Unit Title: How Do I Fit in My (Classroom) Community?

INSTRUCTIONAL UNIT AUTHORS

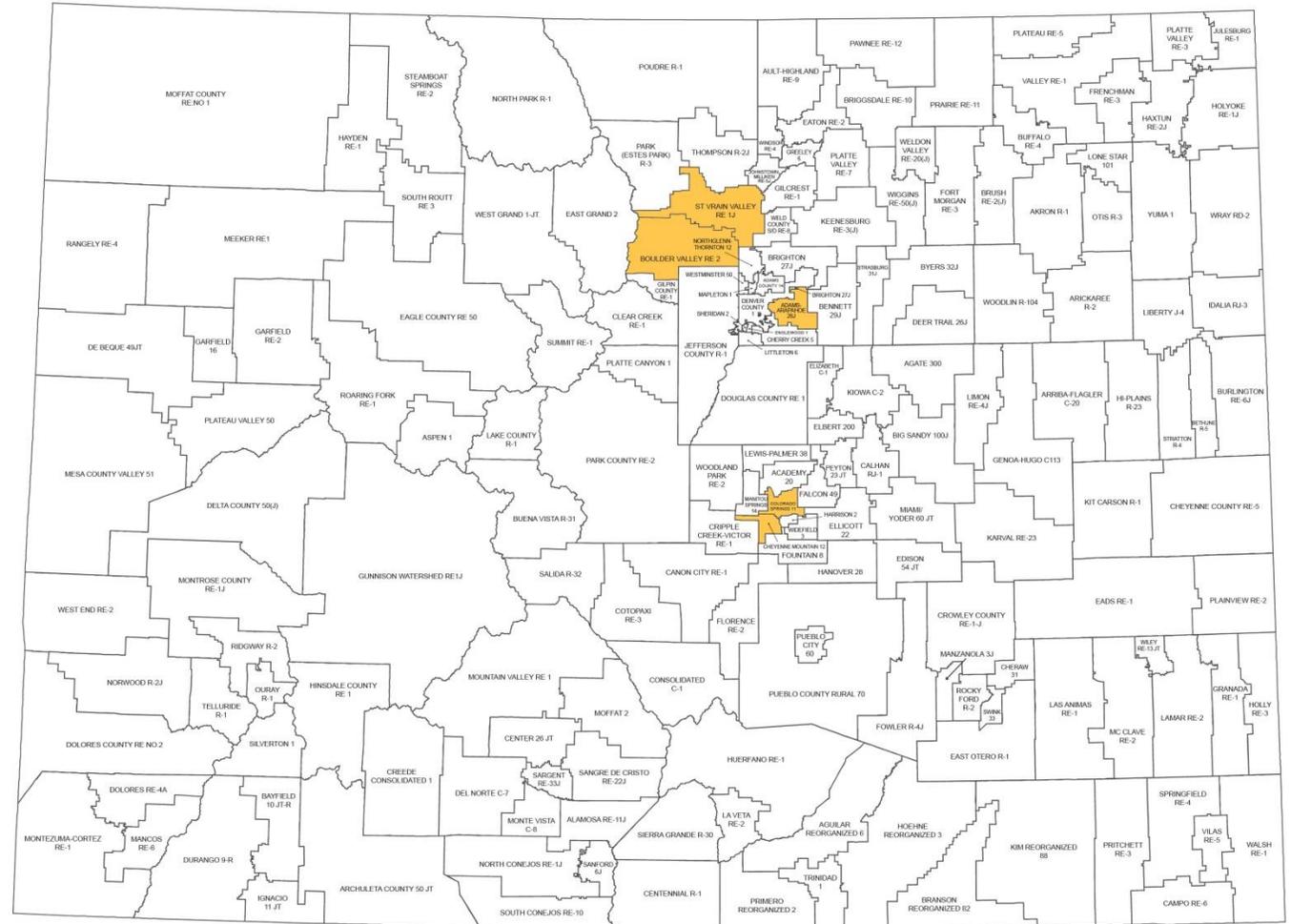Adams-Arapahoe School District
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BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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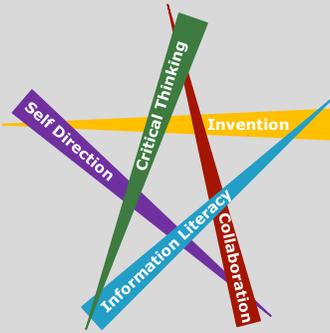Colorado Springs School District
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Colorado's District Sample Curriculum Project

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

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Content Area	Social Studies		Grade Level	Kindergarten
Course Name/Course Code				

Standard	Grade Level Expectations (GLE)		GLE Code
1. History	1.	Ask questions, share information and discuss ideas about the past	SS09-GR.K-S.1-GLE.1
	2.	The first component in the concept of chronology is to place information in sequential order	SS09-GR.K-S.1-GLE.2
2. Geography	1.	People belong to different groups and live in different settings around the world that can be found on a map or globe	SS09-GR.K-S.2-GLE.1
3. Economics	1.	Ownership as a component of economics	SS09-GR.K-S.3-GLE.1
	2.	Discuss how purchases can be made to meet wants and needs (PFL)	SS09-GR.K-S.3-GLE.2
4. Civics	1.	Participate in making decisions using democratic traditions	SS09-GR.K-S.4-GLE.1
	2.	Civic participation takes place in multiple groups	SS09-GR.K-S.4-GLE.2

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*
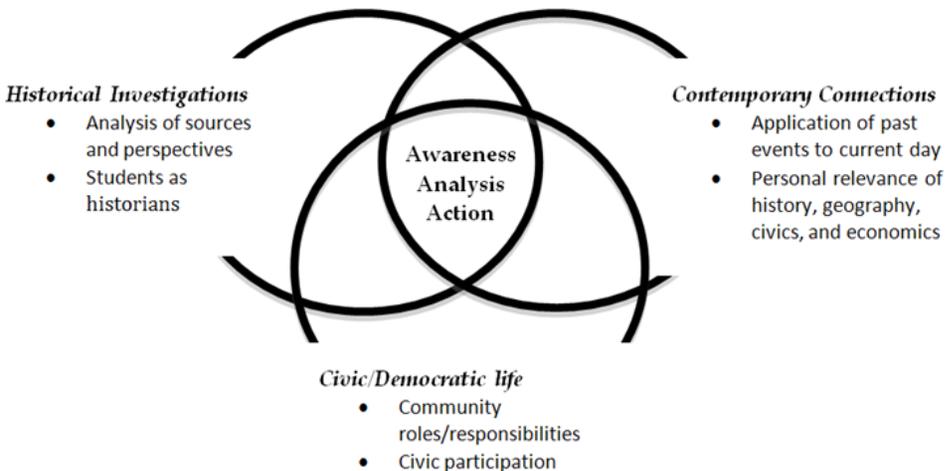
Historical Investigations
- Analysis of sources and perspectives
- Students as historians

Contemporary Connections
- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

Awareness
Analysis
Action

Civic/Democratic life
- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
How Do I Fit in My (Classroom) Community?	6 weeks	2

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	How Do I Fit in My (Classroom) Community?		Length of Unit	6 weeks
Focusing Lens(es)	(Personal) Responsibility	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.K-S.3-GLE.1 SS09-GR.K-S.3-GLE.2 SS09-GR.K-S.4-GLE.1 SS09-GR.K-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	- What would it be like if we didn't have rules? (home, class, school) (SS09-GR.K-S.4-GLE.1-EO.c; IQ.1; RA.1; N.3) - How can we be fair? (SS09-GR.K-S.4-GLE.1-EO.a; IQ.2, 3; RA.1, 2; N.3) - What is a responsible citizen? - How do wants and needs impact what you do every day? - How do you solve a problem in a group (decision making)?			
Unit Strands	Civics, Economics			
Concepts	Community responsibility, class rules, authority citizenship courtesy, fairness honesty, democratic voting, civic participation, conflict, security, stability, wants, needs			

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Understanding and following rules create secure and stable communities (SS09-GR.K-S.4-GLE.1-EO.e; IQ.1; RA.1)	What are our class rules? Who wrote our class rules? (SS09-GR.K-S.4-GLE.1-EO.b)	Why are rules important? Who should be involved in writing the rules? (SS09-GR.K-S.4-GLE.1-EO.a)
Responsible citizenship entails civic participation and builds strong communities (SS09-GR.K-S.4-GLE.2-EO.a, b, c; IQ.1; RA.1, 2; N.1, 2)	What listening and cooperating skills demonstrate good citizenship and civic participation in our classroom?	How are characteristics of a responsible citizen demonstrated? (SS09-GR.K-S.4-GLE.2-IQ.1)
Responsible citizens participate in democratic decision-making (SS09-GR.K-S.4-GLE.1-EO.d,e; IQ.3; RA.2; N.2)	What are some forms of decision-making that we use in this classroom? How does voting a form of decision-making? (SS09-GR.K-S.4-GLE.2-IQ.3)	How can people in a community work together to fairly resolve an issue or conflict? (SS09-GR.K-S.4-GLE.2-IQ.2)
Citizens who make responsible choices are better able to differentiate between wants and needs (SS09-GR.K-S.3-GLE.2-EO.a; IQ.1; RA.; N.1)*	What needs help us understand how to act responsibly in our classroom?	How can confusion around wants and needs lead to conflict?
Limited resources require sharing if everyone is going to have a portion of the resources (SS09-GR.K-S.3-GLE.1-EO.b; IQ.1, 2, 3, 4, 5; RA.1; N.2)	There is only one _____ in our class, but two students want to use it. How can they handle the problem fairly?	How are resources distributed fairly within a classroom community?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• (Our) school and (our) class rules (SS09-GR.K-S.4-GLE.1-EO.b) • Characteristics of an active and helpful member of (our) school and classroom (SS09-GR.K-S.4-GLE.2- EO.c; IQ.3, RA.2) • The attributes of a cooperative learner in (our) classroom (SS09-GR.K-S.4-GLE.2- EO.c; IQ.3, RA.2) • Recognize similarities between class/school rules and community rules (SS09-GR.K-S.4-GLE.1-EO.e) • Identify the limited resources in (our) classroom (SS09-GR.K-S.3-GLE.1-EO.a, b; IQ.2, 3, 4; RA.1; N.2)	• Explain/promote fairness and conflict resolution (SS09-GR.K-S.4-GLE.1-EO.a; IQ.3, RA.1; N.3) • Contribute to making and maintaining a community (SS09-GR.K-S.4-GLE.1-EO.d; RA.2; N.2) • Demonstrate positive citizenship skills such as courtesy, honesty and fairness (SS09-GR.K-S.4-GLE.2- EO.c) • Work productively in both independent and cooperative learning situations (SS09-GR.K-S.4-GLE.2- EO.c; IQ.3, RA.2) • Reason and work through situations with peers in order to share resources (SS09-GR.K-S.3-GLE.1-EO.b; IQ.2,3)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.	
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*A responsible member of this (class) community contributes to and understands our beliefs about fairness and civic participation.*
Academic Vocabulary:	Rules, responsibility, fairness
Technical Vocabulary:	Community, citizenship, democracy, civic participation, voting

Unit Description:	This unit focuses on the ways in which people demonstrate responsible citizenship practices in different environments. Using the "me/we" dichotomy throughout, students will begin to explore the difference between wants and needs in relation to (personal) decision making processes and the importance of rules. The learning experiences intentionally spiral through students' experiences in classrooms and in school in order to deepen their understanding of their roles in creating secure and stable communities. They will respond to texts and images and construct short pieces documenting their increasing understandings. The learning experiences build to a performance assessment that asks students to construct a presentation for peers to help their school, as a whole, better exemplify responsible citizenship practices.
Considerations:	The authors of this unit chose to organize the unit's learning to begin with personal/family experiences and build outward toward class and school experiences. This decision was based on the assumption that the beginning of the kindergarten year would focus on students as individuals. This trajectory would provide a nice segue to this unit. Teachers, however, may choose, based on their student/school contexts to rearrange these experiences. They may, for example, want to begin with the "concrete" experience of the classroom environment before moving on to personal connections and citizenship practices in schools.

Unit Generalizations	
Key Generalization:	Responsible citizenship entails civic participation and builds strong communities
Supporting Generalizations:	Understanding and following rules create secure and stable communities
	Responsible citizens participate in democratic decision-making
	Citizens who make responsible choices are better able to differentiate between wants and needs

Performance Assessment: *The capstone/summative assessment for this unit.*	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Responsible citizenship entails civic participation and builds strong communities.
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	The principal of our school is very worried that some students here do not know what it means to be a responsible citizen. The principal has asked you, as a responsible citizen, to create a presentation that will help your fellow students understand different ways citizens participate in building strong communities. Your presentation should show responsible citizens in action and will be the focus of the next school wide assembly.
Product/Evidence: (Expected product from students)	Students will produce a presentation that captures instances of people exemplifying the qualities of responsible citizenship. These instances should focus on acts of citizenship demonstrated by students. Students could also document family and community member's acts of citizenship. Some examples could include: helping others in need, using polite behaviors, participating in decision making, following classroom rules, etc.
Differentiation: (Multiple modes for student expression)	Students may "capture" their citizenship examples in various ways, including: - A citizenship journal - A class collage (as they see citizenship in action add to the collage by using images and drawings) - Videos/Pictures - Dictation/Retelling (to peers and/or teachers)

Students may create presentations (as individuals, in groups, or as a whole class) in various formats. They may create:
- Plays
- Movies
- School Posters
- Books
- Pamphlets/Letters
- Audio Recording/Voice Threads

Texts for independent reading or for class read aloud to support the content

Informational/Non-Fiction	Fiction
Being Respectful by Mary Small (570 Lexile level) *Being Responsible* by Mary Small (510 Lexile level) *Citizenship* by Janet Riehecky (300+ Lexile level) *Being a Good Citizen* by Mary Small (650 Lexile level) *Being a Good Citizen* by Adrian Vigliano (320Lexile level) *We Live Here, Too* by Nancy Loewen (680 Lexile level) *If Everybody Did* by Jo Ann Stover (120 Lexile level) *A-Z Positive Classroom Rules* by Patricia Marquis (120+ Lexile level) *We are Citizens* by Lane Falk (120+ Lexile level) *Rules and Laws* by Ann-Marie Kishel (120+ Lexile level) *Everyone Counts: A citizens number book* by Elissa D. Grodin (120+ Lexile level) *D is for Democracy: A citizens alphabet* by Elissa D. Grodin (120+ Lexile level) *Let's Vote on It!* by Janice Behrens (200 Lexile level) *Good Citizenship Counts (That's Mine, Keep Your Hands Off)* by Linda D. Hagler (k-5 levels)	*Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud (710 Lexile level) *How Full is Your Bucket For Kids* by Tom Rath (560 Lexile level) *Know and Follow Rules* by Cheri Meiners (Series of character building texts at 500 Lexile level) *Following the Rules* by Regina Burch (300+ Lexile level) *You Can Count on Me: Learning about responsibility* by Regina Burch (300+ Lexile level) *Don't Let the Pigeon Drive the Bus* by Mo Willems (120 Lexile level) *Tony Baloney: School Rules* by Pam Munoz Ryan (200+ Lexile level) *Back to School Rules* by Laurie Friedman (410 Lexile level) *What if Everybody did That?* By Ellen Javernick (200+ Lexile level) *Good Citizen Sarah* by Virginia Kroll (120+ Lexile level) *The Very Silly Mayor* by Tom Tomorrow (790 Lexile level) *Vote for Isaiah!: A citizenship story (book series)* by Anastasia Suen (120+ Lexile level) *Duck for President* by Doreen Cronin (680 Lexile level) *The Mine-O-Saur* by Sudipta Bardhan-Quallen (400+ Lexile level)

Ongoing Discipline-Specific Learning Experiences

1.	Description:	Think/work like a responsible citizen- understanding the need to work collaboratively and cooperatively	Teacher Resources:	http://k6educators.about.com/od/classroommanagement/a/communitycircs.htm (Ideas for classroom meeting conversation starters) http://www.teachaholic.com/class-meetings-template (Classroom meeting rules) http://www.couragetorisk.org/handouts/Brock2ndsessionClassMeetingFormatGuidelines.pdf (Classroom meetings ideas/formats)
			Student Resources:	N/A

	Skills:	Explain/promote fairness and conflict resolution	Assessment:	Students will engage in weekly classroom meetings where conflicts and fair resolutions are discussed and examined.
2.	Description:	Think/work like a responsible citizen- working together to create rules	Teacher Resources:	http://www.scholastic.com/teachers/article/creating-classroom-rules-together (Article for creating classroom rules together) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator for rules poster)
			Student Resources:	N/A
	Skills:	Explain/promote fairness and conflict resolution	Assessment:	Students will work together throughout the unit to create, revisit, and/or revise classroom rules to reflect personal and collective responsibilities.

Learning Experience # 1
The teacher may brainstorm (and discuss) with students the differences between "thinking about me" versus "thinking about we" so that students can begin to define the qualities of a good citizen.

Generalization Connection(s):	Responsible citizenship entails civic participations and builds strong communities.
Teacher Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)
Student Resources:	N/A
Assessment:	The students will create a classroom word wall using pictures/illustrations/words that capture the definition of a good citizen. (Note: This word wall can be added to throughout the duration of the unit.)

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A

Critical Content:	• Characteristics of an active and helpful member of (our) school and classroom • The attributes of a cooperative learner in (our) classroom
Key Skills:	• Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources
Critical Language:	Community, citizenship, democracy, rules, responsibility, fair, unfair

Learning Experience # 2		
The teacher may engage students in a discussion about their home environment so that students can describe the characteristics of their home community and to distinguish decisions that benefit only the individual from those that positively benefit the whole family.		
Generalization Connection(s):	Understanding and following rules create secure and stable communities.	
Teacher Resources:	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template) http://www.shutterstock.com/cat.mhtml?searchterm=family-roles (Images of family roles) http://www.youtube.com/watch?v=GiRUF7hvWuM&app=desktop (My family and Me song)	
Student Resources:	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map) http://www.shutterstock.com/cat.mhtml?searchterm=family-roles (Images of family roles) http://www.youtube.com/watch?v=GiRUF7hvWuM&app=desktop (My family and Me song)	
Assessment:	Students will complete a graphic organizer to illustrate the distinctions between decisions that benefit only themselves versus those that positively benefit the whole family (Using circle map-me in the center, family in outside ring) *And/or*, Students will create (using words and visuals) a representation of a decision that has to be made by parents (and not by kids) in order to benefit the whole family http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing.)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map)	Students may complete the map using only images/drawings
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	Students may complete a Venn diagram comparing and contrasting the differences and similarities decisions that benefit only themselves versus those that positively benefit the whole family
Critical Content:	• Characteristics of an active and helpful member • Recognize similarities between class/school rules and home rules	
Key Skills:	• Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources	
Critical Language:	Community, rules, responsibility, fair, unfair	

Learning Experience # 3	

The teacher may engage students in a discussion about their classroom environment so that students can describe the characteristics of their classroom community.

Generalization Connection(s):	Understanding and following rules create secure and stable communities	
Teacher Resources:	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates) http://www.shutterstock.com/cat.mhtml?searchterm=kindergarten+classroom&search_group=&lang=en&search_source=search_form (Photos of kindergarten classroom activities) *If Everybody Did* by Jo Ann Stover (120 Lexile level) *What if Everybody did That?* By Ellen Javernick (200+ Lexile level)	
Student Resources:	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates) http://www.shutterstock.com/cat.mhtml?searchterm=kindergarten+classroom&search_group=&lang=en&search_source=search_form (Photos of kindergarten classroom activities) *If Everybody Did* by Jo Ann Stover (120 Lexile level) *What if Everybody did That?* By Ellen Javernick (200+ Lexile level)	
Assessment:	Students will create a collage using drawings, images, pictures, and words of significant aspects of their classroom community (Communities).	

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing)	Students may illustrate and label one image instead of an entire collage

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-Chart graphic organizer for students)	Students may write about their favorite aspect of their classroom community and/or one thing they would change about their classroom community

Critical Content:	• Characteristics of an active and helpful member of (our) school and classroom • The attributes of a cooperative learner in (our) classroom	
Key Skills:	• Explain/promote fairness and conflict resolution • Contribute to making and maintaining a community • Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations	
Critical Language:	Community, citizenship, civic participation, rules, responsibility, fair, unfair, environment, cooperation, cooperative learner	

Learning Experience # 4		

The teacher may utilize images and/or picture books of classroom life so that students can begin to categorize the differences between classroom-based wants and classroom-based needs.

Generalization Connection(s):	Citizens who make responsible choices are better able to differentiate between wants and needs.	
Teacher Resources:	*What if Everybody did That?* by Ellen Javernick (200+ Lexile level) *Pigeon Wants a Hot Dog* by Mo Willems (120 Lexile level) *If Everybody Did* by Jo Ann Stover (120 Lexile level) http://www.shutterstock.com/cat.mhtml?searchterm=classroom+images&search_group=&lang=en&search_source=search_form (Classroom images)	
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-chart graphic organizer)	
Assessment:	Students will use a T-chart graphic organizer to sort and classify images into categories of classroom based wants and needs (e.g., students' desire for extended recess vs. students need to learn)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing)	Students may create (and label/write about) one classroom-based need and one classroom-based want
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	Students may complete a Venn diagram comparing and contrasting the differences and similarities between classroom-based wants and classroom-based needs
Critical Content:	• (Our) school and (our) class rules • Characteristics of an active and helpful member of (our) school and classroom • Identify the limited resources in (our) classroom	
Key Skills:	• Contribute to making and maintaining a community • Work productively in both independent and cooperative learning situations	
Critical Language:	Community, citizenship, voting, rules, responsibility, fair, unfair, wants, needs, sharing, resources	

Learning Experience # 5	

The teacher may bring in examples of class rules so that students can begin to explore how their personal responsibilities and behaviors contribute to a cooperative and collaborative classroom environment.

Generalization Connection(s):	Understanding and following rules create secure and stable communities Citizens who make responsible choices are better able to differentiate between wants and needs

Teacher Resources:	*A-Z Positive Classroom Rules* by Patricia Marquis (120+ Lexile level)
	Rules and Laws by Ann-Marie Kishel (120+ Lexile level)
	Tony Baloney: School Rules by Pam Munoz Ryan (200+ Lexile level)
	Don't Let the Pigeon Drive the Bus by Mo Willems (120 Lexile level)
	http://www.scholastic.com/teachers/article/creating-classroom-rules-together (Article for creating classroom rules together)
	http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)

Student Resources:	http://www.scholastic.com/teachers/article/creating-classroom-rules-together (Article for creating classroom rules together)
	http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)
	A-Z Positive Classroom Rules by Patricia Marquis (120+ Lexile level)
	Rules and Laws by Ann-Marie Kishel (120+ Lexile level)
	Tony Baloney: School Rules by Pam Munoz Ryan (200+ Lexile level)
	Don't Let the Pigeon Drive the Bus by Mo Willems (120 Lexile level)

Assessment:	Students will create, illustration, and explain/defend the need for a new rule for their classroom environment (Note: This assessment augments the ongoing experience #2 regarding the creation/modification of class rules)

Differentiation:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing.)	Students may illustrate and label a rule we have already established in our classroom

Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students will present their new rule to the class, justifying the need for the rule and its importance

Critical Content:	• (Our) school and (our) class rules
	• Recognize similarities between class/school rules and community rules

Key Skills:	• Explain/promote fairness and conflict resolution
	• Contribute to making and maintaining a community
	• Demonstrate positive citizenship skills such as courtesy, honesty and fairness
	• Work productively in both independent and cooperative learning situations
	• Reason and work through situations with peers in order to share resources

Critical Language:	Community, citizenship, voting, rules, responsibility, honesty, collaborate, cooperate, conflict, problem, solution

Learning Experience # 6
The teacher may pose a problem related to classroom issues (e.g., getting to use the electronics everyday versus sharing with your classmates) so that students can begin to summarize the differences between decisions that benefit only the individual from those that positively benefit the whole classroom community.

Generalization Connection(s):	Citizens who make responsible choices are better able to differentiate between wants and needs
	Responsible citizens participate in democratic decision-making

Teacher Resources:	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map)	
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	
	The Mine-O-Saur by Sudipta Bardhan-Quallen (400+ Lexile level)	
	That's Mine, Keep Your Hands Off by Linda D. Hagler	
	http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp (Decision making game with scenarios)	
Student Resources:	N/A	
Assessment:	Students will complete a graphic organizer to illustrate the distinctions between decisions that benefit only themselves versus those that positively benefit the classroom (Using circle map-me in the center, classroom in outside ring)	
Differentiation:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map)	Students may complete the map using only images/drawings
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	Students may complete a Venn diagram comparing and contrasting the differences and similarities decisions that benefit only themselves versus those that positively benefit the whole classroom
Critical Content:	• Characteristics of an active and helpful member of (our) school and classroom • The attributes of a cooperative learner in (our) classroom	
Key Skills:	• Explain/promote fairness and conflict resolution • Contribute to making and maintaining a community • Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources	
Critical Language:	Community, citizenship, democracy, civic participation, voting, rules, responsibility, fair, unfair, sharing, decisions, problem, conflict, solution	

Learning Experience # 7
The teacher may engage students in a discussion about their school environment so that students can describe the characteristics of their school community.

Generalization Connection(s):	Understanding and following rules create secure and stable communities
Teacher Resources:	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates)
	If Everybody Did by Jo Ann Stover (120 Lexile level)
	What if Everybody did That? By Ellen Javernick (200+ Lexile level)
	Images of the school (Teacher could take pictures throughout the school: library, cafeteria, gym, specialist rooms…)

Student Resources:	http://www.bhg.com/crafts/scrapbooking/digital/collages/square-photo-collage-templates/ (Downloadable zip file of photo collage templates) *If Everybody Did* by Jo Ann Stover (120 Lexile level) *What if Everybody did That?* By Ellen Javernick (200+ Lexile level)	
Assessment:	Students will create a collage using drawings, images, pictures, and words of significant aspects of their school community.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing)	Students may illustrate and label one image instead of an entire collage
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T-Chart graphic organizer for students)	Students may write about their favorite aspect of their school community and one thing they would change about their school community
Critical Content:	- Characteristics of an active and helpful member of (our) school and classroom - The attributes of a cooperative learner in (our) classroom	
Key Skills:	- Explain/promote fairness and conflict resolution - Contribute to making and maintaining a community - Demonstrate positive citizenship skills such as courtesy, honesty and fairness - Work productively in both independent and cooperative learning situations	
Critical Language:	Community, citizenship, civic participation, rules, responsibility, fair, unfair, (school) environment, secure, stable	

Learning Experience # 8
The teacher may utilize images and/or picture books of school life so that students can begin to categorize the differences between school-based wants and school-based needs.

Generalization Connection(s):	Citizens who make responsible choices are better able to differentiate between wants and needs
Teacher Resources:	http://www.shutterstock.com/cat.mhtml?searchterm=desserts&search_group=&lang=en&search_source=search_form (Pictures of desserts- if using the example of students want dessert for lunch vs healthy food for lunch) http://www.shutterstock.com/cat.mhtml?searchterm=healthy+food&search_group=&lang=en&search_source=search_form (Pictures of healthy food)
Student Resources:	http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf (T chart graphic organizer for students to complete)
Assessment:	Students will use a T-chart graphic organizer to sort and classify images into categories of school based wants and needs (e.g., school-wide desire for all-dessert menus vs. school-wide needs for healthy/balanced meals)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing)	Students may create (and label/write about) one school-based need and one school-based want (e.g., the "meals" discussion in class)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	Students may complete a Venn diagram comparing and contrasting the differences and similarities between school-based wants and school-based needs
Critical Content:	• (Our) school and (our) class rules • Characteristics of an active and helpful member of (our) school and classroom • Identify the limited resources in (our) classroom	
Key Skills:	Explain/promote fairness and conflict resolution Contribute to making and maintaining a community Work productively in both independent and cooperative learning situations	
Critical Language:	Community, citizenship, voting, rules, responsibility, fair, unfair, wants, needs, sharing, resources	

Learning Experience # 9	
The teacher may bring in examples of school rules so that the students can begin to explore how their personal responsibilities and behaviors contribute to a cooperative and collaborative school environment.	
Generalization Connection(s):	Understanding and following rules create secure and stable communities Citizens who make responsible choices are better able to differentiate between wants and needs
Teacher Resources:	*A-Z Positive Classroom Rules* by Patricia Marquis (120+ Lexile level) *Rules and Laws* by Ann-Marie Kishel (120+ Lexile level) *Tony Baloney: School Rules* by Pam Munoz Ryan (200+ Lexile level) Don't Let the Pigeon Drive the Bus by Mo Willems (120 Lexile level) http://www.scholastic.com/teachers/article/creating-classroom-rules-together (Article for creating school rules together) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator)
Student Resources:	http://www.scholastic.com/teachers/article/creating-classroom-rules-together (Article for creating school rules together) http://www.postermywall.com/index.php/p/classroom-posters (Free classroom poster creator) *A-Z Positive Classroom Rules* by Patricia Marquis (120+ Lexile level) *Rules and Laws* by Ann-Marie Kishel (120+ Lexile level) *Tony Baloney: School Rules* by Pam Munoz Ryan (200+ Lexile level) Don't Let the Pigeon Drive the Bus by Mo Willems (120 Lexile level)

Assessment:	Students will create, illustration, and explain/defend the need for a new rule for their school environment (Note: This assessment builds on students' knowledge of creating class rules to extend those to the school)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing)	Students may illustrate and label a rule we have already established in our school
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	Students may present their new rule to administration justifying their importance
Critical Content:	• (Our) school and (our) class rules • Recognize similarities between class/school rules and community rules	
Key Skills:	• Explain/promote fairness and conflict resolution • Contribute to making and maintaining a community • Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources	
Critical Language:	Community, citizenship, voting, rules, responsibility, honesty, collaborate, cooperate, conflict, problem, solution	

Learning Experience # 10
The teacher may pose a problem related to school issues (e.g., wanting to run in the halls versus maintaining safety for the whole school) so that students can begin to summarize the differences between decisions that benefit only the individual from those that positively benefit the whole school community.

Generalization Connection(s):	Citizens who make responsible choices are better able to differentiate between wants and needs Responsible citizens participate in democratic decision-making
Teacher Resources:	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template) *The Mine-O-Saur* by Sudipta Bardhan-Quallen (400+ Lexile level) *That's Mine, Keep Your Hands Off* by Linda D. Hagler http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp (Decision making game with scenarios)
Student Resources:	N/A
Assessment:	Students will complete a graphic organizer to illustrate the distinctions between decisions that benefit only themselves versus those that positively benefit the entire school (Using circle map-me in the center, school in outside ring)

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	http://www.eisd.net/cms/lib04/TX01001208/Centricity/Domain/599/CircleMap.pdf (Circle map)	Students may complete the map using only images/drawings

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.eduplace.com/graphicorganizer/pdf/venn.pdf (Free, printable Venn diagram template)	Students may complete a Venn diagram comparing and contrasting the differences and similarities decisions that benefit only themselves versus those that positively benefit the whole school

Critical Content:	• Characteristics of an active and helpful member of (our) school and classroom • The attributes of a cooperative learner in (our) classroom
Key Skills:	• Explain/promote fairness and conflict resolution • Contribute to making and maintaining a community • Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources
Critical Language:	Community, citizenship, democracy, civic participation, voting, rules, responsibility, fair, unfair, sharing, decisions, problem, conflict, solution

Learning Experience # 11
The teacher may revisit the student's definition of a good citizen so that students can identify additional characteristics of a responsible citizen.

Generalization Connection(s):	Responsible citizenship entails civic participation and builds strong communities. Understanding and following rules create secures and stable communities. Citizens who make responsible choices are better able to differentiate between wants and needs. Responsible citizens participate in democratic decision-making.
Teacher Resources:	*Have You Filled a Bucket Today? A Guide to Daily Happiness for Kids* by Carol McCloud (710 Lexile level) *How Full is Your Bucket For Kids* by Tom Rath (560 Lexile level) *Being Respectful* by Mary Small (570 Lexile level) *Being Responsible* by Mary Small (510 Lexile level) *Citizenship* by Janet Riehecky (300+ Lexile level) *Being a Good Citizen* by Mary Small (650 Lexile level) *Being a Good Citizen* by Adrian Vigliano (320Lexile level) *We Live Here, Too* by Nancy Loewen (680 Lexile level) http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)

Student Resources:	http://www.schoolexpress.com/wordwalls/wordwalls.php (Site to create word-wall flash cards)	
Assessment:	Students will utilize the collages and completed graphic organizers related to wants and needs and decision making processes to adapt their definition of a responsible citizen within the community, including in their personal/family, classroom and school environments.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Extensions for depth and complexity:	**Access** (Resources and/or Process)	**Expression** (Products and/or Performance)
	N/A	N/A
Critical Content:	• (Our) school and (our) class rules • Characteristics of an active and helpful member of (our) school and classroom • The attributes of a cooperative learner in (our) classroom • Recognize similarities between class/school rules and community rules • Identify the limited resources in (our) classroom	
Key Skills:	• Explain/promote fairness and conflict resolution • Contribute to making and maintaining a community • Demonstrate positive citizenship skills such as courtesy, honesty and fairness • Work productively in both independent and cooperative learning situations • Reason and work through situations with peers in order to share resources	
Critical Language:	Community, citizenship, democracy, civic participation, voting, rules, responsibility, fair, unfair, sharing, decisions, problem, conflict, solution, honesty, collaborate, cooperate, conflict	