September & October: Classroom Community & Rules (Civics& Gov., and Human Rights)

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **September**
Length: **8 weeks**
Status: **Published**

Unit Overview

Students learn about the rules in the classroom, and why they are important. Students will learn and understand the importance of building a stong classroom community.

Enduring Understandings

Students will understand that rules and routines are important. All people are different and should be treated fairly. A successful classroom works well when all memebers are contributing and being respectful.

Essential Questions

Do we need rules?

Do we need school rules?

What is fairness?

How can we be contributing members of our classroom?

What classroom rules are important?

Instructional Strategies and Learning Activities

Students take part in various activities and discussions about the rules in the classroom and why they are important to the class being able to work and learn together. Students learn management techniques and help establish rules to keep the classroom peaceful and successful.

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
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 interact with the unit through the Smartboard.

Classroom Shutterfly Share Site

Smartboard lessons and technology.

Utilize BrainBob Jr and BrainBob.

Utilize Seesaw for School/Home support

Use websites to display literature in various ways for example www.storylineonline.net, Youtube, Vooks.com

Observe and engage with SchoolTube videos.

Creation and publication of class created books.

8.1.2.NI.3	Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4	Explain why access to devices need to be secured.
8.1.2.AP.4	Break down a task into a sequence of steps.
8.2.2.ED.2	Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
8.2.2.ITH.5	Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
8.2.2.ETW.4	Explain how the disposal of or reusing a product affects the local and global environment.

Interdisciplinary Connections

LA.RL.K.4	Ask and answer questions about unknown words in a text.
LA.RI.K.1	With prompting and support, ask and answer questions about key details in a text.

LA.RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Differentiation

Students will be supported as needed, to understand the classroom rules.

Modifications and Accommodations

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

Modifications and Accommodations used in this unit:

IEP's 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:

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:

exit cards, anecdotal notes, teacher observation, completion of activity/task

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:

Instructional Materials

Trade books for Understanding Rules:

Officer Buckle and Gloria by Peggy Rathman

Miss Nelson is Missing by James Marshall

The Crayon Box that Talked by Shane Derolf

Trade Books for Responsibilities of Citizenship/Classroom Community:

Rainbow Fish by Marcus Pfister

The Giving Tree by Shel Silverstein

Seeing other View Points/Dealing with Conflict:

Lily's Purple Plastic Purse by Kevin Henkes

Chester's Way by Kevin Henkes

Chrysanthemum by Kevin Henkes

Identify occupations of local community helpers:

Community Helpers from A-Z by Bobbie Kalman

Jobs Around My Neighborhood by Gladys Rosa Mendoza

Miss Bindergarten Goes on a Field Trip by Joseph Slate

Scholastic News and Weekly Readers

Our Special Kindergarten Friend Unit

Fire and Halloween Safety programs by local fire and police department

Standards

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.