

# Curriculum Framework for Equity

Big Concept: Citizenship

Essential Question: How does citizenship affect us?

Grade Level: First Grade

Part 1: Outcomes: What do we want children to know & understand? List standard. Unpack standard into “child-friendly” terms and concepts. Create at least 4 statements to describe concepts. Under each statement use bullet points and give many examples of each concept. This is the gist of what children will be learning in your classroom.

## Civics

1.2.4 Define what a citizen is and describe the characteristics of a good citizen.

- Explain what it means to be a citizen.
  - Someone with rights and responsibilities
  - Part of a community, city, state, or country
  - Teachers
  - Parents
  - Kids
  - Pets
  - Leaders
- Give examples of what YOU are a citizen of.
  - I am a citizen of this school.
  - I am a citizen of our classroom.
  - I am a citizen of my neighborhood
  - I am a citizen of my city, state, country, etc.
- Describe what kinds of things show good citizenship.
  - Fairness
  - Honesty
  - Personal Best
  - Respect
  - Responsibility
- Describe things a good citizen does.
  - Cleans up
  - Leaves things the way they would want to find them
  - Follows the Golden Rule
  - Does their part

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**Part 2: Assessments: How do we know what students know? How will they show what they know?**

**Formative (Ongoing) Assessments: How do we know children are learning while they are learning? What multiple techniques can you use ?**

Useful, Meaningful, and Equitable are from Teemant, Upton, Popcock, Berghoff, Seybold, & Adams (2010) Aiming for Inclusive Learning Communities

## Formative Assessment 1: Portfolio Check

- Useful to me as a teacher....

The portfolio check is useful teachers because it gives a purposeful collection of student work. The students work should be dated so that the teacher can check for progress over time. Portfolios allow for the teacher to make note of significant developments and noticing based on the students' work.

- Meaningful to the child...

Portfolio checks allow the students to use their voices by explaining in their own words why they chose each piece for their portfolio and how they think it shows their growth over time. They are able to use their voices to explain what each piece means to them and how it shows their development. Finally, it offers some one-on-one time for the student with the teacher to be recognized for hard work and achievements.

- Equitable to the child...

The portfolio allows each child to have a say in what pieces they feel showcase their understanding in the most authentic way. By allows the students to choose, they feel they have offered the most telling parts and they are not overseen for where they have strengths or weaknesses. As the student plays an integral role in the formation of the portfolio, differentiation is given and the assessment is unique to each student.

## Formative Assessment 2: Choral Response

- Useful to me as a teacher...

Choral response allows for the teacher to engage all the students at the same time. It allows her/him to hear the different answers while circulating the room. It allows the teacher to repeat a question if there is difficulty understanding because of too many voices/answers.

- Meaningful to the child...

Choral response is meaningful to the students because it allows them to be engaged and participate no matter what. It allows the child to hear other responses and to learn/alter their response off of the other childrens'. This also allows for children to feel they are contributing to the classroom community.

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- Equitable to the child...

Choral response is equitable for the students because all students get to have a voice. All students participate in the activity and there is no division of students if the answer is incorrect. The students are able to change their answers without the pressure of the entire class hearing them. Choral response also gives the children an opportunity to work indirectly with one another using self-correction.

**Summative Assessment: Performance-Based Assessment (PBA)** What authentic product are students creating to show they understand the big idea, essential question, and standards? (See Possible PBA & Activities handout)

Name of PBA: Model Citizen Eulogy

How is PBA developmentally appropriate?

Each student can alter their model citizen based on the things they think a model citizen would do. This can be modified for children with different learning modalities. This can be altered to fit different grade levels as well.

Description of PBA: Describe what your PBA is in enough detail that others can understand. This PBA directly ties back to your Part 1- the concepts with examples you elaborated upon. Be sure to give possible examples of what students may showcase here. (single spaced ½ page)

First the teacher will begin by discussing what a citizen is. We will review an anchor chart that was made previously as a class about good citizens. The teacher will bring the anchor chart to the front and the students will be allowed to ask questions about different traits/acts pertaining to a good citizen. The teacher will explain different traits of citizenship (fairness, honesty, respect, responsibility, etc.) in greater detail and offer pictures and videos as explanations. Each child will go back to their seats and groups of 4-5 children will be given a list of traits that a citizen could possess (good and bad). They will also be given a sheet of paper with a “model citizen” on it. They will talk as a group and decide which traits are those that would be modeled by a good citizen. They will glue the good traits onto the background of the paper. They will then be asked to come up with a story about their model citizen. Describing what that person does within their community touching on at least 3 of the positive citizen traits that they glued down. Each group will share out and introduce their model citizen to the class. These will be displayed along with other citizenship projects throughout the classroom and hallway.

Note: Prior to PBA: Create a rubric with student input for assessment.

Offer checklists, peer editing, conferences, etc. for students to self-assess their progress. (Our course does not allow time for this.)

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**Part 3: Path- How do we get there? What meaningful activities, centers or invitations am I planning so all students can learn the big concept, standards, and essential question?**

**Relationship Building:** How well do you know me? How will you get to know me throughout the year? List multiple activities with a short description.

## Activity 1: Community Building Puzzle

It is simply a puzzle piece that each student uses to draw a self-portrait. That puzzle piece is then put together with all of the other student pictures until it forms a "complete puzzle".

## Activity 2: Leave Some Love

Leave Some Love is a fun way to build your classroom community during the month of February (or any month of the year)! It helps students share with each other what they like about each other and keeps your classroom positive! Students "leave love" for at least 1-2 students a day using a pre-made template. Each student has an envelope on their desk for their "love notes". The teacher can choose a student each day that gets love notes or allow students to choose who they want to write to each day.

**Prior Knowledge:** How do you value what I already know? How can we show this for all to see and refer to throughout our learning? (Refer to Part 1) As a class, create large graphic organizers or anchor charts for multiple concepts. Post in room and continually add new information. Describe how you would do this.

**Activity & Topic:** The students would all sit together on the classroom carpet or community area. The teacher would lead a discussion in what citizenship is. Then the class would make an anchor chart, in the center would be the word citizenship. Each child would be able to offer a different idea/trait/duties of citizenship (good citizens follow the law, pay taxes, help others, etc.) Once the class has come up with a sufficient list, the class would discuss how citizenship affects our community and why it is important to be a good citizen.

**Culturally Responsive Activities:** What materials or resources do we use in school that represent my culture and me? What learning activities can I participate in? What products can I create that connect to my learning?

## Activity 1: Resources + Activity + Product Created

Resources: *The Impossible Patriotism Project* by Linda Skeers

Activity: We will read the book *The Impossible Patriotism Project* as a class. We will discuss how patriotism and citizenship are related. How did Caleb's dad contribute to his country? How does that make him a good citizen? The teacher

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and class will discuss how sometimes being a good citizen means missing out on things or making sacrifices for your country or your community. We will then write thank you notes to our soldiers who are away from their families fighting for our freedom (a right that we have as citizens).

Product: Thank You Cards

Activity 2: Resources + Activity + Product Created

Resources: *We the Kids* by David Catrow

Activity: Read the book *We the Kids* including the introduction written by Catrow and the meanings given for each phrase of the preamble (given at the beginning but write post its or another form to read each part along with the illustrations for each phrase. Discuss what the constitution says about our rights as citizens and how it helps us to be able to be good citizens. How does the preamble model good citizenship for us? Have students choose a phrase of the preamble to illustrate their understanding.

Product: Preamble Illustration

People Society Marginalizes: How can I learn about people society marginalizes? These include society's "isms." See above format.

Activity 1: Resources + Activity + Product Created

Resources: *Granddaddy's Turn: A Journey to the Ballot Box* by Michael S. Bandy and Eric Stein

Activity: Read the story *Granddaddy's Turn: A Journey to the Ballot Box*. Discuss how the narrator witnessed a very special moment in history getting to witness his grandfather vote for the first time in the civil-rights era in the South. Discuss how this was not something that was always allowed and discuss how important our right to vote is. It is very important that all people have a say in their community. Have students make a ballot box and decorate it with things that are important to them as a citizen that they would not want to lose.

Product: Rights Ballot Box

Activity 2: Resources + Activity + Product Created

Resources: <https://youtube.com/watch?v=RsNsW3G7WU4> Youtube Video

Activity: As a class we will watch a short video on Ruby Bridges and her contributions as an activist. We will work together as a class to make a Venn Diagram on how our schools were different in Ruby's time, what our schools are like today, and if there are similarities between the past and now in our schools. We will discuss how the story makes us feel and how we would feel if we were Ruby Bridges back in 1960. We will discuss how rights for minorities have changed over time.

Product: Venn Diagram

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**Relevance:** How does this learning relate to my life outside of school? What study trips, guest speakers, or activities could you plan to connect school and child's community?

Activity 1: Resource + Activity + Product Created

Resource: The Children's Museum of Indianapolis

Activity: We will take a field trip to the Children's Museum to visit the Power of Children Exhibit. Students will be able to spend time exploring all the exhibits within that section of the museum. They will be able to watch stories and participate in activities offered. After returning to school the teacher will ask students to draw a picture of one of the children they liked the most. Each child will present their drawing and give one reason why that child was a good citizen.

Product: Illustration

Activity 2: Resource + Activity + Product Created

Resource: Police Officer

Activity: A police officer from the community will come in and talk to students about what it means to be a good citizen. Children will have a chance to ask questions about citizenship. After the guest speaker, children will make a collage of different traits that make a good citizen.

Product: Citizenship Collage

**Empowerment:** How can I co-create my learning? What are multiple ways I can engage and express my learning? UDL practices & student choices offered.

Activity 1: Choice of Resources or Activities or Products Created

Resource: Police Officer

Activity: A police officer from the community will come in and talk to students about what it means to be a good citizen. Children will have a chance to ask questions about citizenship. After the guest speaker, children will make a collage of different traits that make a good citizen.

Product: Citizenship Collage

Alternative Product: Skit

Activity 2: Choice of Resources or Activities or Products Created

Resources: *Granddaddy's Turn: A Journey to the Ballot Box* by Michael S. Bandy and Eric Stein

Activity: Read the story *Granddaddy's Turn: A Journey to the Ballot Box*. Discuss how the narrator witnessed a very special moment in history getting to witness his grandfather vote for the first time in the civil-rights era in the South. Discuss how this was not something that was always allowed and discuss how important our right to vote is. It is very important that all people have a say in their community. Have students make a ballot box and decorate it with things that are important to them as a citizen that they would not want to lose.

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Product: Rights Ballot Box

Alternative Product: Story Board

Resources: What primary sources, critical literacy books, informational texts, and websites are you going to use that relate to the big concept, essential question, unit concepts, and standards?

Primary Source: Digital, visual (including the arts and photography), oral, written, and community resources to visit. Need 1.

Police Officer from Community

Critical Literacy Books: What will you use that connects to Culturally Responsive and People Society Marginalizes? Need 4 with descriptions.

*Can We Help?: Kids Volunteering in their Communities* by George Ancona

Amazon Description: Real kids make a real difference in their communities in this vibrantly photographed chronicle by George Ancona.

George Ancona celebrates the joy of kids giving back. In one after-school program, middle-school students mentor and tutor younger children. Via a special partnership, schoolchildren help professionals train assistance dogs for people with disabilities. At a community farm, families plant, grow, and harvest produce for soup kitchens and charities. In these and other examples of volunteering, kids of all ages work together knitting hats and scarves for those who could use warm clothes, packing hot meals to deliver to housebound people, and keeping roadways clean. Young humanitarians reading these accounts may well be inspired to find ways that they can help, too.

*Granddaddy's Turn: A Journey to the Ballot Box* by Michael S. Bandy and Eric Stein

Amazon Description: Based on the true story of one family's struggle for voting rights in the civil rights-era South, this moving tale shines an emotional spotlight on a dark facet of U.S. history.

Life on the farm with Granddaddy is full of hard work, but despite all the chores, Granddaddy always makes time for play, especially fishing trips. Even when there isn't a bite to catch, he reminds young Michael that it takes patience to get what's coming to you. One morning, when Granddaddy heads into town in his fancy suit, Michael knows that something very special must be happening—and sure enough, everyone is lined up at the town hall! For the very first time,

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Granddaddy is allowed to vote, and he couldn't be more proud. But can Michael be patient when it seems that justice just can't come soon enough? This powerful and touching true-life story shares one boy's perspective of growing up in the segregated South, while beautiful illustrations depict the rural setting in tender detail.

### *The Story of Ruby Bridges* by Robert Coles

Amazon Description: The year is 1960, and six-year-old Ruby Bridges and her family have recently moved from Mississippi to New Orleans in search of a better life. When a judge orders Ruby to attend first grade at William Frantz Elementary, an all-white school, Ruby must face angry mobs of parents who refuse to send their children to school with her. Told with Robert Coles' powerful narrative and dramatically illustrated by George Ford, Ruby's story of courage, faith, and hope is now available in this special 50th anniversary edition with an updated afterword!

### *Grace for President* by Kelly DiPucchio

Amazon Description: "Where are the girls?"

When Grace's teacher reveals that the United States has never had a female president, Grace decides to be the first. And she immediately starts off her political career as a candidate the school's mock election!

Author Kelly DiPucchio not only gives readers a fun introduction to the American electoral system, but also teaches them the value of hard work, courage, and independent thought--and offers an inspiring example of how to choose our leaders.

Website: What website might students use? How might they use it? Need 1.

<https://www.makersempire.com/>

Children can be a community on this site and can be used to solve real world problem alone or as a community of learners.