

**Sequence Chart    Grade: 1    Unit: 1**

| Sequence | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Possible Time Frame |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1        | <p><b>Oracy for:</b> Students will build oracy on responsibilities and citizenship, including how to get along with others. Concepts include:</p> <ul style="list-style-type: none"> <li>• <b>Identify what a right is</b></li> <li>• <b>Identify what a responsibility is</b></li> <li>• <b>Identify what a citizen is</b></li> <li>• <b>Identify examples of good sportsmanship and citizenship</b></li> </ul> <p><b>(FA 1)</b></p> <p><b>Inquiry around exploring:</b><br/>Students will explore examples of fair play and good sportsmanship compared to examples of “foul play” through concept attainment and picture sorts. <b>(FA 2)</b></p> | <p><b>Reading for Content:</b> Students will read informational texts focusing on civic responsibility and virtue. <b>(FA 7)</b></p> <p><b>Reading for Standard:</b> Students will read literary texts that focus on how characters solve social dilemmas, generating and answering questions about key details in a text <b>(FA 6).</b></p> <p><b>Writing for Content and Standard:</b> Students will express and write opinions regarding what it means to demonstrate good citizenship and responsibility. <b>(FA 7)</b></p>                                           | 2 weeks             |
| 2        | <p><b>Oracy for:</b> Students will build oracy on the “Golden Rule” and what it means. <b>(FA 1)</b></p> <p><b>Inquiry around exploring:</b> Students will explore what good citizenship looks like, by illustrating a scenario that depicts the “Golden Rule”. <b>(FA 3)</b></p>                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Reading for Content:</b> Students will read informational texts focusing on civic responsibility and virtue. <b>(FA 7)</b></p> <p><b>Reading for Standard:</b> Students will read literary texts that focus on how characters solve social dilemmas and treat others with kindness, while also generating and answering questions about key details in a text <b>(FA 6).</b></p> <p><b>Writing for Content and Standard:</b> Students will express and write opinions regarding what it means to demonstrate good citizenship and responsibility. <b>(FA 7)</b></p> | 1 week              |

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| 3 | <p><b>Oracy for:</b> Students will build oracy on what a community is, including the school and the larger Oxnard community. They will also build oracy on the rule-making process, including direct democracy (when everyone votes) and representative democracy (when an elected group of people make rules). <b>(FA 1)</b></p> <p><b>Inquiry around exploring:</b></p> <ul style="list-style-type: none"> <li>Students will explore what the process is behind making rules. They will participate in a rule-making process in their classroom, and distinguish between a direct and representative democracy. <b>(FA 4)</b></li> <li>Students will identify a rule to suggest to the class that supports the individual rights and responsibilities of the citizens of the classroom. They will rationalize how the new rule will benefit the community and also identify the best way to vote for the rule (direct or representative democracy). <b>(FA 5)</b></li> </ul> | <p><b>Reading for Content:</b> Students will read informational texts focusing on civic responsibility, with a focus on voting in a democracy. <b>(FA 7)</b></p> <p><b>Reading for Standard:</b> Students will read literary texts that focus on how characters solve social dilemmas, generating and answering questions about key details in a text. <b>(FA 6)</b></p> <p><b>Writing for Content and Standard:</b> Students will take notes on what they have learned about democracy, and also express and write opinions regarding the rule they have created. <b>(FA 7)</b></p>       | 1 week |
| 4 | Students will review what they have learned regarding the rule-making process and citizenship throughout the unit.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Summative Assessment: Petition Writing</b></p> <p>Students will write their own petition that identifies a wanted change within the school or classroom community, provide a reason for the change, and explain what the recipient of the petition should do next.</p> <p>Each student's petition will include:</p> <ul style="list-style-type: none"> <li>An introduction to the topic (the change they want to see happen)</li> <li>Their opinion regarding why the change is necessary</li> <li>A reason or rationale to support their opinion · Some sense of closure</li> </ul> | 1 week |