

# Unit Title: The Choices I Make

## INSTRUCTIONAL UNIT AUTHORS

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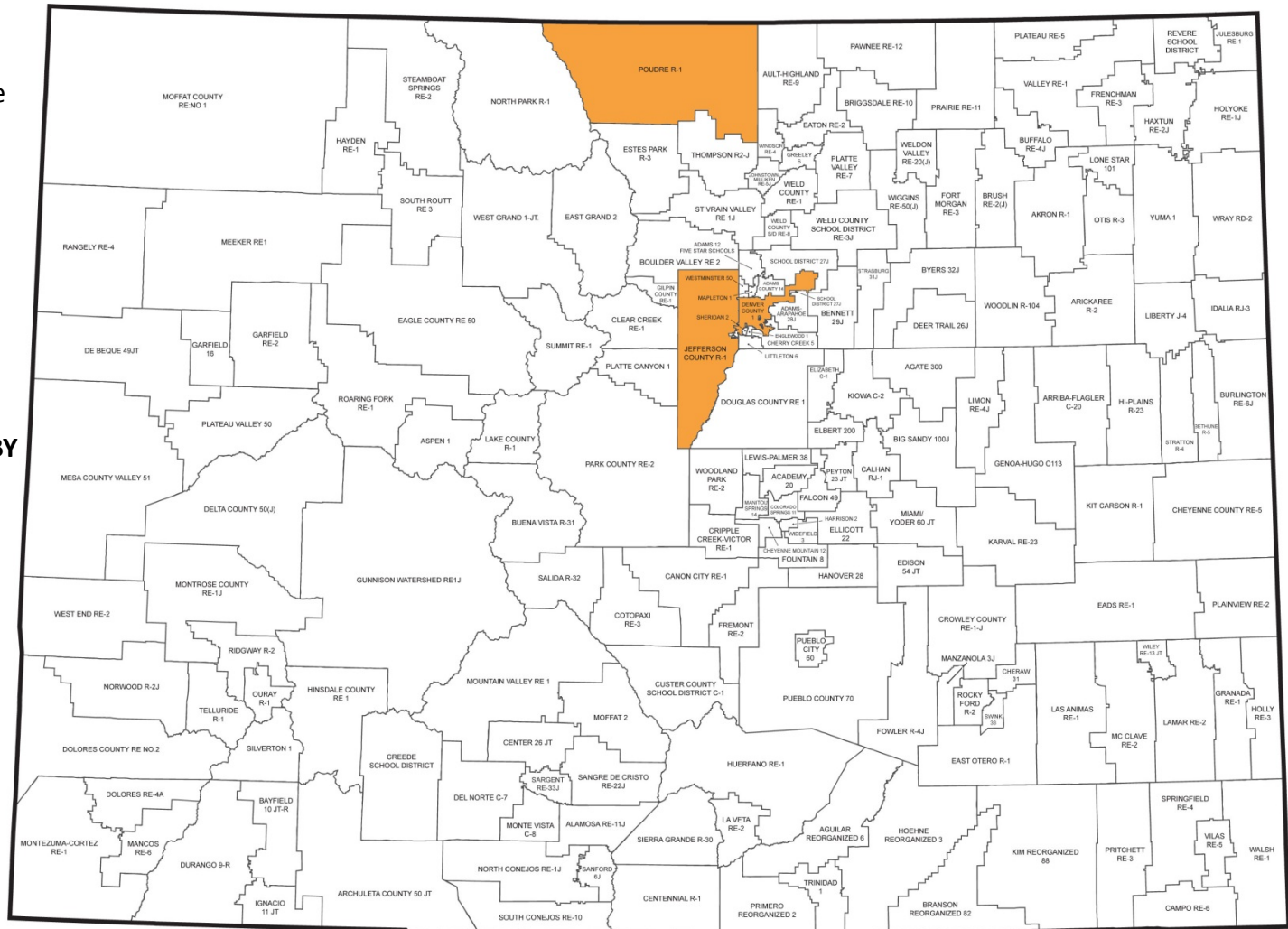
## BASED ON A CURRICULUM OVERVIEW SAMPLE AUTHORED BY

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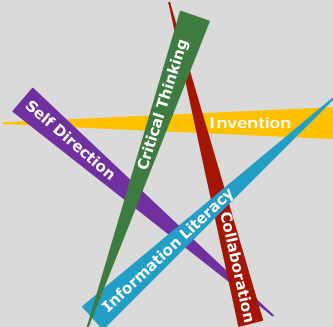
Colorado's District Sample Curriculum Project

*This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.*

### Colorado Teacher-Authoring Sample Instructional Unit

<b>Content Area</b>	Social Studies	<b>Grade Level</b>	1 <sup>st</sup> Grade
<b>Course Name/Course Code</b>			
<b>Standard</b>	<b>Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. History	1. Describe patterns and chronological order of events of the recent past	SS09-GR.1-S.1-GLE.1	
	2. Family and cultural traditions in the United States in the past	SS09-GR.1-S.1-GLE.2	
2. Geography	1. Geographic tools such as maps and globes to represent places	SS09-GR.1-S.2-GLE.1	
	2. People in different groups and communities interact with each other and the environment	SS09-GR.1-S.2-GLE.2	
3. Economics	1. People work at different types of jobs and in different types of organizations in order to produce goods and services and receive an income	SS09-GR.1-S.3-GLE.1	
	2. Identify short term financial goals (PFL)	SS09-GR.1-S.3-GLE.2	
4. Civics	1. Effective groups have responsible leaders and team members	SS09-GR.1-S.4-GLE.1	
	2. Notable people, places, holidays and patriotic symbols	SS09-GR.1-S.4-GLE.2	

### Colorado 21<sup>st</sup> Century Skills



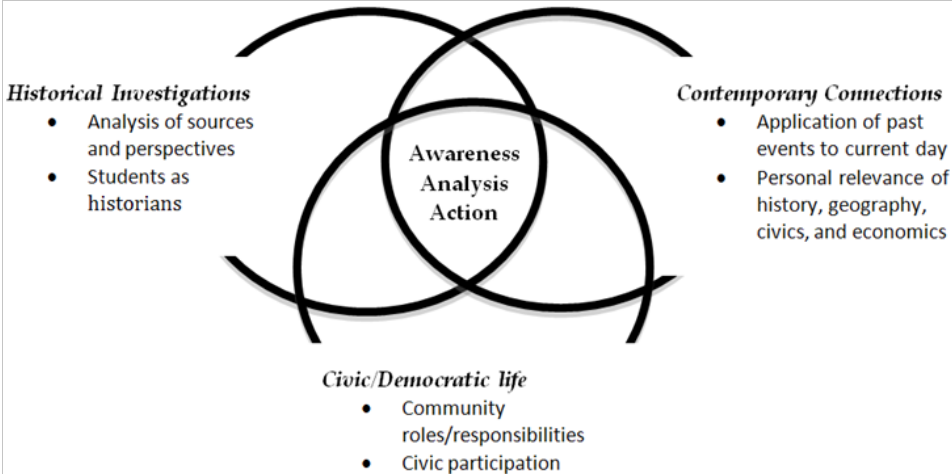
**Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*

**Information Literacy:** *Untangling the Web*

**Collaboration:** *Working Together, Learning Together*

**Self-Direction:** *Own Your Learning*

**Invention:** *Creating Solutions*



**Historical Investigations**

- Analysis of sources and perspectives
- Students as historians

**Contemporary Connections**

- Application of past events to current day
- Personal relevance of history, geography, civics, and economics

**Civic/Democratic life**

- Community roles/responsibilities
- Civic participation

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
The Choices I Make	4-6 weeks	2

**Colorado Teacher-Authored Sample Instructional Unit**

<b>Unit Title</b>	The Choices I Make		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	(Family and school) Roles/responsibilities	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.1-S.1-GLE.2 SS09-GR.1-S.3-GLE.1 SS09-GR.1-S.3-GLE.2 SS09-GR.1-S.4-GLE.1 SS09-GR.1-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Who is responsible for our school? (SS09-GR.1-S.4-GLE.1)</li> <li>How do the financial choices we make affect self and others?</li> <li>What would happen if we did not have jobs?</li> <li>How should we decide when to save and when to spend money?</li> </ul>			
<b>Unit Strands</b>	History, Civics, Economics			
<b>Concepts</b>	Leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The choices people make can positively or negatively impact individuals, families, schools and communities (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,b,c) and (SS09-GR.1-S.3-GLE.2-EO.a,b,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c)	What recent choices have you made that had an impact on your family? (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you know when your choices have positive or negative effects?
The roles and responsibilities people take on can have a transformative effect on self and others (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-N.1) and (SS09-GR.1-S.3-GLE.1-EO.c) and (SS09-GR.1-S.3-GLE.1-RA2) and (SS09-GR.1-S.3-GLE.1-N.2)	What is a role or responsibility you have that impacts other students? (SS09-GR.1-S.4-GLE.1-EO.1,b; IQ.1-4) and (SS09-GR.1-S.1-GLE.2-IQ.3)	How do you determine the risks and benefits to the roles and responsibilities you take on?
Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community (SS09-GR.1-S.3-GLE.1-EO.c)	What are some examples of responsibilities and jobs specific to (your) school and family? (SS09-GR.1-S.3-GLE.1-EO. b)	How do occupations and leadership responsibilities reflect community values/beliefs?
Financially responsible individuals create goals and work toward meeting them (SS09-GR.1-S.3-GLE.2-N.1)*	What is a short financial term goal you are (or could be) working toward? (SS09-GR.1-S.3-GLE.2-N.1)*	Why is personal financial goal setting important? (SS09-GR.1-S.3-GLE.2-IQ.4)*

### Colorado Teacher-Authored Sample Instructional Unit

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>● Vocabulary related to roles and responsibilities of leaders, community/team members and producers and consumers (in your school/community) (SS09-GR.1-S.4-GLE.1-EO.a,b,c) and (SS09-GR.1-S.4-GLE2-EO.a) and (SS09-GR.1-S.3-GLE.1-EO.a,c) and (SS09-GR.1-S.3-GLE.2-EO.a,c)* and (SS09-GR.1-S.1-GLE.2-EO.a,c)</li> <li>● Notable leaders in the (your) community and the United States(SS09-GR.1-S.1-GLE.2-EO.c) and (SS09-GR.1-S.4-GLE.2-EO.a)</li> <li>● Characteristics and attributes of responsible leaders and team members (SS09-GR.1-S.4-GLE1-EO.a,b)</li> <li>● The difference between personal or classroom short term and long term financial goals (SS09-GR.1-S.3-GLE.2-EO.a,b)*</li> <li>● Sources of personal or classroom income to meet financial goals (SS09-GR.1-S.3-GLE.2-EO.c)*</li> <li>● Characteristics of financial responsibility (SS09-GR.1-S.3-GLE.2-N.1)*</li> <li>● Different types of businesses and the goods and services they produce for the school/community (SS09-GR.1-S.3-GLE.1-EO.a)</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to be both a leader and team member (SS09-GR.1-S.4-GLE.1-EO.c)</li> <li>● Define short-term financial goals and provide examples (SS09-GR.1-S.3-GLE.2-EO.a,b)*</li> <li>● Discuss sources of income needed to meet short-term goals (SS09-GR.1-S.3-GLE.2-EO.c)*</li> <li>● Provide examples of different types of business and the goods and services they produce for (your) community (SS09-GR.1-S.3-GLE.1-EO.a)</li> <li>● Provide examples of types of job choices available to people in your family and community (SS09-GR.1-S.3-GLE.1-EO.b,c)</li> <li>● Identify similarities and differences between themselves and other (SS09-GR.1-S.1-GLE.2-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>As class president, Jill demonstrated good leadership skills when she helped the school decide to raise money to help the library buy new books.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Define, discuss, demonstrate, identify, similarities, differences, provide examples</p>
<p><b>Technical Vocabulary:</b></p>	<p>leaders, team member, leadership, community, money, goal, responsibility, income, goods, services, community, jobs, technology, education, skills, interests, roles, president, mayor, governor, producers, consumers, choice</p>

## Colorado Teacher-Authored Sample Instructional Unit

<b>Unit Description:</b>	In this unit, students will be exploring choices (e.g., financial, occupational, personal) and how their choices positively and/or negatively affect self and others. During their exploration, students will investigate various roles and responsibilities that are related to the community and how their roles and responsibilities are a result of the choices they make. Students will also examine how responsible citizens contribute to their community. The unit culminates with student groups identifying a need in the community and then creating a proposal designed to address the need.
<b>Considerations:</b>	In developing this instructional unit, we decided that this unit should appear first in the sequence because it lays out the roles and responsibilities of students in the classroom, school, and family. We recommend the following sequence, “The Choices I Make,” “Change Happens,” “Where in the World Am I?,” “My Country ‘Tis of Thee.” As the authors of this unit, we made a modification to the generalization, “The choices people make can positively or negatively impact individuals, families, schools and communities” to “The choices people make can positively or negatively impact individuals, families, and schools (communities)” to more closely align with the first grade expectations outlined in the Colorado Academic Standards. (i.e. community is part of the third grade expectations) Special note: Learning Experience #4 focuses on family, please consider that family composition varies among students and those variations might be deemed “private.”
<b>Unit Generalizations</b>	
<b>Key Generalizations:</b>	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them
<b>Supporting Generalizations:</b>	The roles and responsibilities people take on can have a transformative effect on self and others Leadership and (occupational) role/responsibilities are typically dictated by the needs of a community

### Performance Assessment: *The capstone/summative assessment for this unit.*

<b>Claims:</b> (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	The choices people make can positively or negatively impact individual, families, schools, and communities Financially responsible individuals create goals and work toward meeting them
<b>Stimulus Material:</b> (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a member of a group of responsible citizens, you have decided to give back to your community. In order to determine how your group is going to “give back,” you must identify a need of the classroom, school or family in the school community. As a way to address this need, your group will create a plan for a fundraiser or community project. Your plan should include a description of an identified need, a description of either how raising money or taking action for this need will positively impact the classroom/school community, and both short or long term goals (e.g. money, time). Your plan will be reviewed by your classmates and the school principal. Not all plans (classroom/school needs) can be addressed, so your classmates and the principal will choose which plan(s) to act upon.
<b>Product/Evidence:</b> (Expected product from students)	Students may work groups of 3-4 to create their proposals. Students may use both pictures/visuals and words to present their ideas. <a href="http://www.cde.state.co.us/standardsandinstruction/pf1-actionplan-pdf">http://www.cde.state.co.us/standardsandinstruction/pf1-actionplan-pdf</a> The final presentation could be done orally and/or displayed (e.g., gallery walk).  NOTE: Teachers may consider following through with the most feasible plan in order to show students at least one tangible result of being a responsible citizen.
<b>Differentiation:</b> (Multiple modes for student expression)	Students may be assigned roles within their groups based on their learning strengths or areas of interest. Based on skills level, students may be provided with sentence starters or an outline to guide their thinking.

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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
Bellisario, Gina. (2013). <i>Let's Meet a Librarian</i> . Lexile: 550 Falk, L. (2009). <i>We Are Citizens</i> . Lexile: 310 Miller, A. (2009). <i>We Help Out</i> . Lexile: 380	Cooney, Barbara. (1985). <i>Miss Rumphius</i> . Lexile: 680 DiSalvo-Ryan, D. (1994). <i>City Green</i> . Lexile: 480 Javernick, E. (2010). <i>What If Everybody Did That?</i> Lexile: 650 Kates, B.J. (1996). <i>We're Different, We're the Same. And We're all Wonderful!</i> Lexile: 150 Madden, D. (1993). <i>The Wartville Wizard</i> . Lexile: 760 Mayer, M. (1999). <i>I Just Forgot</i> . Lexile: 490 McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Ages 4 – 9. Muth, J.J. (2002). <i>The Three Questions</i> . Lexile: 410 Simon, N. (2016). <i>All Kinds of Families</i> . Lexile: 470 Stevens, J. (1995). <i>Tops &amp; Bottoms</i> . Lexile: 580

Ongoing Discipline-Specific Learning Experiences				
1.	Description:	Think/work like an economist - using financial vocabulary	Teacher Resources:	<a href="http://www.schoolexpress.com/wordwalls/wordwalls.php">http://www.schoolexpress.com/wordwalls/wordwalls.php</a> (How to create word-wall flash cards)
			Student Resources:	N/A
	Skills:	Use words related to money, spending and saving	Assessment:	Students will create and add words and phrases to a financial word wall as they pursue the goals/outcomes of the unit
2.	Description:	Think/work like a responsible citizen	Teacher Resources:	<a href="http://tinyurl.com/gu2ggdk">http://tinyurl.com/gu2ggdk</a> (Lesson Plan: What Does it Mean to be a Responsible Community Member?) <a href="http://www2.ed.gov/parents/academic/help/citizen/index.html">http://www2.ed.gov/parents/academic/help/citizen/index.html</a> (Tips for helping children become responsible citizens)
			Student Resources:	N/A
	Skills:	Identify attributes of responsible citizens	Assessment:	Students will create a visual representation (e.g., poster, book, etc.) of what it means to be a responsible citizen

Prior Knowledge and Experiences
None

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Learning Experience # 1		
The teacher may introduce an activity that highlights similarities and differences among people (e.g., 5 things about you activity) so that students can compare and contrast self and other.		
<b>Generalization Connection(s):</b>	The roles and responsibilities people take on can have a transformative effect on self and others	
<b>Teacher Resources:</b>	<a href="http://lessonplanspage.com/obeginschoolgettingtoknowmeboxidea14-htm/">http://lessonplanspage.com/obeginschoolgettingtoknowmeboxidea14-htm/</a> (Idea for an “All About Me” box) <a href="http://lessonplanspage.com/omebags-1stday-gettoknoweachotheridea15-htm/">http://lessonplanspage.com/omebags-1stday-gettoknoweachotheridea15-htm/</a> (Idea for making “Me Bags”) <a href="http://www.learningtogive.org/units/recognizing-our-similarities-and-differencekindergarten/recognizing-our-similarities-and-differences/">http://www.learningtogive.org/units/recognizing-our-similarities-and-differencekindergarten/recognizing-our-similarities-and-differences/</a> (Lesson plan: Recognizing Our Similarities and Differences)	
<b>Student Resources:</b>	<a href="https://www.teachingchannel.org/videos/first-grade-social-studies">https://www.teachingchannel.org/videos/first-grade-social-studies</a> (Video: All About Me! – 15:50 min) Kates, B.J. (1996). <i>We’re Different, We’re the Same. And We’re all Wonderful!</i> Lexile: 150	
<b>Assessment:</b>	Students will complete an ALL ABOUT ME! Book ( <a href="http://www.education.com/activity/article/allaboutme_first/">http://www.education.com/activity/article/allaboutme_first/</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work in pairs or in groups	Students may use prepared words and pictures to complete the ALL ABOUT ME! book
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add additional examples to the comparative assessment
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>• The differences between self and others (e.g., me, you, we, us, they)</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between self and others</li> <li>• Recognize individual vs. group responsibility</li> </ul>	
<b>Critical Language:</b>	Self, individual, other, group(s), difference, similarity	

Learning Experience # 2		
The teacher may share roles and responsibilities in their family so that students can explain their roles and responsibilities within the family.		
<b>Generalization Connection(s):</b>	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals, families and schools (communities)	
<b>Teacher Resources:</b>	<a href="http://www.uen.org/Lessonplan/preview.cgi?LPid=10710">http://www.uen.org/Lessonplan/preview.cgi?LPid=10710</a> (Lesson plan: Family responsibilities) <a href="http://learningtogive.org/lessons/unit60/lesson2.html">http://learningtogive.org/lessons/unit60/lesson2.html</a> (Lesson plan: Our family) <a href="http://www.twinkl.co.uk/resource/t-t-15182-my-family-book">http://www.twinkl.co.uk/resource/t-t-15182-my-family-book</a> (Template: My family booklet) <a href="http://www.tolerance.org/lesson/every-family-same-every-family-different">http://www.tolerance.org/lesson/every-family-same-every-family-different</a> (Lesson Plan: Every Family is the Same. Every Family is Different)	
<b>Student Resources:</b>	Mayer, M. (1999). <i>I Just Forgot.</i> Lexile: 490 Simon, N. (2016). <i>All Kinds of Families.</i> Lexile: 470	

### Colorado Teacher-Authored Sample Instructional Unit

<b>Assessment:</b>	Students will create a foldable identifying members of their family and their corresponding responsibilities. (Similar to this one: <a href="http://cdnpix.com/show/imgs/1af0c6d107e7e554154a5fac7cbd5418.jpg">http://cdnpix.com/show/imgs/1af0c6d107e7e554154a5fac7cbd5418.jpg</a> with people on the left and responsibilities on the right)	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work with a partner or in a small group	Students may present roles and responsibilities in their family using visuals
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	<a href="https://docs.google.com/file/d/0B_gYCGzVzuz3R2VmbW15Znp5N28/edit?pli=1">https://docs.google.com/file/d/0B_gYCGzVzuz3R2VmbW15Znp5N28/edit?pli=1</a> (Template: booklet with sentence lines)	Students may present roles and responsibilities in their family using complete sentences
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Roles and responsibilities within family units</li> <li>● Positive and negative impact of making choices</li> <li>● All families make financial decisions</li> <li>● Financial decisions are based on wants and needs</li> <li>● Families choose between wants and needs</li> <li>● Goals (short term and long term) help families maintain financial responsibility</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Provide examples of different types of job choices available to people in your family</li> <li>● Identify how home responsibilities affect others</li> <li>● Explain the cause(s) and effect(s) of not carrying out responsibilities (e.g., taking out the trash, walking the dog)</li> </ul>	
<b>Critical Language:</b>	Family, task, other, self, choice(s), positive, negative, job, chore, responsibility, role, financial responsibility, wants, needs, goals	

<b>Learning Experience # 3</b>		
The teacher may model classroom responsibilities so that students can begin to identify the roles and responsibilities of being a member of a classroom community.		
<b>Generalization Connection(s):</b>	The roles and responsibilities people take on can have a transformative effect on self and others The choices people make can positively or negatively impact individuals families, and schools (communities)	
<b>Teacher Resources:</b>	<a href="https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach">https://www.icivics.org/news/citizenship-and-elementary-education-how-do-you-teach</a> (Article: Citizenship and the Elementary Classroom – a seamless, perfect pair) <a href="http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers">http://www.scholastic.com/teachers/article/classroom-jobs-all-your-student-helpers</a> (Article: Classroom Jobs for All Your Student Helpers) <a href="http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf">http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf</a> (Lesson Plan: Responsibility) <a href="http://www.learningtogive.org/units/healthy-youth-healthy-community-k-2/what-my-responsibility">http://www.learningtogive.org/units/healthy-youth-healthy-community-k-2/what-my-responsibility</a> (Lesson Plan: What Is My Responsibility?)	



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<b>Student Resources:</b>	<a href="https://www.youtube.com/watch?v=2aNG9zXXLGU">https://www.youtube.com/watch?v=2aNG9zXXLGU</a> (Video: Peddlesfoots Citizenship) <a href="https://www.youtube.com/watch?v=NLEP-VbO0mc">https://www.youtube.com/watch?v=NLEP-VbO0mc</a> (Video: The Berenstain Bears Go to School – Responsibility) <a href="http://tinyurl.com/jkrdm3t">http://tinyurl.com/jkrdm3t</a> (Video: The Berenstain Bears Get the Gimmies) <a href="https://www.youtube.com/watch?v=RJJgUAhXxqw">https://www.youtube.com/watch?v=RJJgUAhXxqw</a> (Video: Needs and Wants)	
<b>Assessment:</b>	Students complete a “role” checklist illustrating the completion of their particular task in the classroom (e.g., line leader, chair stacker).	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may be provided with a checklist that has illustrations of classroom tasks and responsibilities
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● The roles of the students in the classroom (e.g., classmate, line leader, paper collector)</li> <li>● The responsibilities of the students in the classroom (e.g., push in chairs, keep desk clean/neat)</li> <li>● People in communities must make choices based on unlimited needs and wants and scarce resources; these choices involve costs (e.g., if there aren’t enough crayons for everyone in class, then someone may have to share or go without)</li> <li>● The difference between wants and needs</li> <li>● The importance of fulfilling one’s classroom responsibilities</li> <li>● The choices one makes can positively or negatively impact the classroom community</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Recognize students have a choice about the role and/or job they have in the classroom</li> <li>● Demonstrate the ability to be both a leader and a team member</li> </ul>	
<b>Critical Language:</b>	Role, responsibility, choice, job, classmate, leader(ship), community, classroom, task, cost	

<b>Learning Experience # 4</b>	
The teacher may bring in guest speakers (e.g., Principal, custodian) so that students can discuss the various roles and responsibilities within the school community.	
<b>Generalization Connection(s):</b>	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
<b>Teacher Resources:</b>	<a href="http://www.teach-nology.com/lessons/lisn_pln_view_lessons.php?action=view&amp;cat_id=10&amp;lisn_id=1114">http://www.teach-nology.com/lessons/lisn_pln_view_lessons.php?action=view&amp;cat_id=10&amp;lisn_id=1114</a> (Lesson Plan: Me and My School Community) <a href="http://www.writeaboutapp.com/scavengerhunt/">http://www.writeaboutapp.com/scavengerhunt/</a> (Lesson Plan: My School is A Community Scavenger Hunt) <a href="http://teaching.about.com/od/pd/a/School-Personnel.htm">http://teaching.about.com/od/pd/a/School-Personnel.htm</a> (Article: Roles of School Personnel)
<b>Student Resources:</b>	Stevens, J. (1995). <i>Tops &amp; Bottoms</i> . San Diego, CA: Harcourt Brace.

### Colorado Teacher-Authored Sample Instructional Unit

<b>Assessment:</b>	Students will create a “helping hand mobile” with their name in the middle and on each finger, one task they can perform to help out the school community.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work with a partner to assist with various elements of assembling the mobile	N/A
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may add text descriptions to pictures
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Notable leaders and members within the school and local community</li> <li>● Characteristics and attributes of responsible leaders and team members</li> <li>● Everyone at school contributes in their own special way to make sure students learn safely and happily</li> <li>● Types of jobs within the school community</li> <li>● Responsible behavior is inherent in being a good citizen in the school (e.g., safety, right to learn)</li> <li>● School and local communities work together to meet people’s needs (e.g., Thanksgiving Food Drive)</li> <li>● The various individuals in the school community (e.g., Principal, Librarian, Custodian) provide a service to the students of the school</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Identify the attributes of a responsible team member</li> <li>● Demonstrate the ability to be a leader and team member</li> <li>● Name the people who work in the school</li> </ul>	
<b>Critical Language:</b>	Leader, team, community, team member, contribute, need, want, service	

<b>Learning Experience # 5</b>	
The teacher may model cause and effect relationships so that students can discuss how carrying out one’s responsibilities helps to satisfy the needs of a community (e.g., classroom, school, local).	
<b>Generalization Connection(s):</b>	The choices people make can positively or negatively impact individuals, families, and schools (communities) Leadership and (occupational) roles/responsibilities are typically dictated by the needs of a community The roles and responsibilities people take on can have a transformative effect on self and others
<b>Teacher Resources:</b>	<a href="http://character.org/lessons/lesson-plans/elementary/dobys-mill-elementary-school/">http://character.org/lessons/lesson-plans/elementary/dobys-mill-elementary-school/</a> (Lesson Plan: Have You Filled a Bucket Today?) <a href="http://www.scholastic.com/teachers/sites/default/files/asset/file/making_difference_community.pdf">http://www.scholastic.com/teachers/sites/default/files/asset/file/making_difference_community.pdf</a> (Worksheet: Making a Difference in My Community) <a href="http://learningtogive.org/lessons/unit211/">http://learningtogive.org/lessons/unit211/</a> (Lesson Plan: Making a Choice)
<b>Student Resources:</b>	Javernick, E. (2010). <i>What If Everybody Did That?</i> New York: Two Lions Publishing. McCloud, C. (2007). <i>Have You Filled a Bucket Today?</i> Brighton, MI: Bucket Fillers, Inc. Muth, J.J. (2002). <i>The Three Questions</i> . New York: Scholastic Press.

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<b>Assessment:</b>	Students will complete a cause/effect chart illustrating various responsibilities and the effect(s) on the community if the responsibility isn't carried out. (Cause & Effect Chart: <a href="http://tinyurl.com/jovutrr">http://tinyurl.com/jovutrr</a> )	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may work with a partner to complete the graphic organizer	Students may use pictures to illustrate the causes and effects
<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	N/A	Students may write sentences explaining the cause and effect relationships
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Families and communities make choices about wants, needs and scarce resources</li> <li>● Characteristics of positive and negative effects (impact)</li> <li>● The importance of being a responsible leader and member of the community</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Demonstrate the ability to be both a leader and team member</li> <li>● Recognize ways to make a positive impact as responsible citizens</li> <li>● Participate in responsible activities that contribute to the school and neighborhood (e.g., follow teacher directions, put belongings away, participate in discussions, take turns, listen to others, share ideas, clean up litter, report vandalism)</li> </ul>	
<b>Critical Language:</b>	Respect, caring, cause, effect, positive, negative, leader	

<b>Learning Experience # 6</b>		
The teacher may guide students in identifying a need within the school so that students can discuss ways to address the need and how to give back to the school.		
<b>Generalization Connection(s):</b>	The choices people make can positively or negatively impact individuals, families, and schools (communities) Financially responsible individuals create goals and work toward meeting them	
<b>Teacher Resources:</b>	<a href="http://www.kidactivities.net/category/community-service-ideas.aspx">http://www.kidactivities.net/category/community-service-ideas.aspx</a> (Article: Community Service Ideas)	
<b>Student Resources:</b>	DiSalvo-Ryan, D. (1994). <i>City Green</i> . New York: Scholastic Books.	
<b>Assessment:</b>	Students will conduct interviews with members of the school community to determine a pressing need in the school community (e.g., new musical instruments, books for the library). Students will then create a list of short and long term goals that address a need in the school community.	
<b>Differentiation:</b> (Multiple means for students to access content and multiple modes for student to express understanding.)	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may be provided a list of interview questions	Students may submit an audio or video tape of the interview(s) Students may use visual representations of needs in the school community

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<b>Extensions for depth and complexity:</b>	<b>Access</b> (Resources and/or Process)	<b>Expression</b> (Products and/or Performance)
	Students may write their own interview questions	N/A
<b>Critical Content:</b>	<ul style="list-style-type: none"> <li>● Needs and wants in a school setting</li> <li>● Responsible citizens give back to their community</li> <li>● Setting short and long term goals helps one to meet their needs and/or the needs of the community</li> </ul>	
<b>Key Skills:</b>	<ul style="list-style-type: none"> <li>● Document cause and effect of (financial) decisions making</li> <li>● Define short and long term goals</li> <li>● Identify and list the needs of the school community</li> <li>● Prioritize the needs of the school community</li> </ul>	
<b>Critical Language:</b>	Priority, “give back”, long term goal, short term goal, community service, teamwork	