May Gr.1 Family Celebration Memorial Day

Content Area: **Social Studies**
Course(s):
Time Period: **May**
Length: **4 weeks**
Status: **Published**

Unit Overview

Families are a community we live in and should be celebrated. Memorial Day is a patriotic day where we celebrate all about the great things in America.

Enduring Understandings

Our families are important.

Our country is important to our lives and how we live.

Essential Questions

How do we celebrate our families?

Why do we celebrate our country and its traditions?

Instructional Strategies & Learning Activities

Students will perform songs and poems to celebrate their family and Memorial Day.

Integration of Career Readiness, Life Literacies and Key Skills

Students will establish and follow rules, routines, and responsibilities throughout the year.

	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
	Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Individuals from different cultures may have different points of view and experiences.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Technology and Design Integration

Students will have the Smartboard lead them in song and dance.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

Interdisciplinary Connections

Students will use various texts and Scholastic News to identify main topics and show connections between events and ideas.

Students develop choreography and identify the elements of dance in a planned program.

Students will explore the elements of music through themes of family and history.

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
VPA.1.1.2.A.CS1	Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.
VPA.1.1.2.A.CS4	The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.
VPA.1.1.2.C.CS3	Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.
VPA.1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.CS4	Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
VPA.1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will receive individual support or challenges as needed with the curriculum materials

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 Accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Students will complete Reading Checkpoints.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Family Celebration final production

Writing

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Projects

Instructional Materials

Patriotic items needed for the show

Books and texts about America.

Art supplies as needed

Standards

6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.