “Speak softly but carry a big stick”. | | Weegar: The summative assessments used from GA Studies Weekly were a great way to assess students’ understanding.  2021 Long: The assessments from Ga.Studies helped me as a teacher to stay on task as well as to help direct student learning. |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry? | | 1. What student action arose from this unit of inquiry? |
| Weegar: How did the President have so many animals at The White House?  2021 Long: How did Theodore Roosevelt do so many great things. The students came to the conclusion that a lot of knowledge that made him capable was due to his great love of reading. | | Weegar: Students were interested and engaged in a timeline of Theodore Roosevelt as we read several books about his life. They understood that there will be a timeline of their life one day.  2021 Long: Students want to wisely use our resources. |
| 1. Any additional notes or changes that need to be considered next year? | | |
| Weegar: Perhaps next year let students use the iPads to record group presentations about a Historical Figure.  2021 Long: Perhaps students will make their own movie in groups about a time period in Roosevelt’s life while other groups in the class will make a movie about different time periods of his life. Later to be viewed and shared with the class as a viewing party. | | |
| **Section 6: Picture Evidence** | | |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

**Math**:

**Science**:

**Social Studies**: