

Sequence	Unit 2: Symbols, Icons and Traditions of the United States How do the symbols, icons, and traditions of the United States provide a sense of community?		Possible Timeframe	Corresponding Formative Assessments (FA) or Task
	Content	Literacy		
1 American Values	Oracy around Content: Describe what liberty, justice and equality mean, values, America, nation, pledge of allegiance, problems, solutions Inquiry around Content: - Connect the ideas of Unit 1 (rights and responsibilities of citizens in the community) to this broader concept of American values. - Chart examples and non-examples (words and pictures) of each value. Begin to brainstorm as a class the challenges faced in first grade that conflict with these values as well as possible solutions. - Work around icons, traditions, and symbols representing national values that we then work to exemplify in our communities.	Oracy around Literacy: topic, key detail, text structure, heading, illustration, writing sequentially, labeling, describing Reading: - Informational books about America - Read and notice different How-Tos (call out structures of a How-To) - Skills: Identify the main topic, Retell key details of the text, Know and use various text structures to locate key facts or information, Use illustrations and details to describe a text's key ideas - Literary books depicting the values of equality, liberty, justice, and respect Writing: - Guiding writing around examples and non-examples (words/pictures) of different values - Describing why a picture matches a label - Labeling structures of How-Tos - Skills: Name a topic, supply some facts, provide a sense of closure, write sequentially, use text structures, capitalize, punctuate, phonetic spelling of untaught words, conjunctions, verbs to convey tense Foundational Skills: Recognizing features of a sentence, Segmenting 1-syllable words into sounds, Counting syllables in multisyllabic words, Decoding words in isolation or in text not, what, out, very, come, pull, make, too, move, two, help, there, could, one, three, no, under, all, day, want, by, place short u ending blends th, sh, -ng -tch, wh, ph	1 week	<i>FA 1 Oracy: Can students understand the academic language? Can students use the academic language?</i> <i>FA 5: Reading behaviors checklist</i> <i>FA 6: Writing behaviors checklist</i>

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2 American Symbols	Oracy around Content: American flag, the eagle, the bear on the California flag Inquiry around Content: - Identifying American Symbols - Identify the United States on a map. - Understanding what a symbol stands for and how it is representative of a value. - Work around icons, traditions, and symbols representing national values that we then work to exemplify in our communities.	Oracy around Literacy: topic, key detail, text structure, heading, illustration, writing sequentially, labeling, describing Reading: - Reading informational books about American symbols. - Read and notice different How-Tos (call out structures of a How-To) - Skills: Identify the main topic, Retell key details of the text, Know and use various text structures to locate key facts or information, Use illustrations and details to describe a text's key ideas Writing: - Labeling and describing symbols - Describing why a picture matches a label - Make a class "How-To" - Skills: Name a topic, supply some facts, provide a sense of closure, write sequentially, use text structures, capitalize, punctuate, phonetic spelling of untaught words, conjunctions, verbs to convey tense Foundational Skills: Recognizing features of a sentence, Segmenting 1-syllable words into sounds, Counting syllables in multisyllabic words, Decoding words in isolation or in text not, what, out, very, come, pull, make, too, move, two, help, there, could, one, three, no, under, all, day, want, by, place short u ending blends th, sh, -ng -tch, wh, ph	1 week	<i>FA 1 Oracy continued</i> <i>FA 2: Can students match an image of an american symbol with a label (spoken or written)?</i> <i>FA 5: Reading behaviors checklist</i> <i>FA 6: Writing behaviors checklist</i>

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3 American Traditions	Oracy around Content: Parades on the 4th of July, Thanksgiving, Martin Luther King Jr. Day Inquiry around Content: - Understanding what American traditions are and what they stand for - Understanding why we participate in those celebrations / traditions - Understanding what a tradition stands for and how it is representative of a value. - Work around icons, traditions, and symbols representing values that we then work to exemplify in our communities.	Oracy around Literacy: topic, key detail, text structure, heading, illustration, writing sequentially, labeling, describing Reading: - Reading informational books about American traditions. - Read and notice different How-Tos (call out structures of a How-To) - Skills: Identify the main topic, Retell key details of the text, Know and use various text structures to locate key facts or information, Use illustrations and details to describe a text's key ideas Writing: - Labeling and describing traditions - Describing why a picture matches a label - Students practice writing their own "How-To" (guided) - Skills: Name a topic, supply some facts, provide a sense of closure, write sequentially, use text structures, capitalize, punctuate, phonetic spelling of untaught words, conjunctions, verbs to convey tense Foundational Skills: Recognizing features of a sentence, Segmenting 1-syllable words into sounds, Counting syllables in multisyllabic words, Decoding words in isolation or in text not, what, out, very, come, pull, make, too, move, two, help, there, could, one, three, no, under, all, day, want, by, place short u ending blends th, sh, -ng -tch, wh, ph	1 week	<i>FA 1 Oracy continued</i> <i>FA 2: Can students match an image of an american tradition with a label (spoken or written)?</i> <i>FA 5: Reading behaviors checklist</i> <i>FA 6: Writing behaviors checklist</i>

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4 American Icons	Oracy around Content: Cesar Chávez, Martin Luther King, Harriet Tubman, Abraham Lincoln Inquiry around Content: - Understanding when/how/why an American icon contributed to American values. - Understanding what an icon stands for and how it is representative of a value. - Work around icons, traditions, and symbols representing values that we then work to exemplify in our communities.	Oracy around Literacy: topic, key detail, text structure, heading, illustration, writing sequentially, labeling, describing Reading: - Reading informational books about American icons. - Read and notice different How-Tos (call out structures of a How-To) - Skills: Identify the main topic, Retell key details of the text, Know and use various text structures to locate key facts or information, Use illustrations and details to describe a text's key ideas Writing: - Labeling and describing icons - Describing why a picture matches a label - Students practice writing their own "How-To" (guided) - Skills: Name a topic, supply some facts, provide a sense of closure, write sequentially, use text structures, capitalize, punctuate, phonetic spelling of untaught words, conjunctions, verbs to convey tense Foundational Skills: Recognizing features of a sentence, Segmenting 1-syllable words into sounds, Counting syllables in multisyllabic words, Decoding words in isolation or in text not, what, out, very, come, pull, make, too, move, two, help, there, could, one, three, no, under, all, day, want, by, place short u ending blends th, sh, -ng -tch, wh, ph	2 weeks	<i>FA 1 Oracy continued</i> <i>FA 3: Can students describe why a picture of a symbol, tradition, or icon matches with a label? "___ goes with ___ because ___."</i> <i>FA 4: Can students place an icon on a timeline and explain how each contributed to equality, liberty, and justice for all?</i> <i>FA 5: Reading behaviors checklist</i> <i>FA 6: Writing behaviors checklist</i>

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5 Summative	- Students will identify the typical challenges faced by first graders in creating a sense of community for all (being excluded from: games, recess, birthday parties; being called hurtful names and things; hitting). - Once students have acquired the information about the values represented in our national icons, symbols and traditions, students will write a class authored informational Big Book where each individual student authors a page in the text. - The pages of the book will provide solutions that demonstrate the values of liberty, justice, and equality to typical school-based challenges that first graders face. - These individual reports will include illustrations and the specific text features analyzed during reading to provide further elaboration of their solutions to their stated challenges - Each individual student will choose a challenge which they will address in an informational text where they explain to the first grader experiencing this problem <u>how-to</u> handle it in a way that illustrates the values of liberty, justice and equality.	1 week	<i>FA 1 Oracy</i> <i>FA 5: Reading behaviors checklist</i> <i>FA 6: Writing behaviors checklist</i> <i>Summative Assessment</i>