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| **Unit Information** | | | |
| **Unit Theme: Unit 5**  **Responsibility** |  | **Grade**  **Level:** | **2** |
| **Integrated Subject/Topic:** | **English Language Arts / Science / Social Studies** | | |
| **Length (in weeks/days):**  **1st 2nd 3rd 4th** |  | | |
| **Developers:** | **Lecia Pearson, Amber Thalken, Lisa Harris** | | |

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| **What’s The Big Idea (s)?** | | | | | | |
| **R1.2.1 - I can ask and answer questions to demonstrate my understanding of responsible citizens.**  **W2.2 – I can describe through my writings by using facts and examples of how real responsible citizens positively impact our environment.**  **SL2.2 – I can describe through an oral presentation the key ideas and details about responsible characters in a story.**  **S.C & G.2 – I can demonstrate my understanding of the roles of responsible citizens in my community.** | | | | | | |
| **Essential Questions** | | | | | | |
| **Who are responsible citizens?**  **How do responsible citizens positively impact the environment?**  **How are the characters in the story behaving like responsible citizens?**  **In what ways do you see responsible and irresponsible citizens impacting the environment differently?** | | | | | | |
| **Priority Standards** | | | | **Supporting Standards** | | |
| **RI2.1 -. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.**  **W2.2. - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **SL2.2. - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**  **2.C. & G.2 - Understand the roles and responsibilities of citizens.** | | | | **RI2.3. - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.**  **W2.8. - Recall information from experiences or gather information from provided sources to answer a question.**  **2. C & G.2.2 .2 – Explain why it is important for citizens to participate in their community.** | | |
| **Possible Mini-lessons**  **Statements** | | | | | | |
| *\*****Make a collage by cutting and pictures of responsible citizens.***  ***\*Identify similarities and differences of responsible and irresponsible citizens.*** | | | | | | |
| **Possible I Can Statements** | | | | | | |
| **I can use details to answer questions using (who, what, where, why, when, and how).**  **I can write informative/ explanatory texts and introduce a topic using facts/definitions.**  **I can recall and locate/locate information to answer a question.**  **I can understand the roles and responsibilities of citizens.**  **I can answer questions to demonstrate understanding of key ideas and details.** | | | | | | |
| **Problem-Based / Hands-On Learning Activities** | | | | | | |
| **\*Cut and paste pictures of responsible citizens.**  **\*Sharing day – Parents may share information about their diverse cultures.**  **\*Students will identify other students who are exuding responsible behaviors throughout the school environment.** | | | | | | |
| **Essential Vocabulary** | | | | | | |
| **Problems Cultures**  **Community Environment**  **Diversity Collaborate**  **Responsible Irresponsible**  **Solutions Similarities/differences** |  | |  | | |  |
| **Resources** | | | | | | |
| **\*Discovery Education Videos-(Responsible Citizens, Citizenship in the Community, Citizens Follow the Laws, Responsibility, Clifford’s Big Idea: Be Responsible) \*Harcourt Social Studies (Unit 1: Being a Responsible Citizen) \*Social Studies Weekly – Fourth Quarter: Week 19: Rights and Responsibilities) \*Reading Street -Unit 5: Responsibility-(Fire Fighter!, Carl the Complainer, Bad Dog, Dodger!, Horace and Morris but mostly Delores, The Signmaker’s Assistant) \*Reading Street/Social Studies Leveled Readers** | | | | | | |
| **Achievement Targets- Assessment**  **What are the tasks implied by the verbs in the standards? What will the student be able to do?** | | | | | | |
| **Diagnostic** | | **Informal** | | | **Formal** | |
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