



## Marietta City Schools 2023-2024 District Unit Planner

*1st Grade*

**Topic Title:**

*Unit #6 Stories of Patriotism, Perseverance, and Citizenship*

**Unit Duration**

*3 weeks*

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

***What enduring understandings will students gain from this unit?*** Throughout American history, many leaders have demonstrated patriotism and perseverance that inspires us to be our best.

### GSE Standards

#### ELA

ELAGSE1RI2 Identify the main topic and retell key details of a text.

ELAGSE1RI3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

ELAGSE1RI4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

ELAGSE1W2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

ELAGSE1RL1: Ask and answer questions about key details in a text.

ELAGSE1RI1: Ask and answer questions about key details in a text.

ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.

ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)

#### Social Studies

SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.

SS1CG2 Explore the concept of patriotism through the words in the songs America (My Country 'Tis of Thee) and America the Beautiful (for example: brotherhood, liberty, freedom, pride, etc.).

### Essential Questions

#### Factual—

Where and when did the topic figure live?

What led the topic figures to take the actions they did?

What happened as a result of their actions?

#### Inferential—

How did other people's perceptions and actions affect the topic figure?

What allowed the topic figure to overcome whatever setbacks they encountered?

#### Critical Thinking-

How would the topic figure's life have been different if they were born in another place or time?

What are other ways they could have responded and how would the outcomes have been different?

#### Tier II Words- High Frequency Multiple Meaning

amber, majesty, spacious, unfamiliar, inventor, independence, explorer, vanish, preserve, separate, fair

#### Tier III Words- Subject/ Content Related Words

anthem, Founding Fathers, colonies, declaration, naturalist, sanctuary,

## Assessments

### Transfer of Integrated Skills:

- ReadWorks Who Invented Earmuffs?
- Positive Character Traits

### Content-Specific GSE/Skills:

- Our National Heritage Anticipation Guide and Assessment

### Writing Task and Rubric:

#### Profile of Perseverance

1. Have students select another figure from this unit and create a T-Chart similar to the one in the Berger Framework for *The Story of Ruby Bridges*.
2. Students should use their completed chart to draft an informational essay explaining the setbacks that the figure they chose encountered and how they responded to them. Provide students with the [Information Writing Checklist](#) while working and score their final products using the [Information Writing Rubric](#).

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Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	<i>15-Day Plan: Stories of Patriotism, Perseverance, and Citizenship</i>	
Connected Structured Literacy Activities	<p><b>Oral Language Strategy:</b> Provide students with <a href="#">sentence stems</a> from Tool 2 Oral Language strategies related to the content for partner and whole group discussions. Example include:</p> <p>___ had to ___ because__.</p> <p>We have ___ because ___ was able to ___.</p>	

	<p><b>Vocabulary Strategy:</b> Refer to the Top Ten Tools materials for <a href="#">Tool 5 Vocabulary</a> to guide students to create a Frayer Model (pp. 13-15) for new vocabulary that is key to understanding the main idea of a text.</p>	
<b>Connected SS Experiences</b>	<p>This series of four lessons introduces positive character traits providing opportunity for students to gain understanding of practice applying these traits to self to support SSH1a (applying these traits to historical figures). Students will complete a graphic organizer and add to it following each lesson.</p> <ol style="list-style-type: none"> <li>1. <a href="#">Respect for Others and the Environment</a></li> <li>2. <a href="#">Commitment and Perseverance</a></li> <li>3. <a href="#">Equality and Tolerance</a></li> <li>4. <a href="#">Courage and Fairness</a></li> </ol>	<p>Open lesson guidance docs for suggestions.</p> <p>Many of these can be converted to reading lessons as there are suggested texts (that need to be previewed by teachers before using with students) in all.</p>
	<p><a href="#">How do we show Patriotism?</a> Students will review and illustrate ways to show patriotism.</p>	<p>Provide cards to sort onto the four square document to students who need additional support. Consider having students work in pairs or small groups.</p>
	<p><a href="#">Illustrate America the Beautiful</a> Students will listen and read the lyrics of <i>America the Beautiful</i> and will show understanding by putting into their own words.</p>	<p>Provide definitions for students- work in small groups</p>
	<p><a href="#">The Same, but Different</a> Students will listen to several performances of <i>America</i>, choose their favorite, and create a poster for a performance featuring their choice.</p>	<p>Provide discussion starters or categories to look for.</p>
	<p><a href="#">Applying Character Traits to a Historic or Fictional Person</a> Our National Heritage Culminating Task: Students will choose a historic figure or character from their favorite book and create a poster applying the characteristics of good citizenship to that individual. The recorded lesson gives directions and an example to guide their work.</p>	<p>Students may work together on this activity. Provide sentence starters or a graphic organizer to be written on in lieu of a poster.</p>

Connected Writing Activities	<i>The Writing Revolution</i> Strategy <a href="#">Sentence Expansion</a>				
Additional Planning Resources					
<a href="#">MCS K-5 KBU Overview</a>	<a href="#">KBU as a 15-day Plan (Template)</a>	<a href="#">MCS Structured Literacy Repository</a>	<a href="#">Berger Framework for Comprehension (Template)</a>	<a href="#">The Writing Revolution (Templates)</a>	
Additional Instructional Resources					
Suggested High Quality Complex Texts					
Suggested Experiential Resources					