**Grade** **Level**: **Dates**:

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| **School Information****School**: Copeland Elementary **School Code**: 060043**Teachers**: Weegar, Long, B.Brown, Bustos**Buffer**: None | **Transdisciplinary Theme**: Who We Are**Segment of Theme**: Nature of Self / Social **Over Arching Concept**: Relationships |
| **Section 1: Overview** |
| 1. **Central Idea**: Our behaviors help us develop relationships throughout the world.
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| 1. **Key Concepts**: Responsibility—What is our responsibility? Change—How is it changing? Form—What is it like?
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| 1. **Guiding Related Concepts**:
 | 1. **Lines of Inquiry**:
 | 1. **Teacher Questions (Guided Questions)**:
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| Citizenship, Values, Growth | \*Our family history\*How family histories are different or alike over time.We understand our family (past) history.  | **DOK Level 3 & 4** What is character?How does behavior impact your relationships?How does obeying or disobeying rules influence your character?How do consequences impact relationships?What are good manners? |
| 1. **Prior Content Knowledge**:
 | 1. **Assessing the Lines of Inquiry**:
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| Students will knowledge of what a relationship is and who they have relationships with. Students will need to be able to identify behaviors.  | How will you assess student’s understanding of the lines of inquiry?Students will write a narrative or complete a graphic organizer explaining their family history. Temporal words – Time line for family history (First, Next, Last) with illustrations Talk and turn with their partner to share their family histories |
| **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):**
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| Student Performances on Relationships using:Reader’s Theater on Relationships – Students will review the new vocabulary and act out the narrative. Using iPad students will be able to record their skit and share with the class. Students will complete a reflection of their performance. OR Puppet Show – Students will write and act out a puppet show on positive relationships with peers. Using iPad’s students will record their puppet show and share with the class. Students will complete a reflection of their performance. Insert Reader’s Theater Resource | 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? |
| Pre-Narrative Writing Assessment  | KWL Charts on Ruby Bridges, patriotism, and Thomas JeffersonClass discussionsTeacher observations during stations, work periods, journal writing, class discussions, Think-Pair-ShareResponse to guided questionsFundations   | Post-Narrative Writing Assessment, based on topic provided by county via choice boards |
| **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? |
| Brainstorming session on the class flag and what it means to students. Students share what they think the pledge and the Wildcat Creed mean to them.Compare the Constitution to the Essential Agreements. Photographs of Ruby Bridges as a child and as an adult. Allow students to make observations about the photographs.Show the class the Declaration of Independence and ask them if they would like to meet the author. Show the class pictures of Thomas Jefferson and encourage observations about the pictures.Show the class pictures of the presidents. Ask the class to comment about what they all have in common. | Weekly breakdown of what experiences students will have Week 1: Students watched a video on the Constitution and wrote each right in the Bill of Rights. The meaning of each right was discussed as a class.Students watched videos from Georgia Studies Weekly on patriotism, respect, and citizenship. Students discussed rights and responsibilities. Students performed skits about being responsible.Week 2: Students colored a flag and covered the meaning of the stars and stripes via a Georgia Studies Weekly activity.Week 3: Georgia Studies Weekly resources are used to introduce Ruby Bridges via photos. Students completed a See-Think-Wonder chart about the photographs. Class discussion about Ruby Bridges’s courage. Point out that her courage models IB attributes.Week 4: Students will create a writing activity about Ruby Bridges’s courage as a first grade student. Transition words will be used in the narratives. (GSE 1W3)Week 5: Introduce Thomas Jefferson via a class See-Think-Wonder chart about his portrait. Students will brainstorm how Thomas Jefferson was caring (IB attribute) for our country in helping to create the Declaration of Independence.Week 6: Introduce the Declaration of Independence to the students. Ask if they would like to meet one of the authors. Discuss how Thomas Jefferson, with a group of other writers, created the Declaration of Independence.Students will research, design, and create a historical figure of their choosing. They will present their historical figure to the class, tell a little about their lives, why they chose them, and why it’s important that we study them today. Teachers can video students and send individual presentations to parents through Class Dojo. | Students have a choice of writing a narrative or drawing a graphic organizer – time line Stations – Teacher led station Teachers will read a variety of books about the historical figures to the students. Some of the books will have more pictures and less text.Enrichment: students will explore the topics and standards through books on their levels on MyOn. They will create pictographics to display what they have learned.  |
| 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? |
| ArtStudents are learning about families and family history in their classrooms. In art, students will draw a family portrait and share their family history with their classmates. This will demonstrate to students different types of families and how our families are similar/different.SpanishLanguage B will support the unit by reinforcing the Spanish vocabulary related to “My Personal History”- “Basic information about Me” | Content can be related to the Covid-19 pandemic, hurricane Ida and its relief efforts. Teachers can point out that Americans are caring for one another through helping others who are sick or who are affected by Ida. This is what being a patriot looks like today. Teachers can share news stories of how Americans are helping one another through these crises by being caring. | Students can model the IB attributes of being principled and caring, as well as how we act as Wildcat Scholars, during conflicts in the classroom and at school.Students can show compassion and caring as a part of anti-bullying efforts.Students may take action and add a no-bullying clause to their Essential Agreements.  |
| 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 can model and act out the Essential Agreements.The student figure-making project exhibit voice, choice, and ownership.Students have a choice in their narrative writings in this unit. | Georgia Studies WeeklyMedia Center book collectionMyOn book collectionIpadsPhysical Materials: aluminum foil and other items to create historical figurines. |
| **Section 5: Reflection** (Write the year, change font color for each year) |
| 1. Reflect on learning experiences:
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| 2021 (Weegar) Students were engaged in literacy while doing interactive reading about Thomas Jefferson.2021 (Long) The students enjoyed learning about Thomas Jefferson. “They asked, “how he could do so much” when told that he was a Governor, vice-president, President, Doubled the size of the United States, Helped to write the Decleration of Independence. Learning this made them want to do more in their lives.2021The students was very intrigued about the different components of Thomas Jefferson lifestyle . They were very excited to complete the read aloud on Thomas Jefferson. Brown  |
| 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?
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| 2021 (Weegar) Students were guided via writing about Thomas Jefferson; however, some students were asked to illustrate what they had learned about him.2021 ( Long) Students were asked to sculpture things about Thomas Jefferson and explain how they related to Thomas Jefferson. There was more detail in some of the student’s sculptures that showed their individual knowledge. 2021Students were asked to create a blueprint of a home that they wanted to create for themselves just as Thomas Jefferson did in the story. Students were excited to describe how big they wanted their homes and what they wanted inside of their houses. Brown  | 2021 (Weegar) Students brainstormed and discussed the meaning of major vocabulary in the unit and paraphased what these words meant. They related this to them as first grade students.2021 (Long) "Our behaviors help us develop relationships throughout the world” The students discussed the impact of the Decleration of Independence and how that document impacted the whole world then and still today.2021The students completed a talk and turn on the entire story and they also created a timeline on what happen first second and third during Thomas Jeffersons life. Brown  |
| 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?
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| 2021 (Weegar) Students used the “Think/Pair/Share” model to retell what they learned about Thomas Jefferson.2021 (Long) The students focused on things that happened throughout the day from the lense of Thomas Jefferson and wanting what was best for the whole group.2021The students completed the fill in the blank Activity Quiz on Thomas Jefferson it was a total of three questions. Brown  | 2021 (Weegar) Students were able to illustrate and summarize facts learned about Thomas Jefferson. N/A2021 (Long) Students were able to sculpt, discuss, illustrate, information about Thomas Jefferson . In addition, their knowledge is growing as we are studying Lewis and Clark and how he was instrumental for driving exploration2021Students were able to use the time line to illustrate certain parts of Thomas Jefferson life. Brown  |
| 1. What student-initiated inquiries (questions) arose from this unit of inquiry?
 | 1. What student action arose from this unit of inquiry?
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| 2021 (Weegar) What kind of hero was Thomas Jefferson? Was he a brave man? What kind of job did he have?2021 Did Thomas Jefferson Have a wife ? Was Thomas Jefferson a Hero ? Did Thomas Jefferson have any children ? Brown ‘2021 Long The students wanted to know why the Declaration of Independence was so important? | 2021 (Weegar) Students were impressed with his “Monticello” home and wanted to design it.2021 Students was Amazed at the talent of Thomas Jefferson and we decided that it would be a great idea if we each designed a blueprint home of our very own. We completed this with our very own illustrations Brown2021 (Long) They were amazed about all of the historical figures. The students chose their own groups and used different mediums to share with the class about their chosen historical figure.  |
| 1. Any additional notes or changes that need to be considered next year?
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| As a culminating activity, students will be assigned a right or an amendment. They will write it on parchment paper and will be displayed outside the classroom.Spanish:Ss made connections between the family members vocabulary in English and Spanish. Ss learnt a Spanish song and they could easily link the members in a family tree.Art:Students made connections between drawings of their own families and those of their peers. Students were able to identify similarities and differences within their family units. |
| **Section 6: Picture Evidence** |
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\*\*Scroll Down for Unit Standards\*\*

**Unit Standards**:

**ELA**:

1RL1

1RI1

1W3

**Math**:

1MBT1

1MBT7

1MD4

**Science**:

N/A

**Social Studies**:

1CG2

SS1H1