

## UNIT 3

<b>Course:</b> Language Arts/Social Sciences/SEL		<b>Grade Level:</b> 1st Grade
<b>Unit Title:</b> History and our Celebrations		<b>Length of Unit:</b> Approximately 6 weeks
<p><b>Unit Summary:</b> In this unit, students will focus on an individual or group that significantly changed history and discover ways in which we remember and celebrate these past events and people today. Students will also explore different perspectives of people from the past to people today. Students will ask and answer questions about a variety of texts in order to better understand what is read and the words that an author uses to communicate his message. They will use reading strategies to determine the meaning of unknown words. Students will write and/or speak informational pieces of writing to inform/teach others about a topic.</p> <p><b>SEL</b> Throughout this unit, students will be asked to <u>monitor their progress and self-assess</u> their ability to recognize and label the five basic emotions and how our emotions affect others, use listening skills to identify the feelings and opinions of others, and persevere through challenges.</p>		
<b>Stage 1- Desired Results</b>		
<b>STANDARDS</b>  <b>Priority:</b> <b>Social Sciences:</b> SS.H.2.1: Describe individuals and groups who have shaped a significant historical change.  SS.H.3.1: Compare perspectives of people in the past to those of people in the present.  <b>Language Arts:</b> RL/RI.1.1: Ask and answer questions about key details in a text.  RL.1.4: Identify words and phrases	<b>Transfer</b>	
	<i>Students will be able to independently use their learning to...</i>  <b>TG1: Recognize individuals and groups who have made a significant historical impact on our world and compare and contrast the perspectives of people from the past to people today.</b>  <b>TG2: Use questioning skills in order to determine the meaning of words and/or the way in which a word or phrase affects a reader and demonstrate an understanding of a text.</b>  <b>TG3: Write and/or speak an informational piece to inform/teach others about a topic of interest.</b>	
	<b>Meaning</b>	

<p>in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RI.1.4:</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p><b>W.1.2:</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>SEL:</b>  <b>Goal 1:</b> Develop self-awareness and self-management skills to achieve school and life success.</p> <p><b>Goal 2:</b> Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p><b>Goal 3:</b> Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p><b>Supporting:</b>          Social Sciences:          SS.H.1.1: Create a chronological sequence of multiple events.</p>	<p><b>ENDURING UNDERSTANDINGS</b>  <i>Students will understand that...</i></p> <p><b>EU1:</b> The past has already happened; we learn from the past and apply what we learned to our present-day actions; people, places, and ideas change over time.</p> <p><b>EU2:</b> We celebrate people from the past to recognize and honor their contributions and achievements.</p> <p><b>EU3:</b> Good readers use strategies to construct meaning of a text and to figure out unknown words.</p> <p><b>EU4:</b> Authors make deliberate choices (e.g., structure, language, etc.) that suggest certain feelings or appeal to readers' senses; good readers.</p> <p><b>EU5:</b> Writers will often retell, sequence, and share information they have read in order to explain and/or teach.</p> <p><b>EU6:</b> When we are aware of our feelings, we are able to identify the appropriate strategies necessary for making positive choices.</p> <p><b>EU7:</b> Facing challenges and difficulties is essential to achieving goals; mistakes are essential for growth.</p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . . .</i></p> <p><b>EQ1:</b> How is the past different from the present? <i>Why do we learn about the past? How have the ideas of people changed over time?</i></p> <p><b>EQ2:</b> Why do we celebrate events/people from the past?</p> <p><b>EQ3:</b> How can answering questions help me understand what I am reading? <i>How do I determine the meaning of unknown words?</i></p> <p><b>EQ4:</b> How does an author's choice of words affect me as a reader?</p> <p><b>EQ5:</b> How can I share information with others? How can I use my writing to teach others?</p> <p><b>EQ6:</b> What is a feeling? <i>Why should I pay attention to my feelings?</i></p> <p><b>EQ7:</b> What can I learn from mistakes?</p>
<p style="text-align: center;"><b>Acquisition</b></p>		

	<p><i>Students will know...</i></p> <p><b>K1:</b> <a href="#">Academic Vocabulary</a></p> <p><b>Social Sciences</b></p> <p><b>K2:</b> What an event is and how they change things</p> <p><b>K3:</b> The difference between past and present</p> <p><b>K4:</b> How things change over time</p> <p><b>Language Arts/Digital Literacy</b></p> <p><b>K5:</b> Reading strategies (use of text features)</p> <p><b>K6:</b> The elements of informative/ explanatory writing</p> <p><b>K7:</b> The writing process</p> <p><b>K8:</b> How to be a responsible digital citizen</p> <p><b>SEL</b></p> <p><b>K9:</b> The five basic emotions: happy, sad, afraid/scared, surprised, and angry/mad</p> <p><b>K10:</b> Positive qualities (family, peers, school, and community)</p>	<p><a href="#">Year-Long English/Spanish "I Can" Statements</a></p> <p><i>Students will be skilled at...</i></p> <p><b>Social Sciences</b></p> <p><b>S1:</b> I can describe what makes someone a hero and their attributes.</p> <p><b>S2:</b> I can describe the ways we've learned from the past and the hero's contribution to changing history.</p> <p><b>S3:</b> I can describe how the present and past shaped time through chronological sequences.</p> <p><b>Language Arts/Digital Literacy</b></p> <p><b>S4:</b> I can ask and answer questions about key details in a text. (RL/RI.1)</p> <p><b>S5:</b> I can find words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.4)</p> <p><b>S6:</b> I can ask and answer questions to understand unknown words and phrases in a text. (RI.4)</p> <p><b>S7:</b> I can write informative/explanatory pieces. (W.2)</p> <ul style="list-style-type: none"> <li>• I can name a topic.</li> <li>• I can supply some facts about the topic.</li> <li>• I can provide some sense of closure.</li> </ul>
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