

Unit Title: Citizenship and Government in our School and Community

Grade Level: (example: 9, 10, 11, 12 or 7-8) 5th

Subject Area: (example: Science, Physics; English, Short Stories) Social Studies

Duration/Length/Number of class periods: (example: 5 class periods) 1 week

Description: Students will think about problems or issues they face in their community or school. They will think about how it impacts their community and how they can create a solution to the problem.

Established Goals (National, State, Local): Social Studies: 5.1.1.1.2: Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it. For example, students litter while walking to school; balls from the playground land in the neighbor's yards; lack of recycling in public parks and stores.

What Enduring Understandings are desired?

What we do or not do in our community affects everyone.

The non-action of bystanders can also have a powerful effect.

You can disagree with a person's idea and still respect the person.

What Essential Questions will be considered?

Why is it important that we care about what is going on in our community and school?

How can we have a positive influence on our community?

What is my role as a citizen of my community?

Students will know / be able to:

- Identify a problem they would like to fix in their school or community
- Create an action plan to help solve that problem
- Have a physical piece of action to put up or show in their community (poster, promotional video, advertisement, radio, slideshow, letter to a city official, etc)
- Present their problem and action plan to a group of people

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo r m a t i v e</p>	<p>S u m m a t i v e</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rnin g Acti vity</p>	<p>Stu den t Tec hno log y Use d</p>	<p>Teac her Tec hno logy Use d</p>	<p>ISTE Stan dard s</p>
<p>Day 1: Think of 3 issues or problems that you would like to change or fix in your school or community and write them on a notecard.</p>			X				
<p>Discuss as a class what are the positive and negative things in their community or school.</p>			X				
<p>Read one of the stories about kids making change in their own community and respond to the story by either writing a letter or email to that kid, making them a card, or filling out a worksheet. https://campus.one.org/stories/6-kids-who-are-changing-the-world/</p>	X			X		X	
<p>Day 2: Watch video https://www.youtube.com/watch?reload=9&v=oROsbaxWH0M Each student (or pairs) will share the problem they want to fix in their community. Share on Padlet with name. Begin thinking about how they will make a change (action plan). Discuss how they can share their action plan.</p>				X	X	X	
<p>Day 3-4: Work on action plan. Decide your media platform...presentation, video, letter, poster, etc.</p>				X	X		3d, 6 a-d
<p>Day 5: Share your presentation with an identified audience (TBD) (See rubric for assessment)</p>		X			X		

Materials, tools and resources

Materials:

Ipads, posters, poster materials

Resources:

<https://www.youtube.com/watch?reload=9&v=oROsbaxWH0M>

<https://campus.one.org/stories/6-kids-who-are-changing-the-world/>

Figures M.08 and M.13 from best prep curriculum (pages 30 and 32)

<https://www.parenting.com/gallery/kids-who-make-difference?page=2>

https://docs.google.com/presentation/d/1d3hKYaK5YJsb23p1mhGHoYit4Z_Cli0mRyF1HVK710U/edit#slide=id.g3e781d2c49_0_58

Rubric

file:///Users/e518788/Downloads/MyRubric.xls.html

Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page)

Sara Clancy

Expo Elementary

sara.clancy@spps.org

Additional credit given to