

Quality Map Writing with Systemic Design in Mind

Quality Map Writing Training – *Before, During, & At Conclusion* Unit Examples

Why does it matter that we have consistency when writing our curriculum maps?

Great question. Here is my answer based on (a) what I have learned from training and coaching in how to best design curriculum and curriculum maps for many years now, and (b) not losing sight of “why we are mapping in the first place.” **Curriculum maps express student learning over time:** in one academic year and systemically over a series of academic years. When educators are asked to follow quality map writing protocols to aid in **the accuracy of interpreting student-learning expectations**, students become the “winners” because **present and future** teachers and administrators using the map units have **clarity** regarding student-learning expectations, which positively affects choices made related to aligned assessments and instruction.

The following pages provide you and your colleagues with **before training**, **mid-way through training**, and **at the conclusion of training** unit examples.

I intentionally limited the unit elements. The unit examples contain only four common map elements: *Content, Skills, Assessments, and Standards*. Based on your learning organization’s unit-design template, there most likely will be *additional elements* (e.g., Transfer, Essential Questions, Resources), as well as *possible synonyms* for one or more of the common map elements (e.g., Concepts, Competencies, Performance Tasks). Likewise, your units may involve additional complexity via integration of multiple disciplines, such as in PBL- or STEM/STEAM-based units.

Everyone appreciates having examples. The *simple* unit examples have been used *on purpose*. When training, I find using a *simpler text* with teachers and administrators at the beginning of the training helps to lay a solid foundation of understanding in a similar way to how a teacher provides students with a simpler text to lay a foundation of understanding a multi-faceted concept before using more complex text. The use of simple examples allows educators to focus on the **writing protocol nuances and reasoning** before applying the protocols to their own units of study.

While my quality map writing training is always **personalized** to meet the needs of your learning organization’s mapping journey, here is the basic sequence I use during training sessions:

- Create purpose – *What is “quality?” Why does it matter that we write our map units with quality?*
- Construct meaning and establish quality writing protocols with a systemic mindset using provided sample map units
- Evaluate current map units based on established quality map-writing protocols (or establish quality protocols for first-time map writers)
- Apply quality map-writing protocols to revise (or draft new) units of study
- Conduct collaborative review processes using a coaching-feedback-application model.

On page 2, you will find the **before** unit. On pages 3-4, you will see the unit **mid-way** through the training. Lastly, on pages 5-8, you will see the same unit at the **conclusion** of the training, **which was based on multiple meetings, coaching, and feedback opportunities based on this learning organization’s goals and desires**. What you cannot see or experience here is the **cognitive and meta-cognitive processes** that everyone personally and collaboratively moves through, **which is such a rich and meaningful time for everyone involved!**

I recommend that you and your colleagues print out all three unit examples and compare them **side-by-side** for conversation purposes based on these question: ***Which map unit(s) provide readers with the accuracy concerning correctly interpreting student learning, assessments, and alignment to standards? Why?*** Be ready to support your reasoning with specific evidence from the map unit examples.

If you have any questions or are interested in quality map writing training customized for your learning organization, please contact Janet via email or a phone call.

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Map Unit *Before* Training

Unit: CITIZENSHIP			
Content	Skills	Assessment	Standards
<p>A. Citizenship: --Good Citizens</p> <ul style="list-style-type: none"> • Responsibilities <p>B. Citizenship: --Symbols</p> <ul style="list-style-type: none"> • Uncle Sam • White House <p>C. Citizenship: --Actions and Responsibilities</p> <ul style="list-style-type: none"> • Pledge of Allegiance • Voting • Viewpoints <p>D. Citizenship: --<i>This Land is Your Land</i></p>	<p>A1. Identify roles people play in being good citizens A2. Identify if responsibilities are those of a good citizen or not and justify reasoning</p> <p>B1. Explain why Uncle Sam is a patriotic symbol B2. Explain why the White House is important B3. Explain why White House is a United States symbol (represents leadership of United States, freedom to people from other countries, home of current US president)</p> <p>C1. Identify how to show respect, loyalty and honor for United States flag while reciting Pledge of Allegiance C2. Sequence process for voting in an election C3. Differentiate viewpoints on a given topic</p> <p>D1. Explain orally and in writing why <i>This Land is Your Land</i> represents patriotism</p>	<ul style="list-style-type: none"> • Discussion Times • Written Responses • Sketchnotes • Unit Test 	<p>Forms and Functions of Government SS.2.1.1.a - Participate in developing rules that consider multiple points of view. SS.2.1.1.b - Describe how individuals, groups, and communities manage conflict and promote justice.</p> <p>Civic Participation SS.2.1.2.a - Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws). SS.2.1.2.b - Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day). SS.2.1.2.d - Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions). SS.2.4 - History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</p> <p>Historical Comprehension SS.2.4.2.a - Describe historical people, events, ideas, and symbols, including various cultures and ethnic group.</p>

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Map Unit *Mid-Way* Training

Unit: CITIZENSHIP			
Content	Skills	Assessment	Standards
<p>A. Citizenship Vocabulary: 8 Terms</p> <p>B. Self: --Citizen - Individual, Groups, Community</p> <ul style="list-style-type: none"> • Role • Responsibilities <p>C. Citizenship: --Symbols</p> <ul style="list-style-type: none"> • Uncle Sam <ul style="list-style-type: none"> ○ United States Patriotic Symbol • White House <ul style="list-style-type: none"> ○ United States Presidency Symbol <p>D. Citizenship: --Actions and Responsibilities - Patriotic, Cultural, Community</p> <ul style="list-style-type: none"> • Pledge of Allegiance <ul style="list-style-type: none"> ○ Loyalty • Voting <ul style="list-style-type: none"> ○ Multiple Views ○ Casting Ballots ○ Majority Rules • Obeying Laws <ul style="list-style-type: none"> ○ Follow Rules ○ Manage Conflict • Fairness 	<p>Citizenship Vocabulary</p> <p>A1. Communicate orally and in writing concepts/explanations 8 terms: --citizen - person who lives in and belongs to a community --fairness - everyone gets what he or she needs --patriotic - having or showing great love and support for your country --responsibility - being accountable for personal behavior or action --symbol - letter, figure, or picture that stands for something else --Uncle Sam - symbol for the United States Government --voting - a choice that gets counted --White House - house the President lives and works in</p> <p>Self - Citizen - Individual, Groups, Community</p> <p>B1. Identify orally and in writing roles people play in being good citizens and justify reasoning <i>(e.g., During a group discussion, Sally shares, "Kara picked up an empty plastic bottle on the playground and put it in our recycling tub. She is being a good citizen by recycling and taking care of our earth.")</i> SS.2.1, SS.2.1.2.a, SS.2.1.2.d</p> <p>B2. Identify orally and in writing if responsibilities are those of a good citizen or not and justify reasoning SS.2.1.2.d</p> <p>Citizenship - Symbols</p> <p>C1. Explain orally and in writing why Uncle Sam is a patriotic symbol: --nationally recognized --outfit includes patriotic colors (red, white, and blue) and stars --based on actual person named Samuel Wilson <i>(i.e., see Samuel Wilson reference)</i> SS.2.1.2.b, SS.2.4, SS.2.4.2.a</p> <p>C2. Explain orally and in writing 3 uses for White House: --home of the president and his family during his presidency --office of the president (oval office) during his presidency --offices of president's support staff (home and office) <i>(e.g., Asia labels on a picture of the White House the presidents office, the president's family, and the office of the president's staff.)</i> SS.2.1.2.b, SS.2.4.2.a</p> <p>C3. Explain orally why White House is a United States symbol: --represents leadership of United States --represents freedom to people from other countries</p>	<p>B1-B2. Discussion Time (Evaluation: Teacher Ob / Feedback)</p> <p>B3. Saying the Pledge of Allegiance How To Video (Evaluation: Teacher Ob / Rubric)</p> <p>B4-B5. Mock Voting Election (Evaluation: Teacher Ob / ELA Discussion Rubric & Feedback)</p> <p>B6. Let's Reconsider Our Class Rules (Evaluation: Teacher Ob / Feedback)</p> <p>C1. Uncle Sam Informational Text (Evaluation: Teacher-Student Ob / Rubric)</p> <p>C2. White House Audio & Visual Presentation (Evaluation: Community Guest Ob / Comments & Feedback)</p> <p>C3. Patriotism in "This Land is Your Land" (Evaluation: Teacher Ob / Feedback)</p>	<p>Civics</p> <p>SS.2.1 - Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</p> <p>Forms and Functions of Government</p> <p>SS.2.1.1 - Students will identify and explain the responsibilities and rights of citizens in their communities.</p> <p>SS.2.1.1.a - Participate in developing rules that consider multiple points of view. N</p> <p>SS.2.1.1.b - Describe how individuals, groups, and communities manage conflict and promote justice. C</p> <p>Civic Participation</p> <p>SS.2.1.2 - Students will participate in making decisions using democratic traditions based on established rules.</p> <p>SS.2.1.2.a - Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws). C</p> <p>SS.2.1.2.b - Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day). N</p> <p>SS.2.1.2.d - Identify</p>

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<ul style="list-style-type: none"> ○ Equal Rights <p>E. Citizenship: --Songs</p> <ul style="list-style-type: none"> • <i>This Land is Your Land</i> 	<p>--home of current US president SS.2.1.2.b, SS.2.4.2.a</p> <p>Citizenship – Actions and Responsibilities</p> <p>D1. Identify orally how to show respect, loyalty and honor for United States flag while reciting Pledge of Allegiance: --eyes on flag (respect) --right hand on heart (loyalty) --hat off (showing honor) SS.2.1.2.b</p> <p>D2. Differentiate orally and in writing at least 2 viewpoints on a given topic SS.2.1.1.a</p> <p>D3. Sequence orally and in writing 4-step process for voting: --state name and present form of identification --go to private voting booth --fill in ballot --place ballot in voting box SS.2.1.2.a</p> <p>Citizenship - Songs</p> <p>E1. Explain orally and in writing at least 1 reason why <i>This Land is Your Land</i> represents patriotism using specific song lyrics to justify reasoning SS.2.1.2.b, SS.2.4.2.a</p>		<p>characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions). C</p> <p>SS.2.4 - History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</p> <p>Historical Comprehension</p> <p>SS.2.4.2 - Students will describe the development of people, events, ideas, and symbols over time.</p> <p>SS.2.4.2.a - Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day). C</p>
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Map Unit *After* Training

Note: Blue font indicates new learning at this grade level. This writing protocol is most often used in advanced mapping. Text would otherwise be black font throughout.

Unit: AC/AH: CITIZENSHIP & PATRIOTIC SYMBOLS			
Content	Skills	Assessment	Standards
<p>A. Citizenship & Patriotic Symbols Vocabulary: 16 Terms</p> <p>B. Citizenship: --Characteristics of Good Citizenship --Patriotic Citizenship</p> <ul style="list-style-type: none"> • Pledge of Allegiance & United States Flag <ul style="list-style-type: none"> ○ Respect ○ Loyalty ○ Honor • Voting <ul style="list-style-type: none"> ○ Casting Ballots ○ Majority Wins • Rules <ul style="list-style-type: none"> ○ Multiple Points of View <p>C. Patriotism: --Symbols</p> <ul style="list-style-type: none"> • Uncle Sam <ul style="list-style-type: none"> ○ Symbol of United States, Government and Patriotism • White House <ul style="list-style-type: none"> ○ Symbol of United States Presidency <p>--Songs</p>	<p><i>Citizenship & Patriotic Symbols Vocabulary</i></p> <p>A1. Communicate orally and in writing concepts/explanations using 16 terms:</p> <p><i>Citizenship</i></p> <ul style="list-style-type: none"> --ballot - electronic or paper document used to vote --citizen - person who lives in and belongs to a community --fairness - treating people in a way that does not favor some over others --justice - fairly judging and punishing people who break laws or rules --loyal - constantly showing support for someone or something --majority - number that is greater than half of a total --responsibility - being accountable for personal behavior or action --patriotic/patriotism - having or showing great love and support for a person's country --voting - action where a person votes for a person, rule, or law by filling in his or her choices on a ballot <p><i>Patriotism</i></p> <ul style="list-style-type: none"> --government - large group of men and women who work to make certain the United States provide justice to all its citizens --staff - group of people who work for a particular person, group, or business --symbol - something that represents something else (e.g., letter, drawing, sculpture, or building) --Oval Office - work office where current United States president meets with his staff and visitors from around the world --patriotic/patriotism - having or showing great love and support for your country --Uncle Sam - person symbol that represents the United States government and United States patriotism --White House - building symbol that represents the United State president, who lives and works inside <p><i>Citizenship - Characteristics of Good Citizenship</i></p> <p>B1. Explain orally and in writing at least 2 characteristics of good citizenship (e.g., being truthful, caring, showing personal responsibilities for the "common good," allowing others to share their opinions)</p> <p>(e.g., During a group discussion regarding the concept of personal responsibility linked to the characteristics of good citizenship, Sally shares, "Kara picked up an empty plastic bottle on the playground and put it in our recycling tub. She is being a good citizen by recycling and taking care</p>	<p><i>Pre-Assessment</i></p> <ul style="list-style-type: none"> --Sketchnoting Vocabulary Terms' Meanings (based on lesson sequence) <p><i>Formative</i></p> <p>A1. Post-Lessons Vocabulary Sketchnotes (Evaluation: Teacher-Peer Ob / Feedback)</p> <p>B6. Let's Reconsider Our Class Rules (Evaluation: Teacher Ob / Feedback)</p> <p>C3. Patriotism in "This Land is Your Land" (Evaluation: Teacher Ob / Feedback)</p> <p><i>Common Formative</i></p> <p>B1-B2. Discussion Time (Evaluation: Teacher Ob / Feedback) (M)</p> <p>C1. Uncle Sam Informational Text (Evaluation: Teacher-Student Ob / Rubric) (M)</p> <p><i>Summative</i></p> <p>B3. Saying the Pledge of Allegiance How To Video (Evaluation: Teacher Ob / Rubric) (M)</p>	<p>Civics</p> <p>SS.2.1 - Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.</p> <p>Forms and Functions of Government</p> <p>SS.2.1.1 - Students will identify and explain the responsibilities and rights of citizens in their communities.</p> <p>SS.2.1.1.a - Participate in developing rules that consider multiple points of view. N</p> <p>SS.2.1.1.b - Describe how individuals, groups, and communities manage conflict and promote justice. C</p> <p>Civic Participation</p> <p>SS.2.1.2 - Students will participate in making decisions using democratic traditions based on established rules.</p> <p>SS.2.1.2.a - Identify civic responsibilities that are important to individuals and their communities (e.g. voting, obeying laws). C</p> <p>SS.2.1.2.b - Identify patriotic symbols, songs, actions,</p>

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<p>• "This Land is Your Land"</p>	<p><i>of our earth." Celia raises her hand and when called on says, "John picked up the books when Tori tripped and dropped a few days ago. John was a good citizen by helping Tori." Candice adds, "And I saw Roger help John today! John couldn't find his glasses, and Roger helped him find them."</i></p> <p>SS.2.1, SS.2.1.2, SS.2.1.2.a, SS.2.1.2.d / ELA.SL.2.1, ELA.SL.2.1.b</p> <p>B2. Compare and contrast orally and in writing if responsibilities (specific actions):</p> <p>--are those displaying good citizenship --are not those displaying good citizenship and justify reasoning <i>(e.g., While still discussing the concept of personal responsibility and related actions, Mrs. Cole displays two photographs on an LCD and asks her students, "Look at these two photographs carefully and decide which one displays an action that shows a citizen being personally responsible, and which displays a citizen not being responsible for his or her actions." When it is time to share, Sarah says, "The photograph of the boy tripping the girl in the crosswalk is showing someone not being a responsible citizen because he is hurting the girl. He is not just hurting her body because he could also be hurting her feelings." Later in the day, after reading <u>Tale of a Good Citizen</u>, Claire underlines the actions Jose displays in the text that represents a good citizen. During a group discussion time, she shares what she underlines, as well as her reasoning.)</i></p> <p>SS.2.1.2.a, SS.2.1.2.d / ELA.SL.2.1, ELA.SL.2.1.b</p> <p>Citizenship - Patriotic Citizenship - Pledge of Allegiance - United States Flag - Respect, Loyalty, Honor</p> <p>B3. Explain orally and in writing how people display good citizenship for United States and US flag when reciting Pledge of Allegiance:</p> <p>--eyes on flag</p> <ul style="list-style-type: none"> • displays respect - looking closely at US flag symbolizes it is important to care about United States <p>--right hand on heart</p> <ul style="list-style-type: none"> • displays loyalty - heart represents love and right hand over heart symbolizes love for US <p>--hat off for boy/man who not in the military</p> <ul style="list-style-type: none"> • displays honor - nonverbal way of expressing to whomever/whatever that she/he or it are very special <p><i>(e.g., After saying the Pledge of Allegiance one morning, Carlton raises his hand. When called on he shares, "When I was at a baseball game this weekend, we removed our hats to sing the National Anthem. When I took off my cap and held it in my right hand, and put my right hand over by my left shoulder, my hand was over my heart, just like it was now when we said the Pledge of Allegiance. That shows that I love my country because a heart is a symbol for love, like on Valentine's day.")</i></p> <p>SS.2.1.2.b, SS.2.1.2.d</p> <p>Citizenship - Patriotic Citizenship - Voting - Casting Ballots</p> <p>B4. Sequence orally and in writing 4-step process for voting:</p> <p>--state full name and present form of identification --take ballot into private voting booth --fill in ballot</p>	<p>B4-B5. Mock Voting Election (Evaluation: Teacher Ob / ELA Discussion Rubric & Feedback) (M)</p> <p><i>Authentic Audience Performance Task</i></p> <p>C2. White House Audio & Visual Presentation (Evaluation: Community Guests Ob / Comments & Feedback) (M)</p> <p><i>This task consists of student pairs generating a presentation that involves both visual and textual information, as well as shared oral explanations to enhance the audience's knowledge of the White House. This performance task links SS to ELA through expressive CCSS Speaking & Listening Standards.</i></p>	<p>celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day). N</p> <p>SS.2.1.2.d - Identify characteristics of good citizenship (e.g., establishing beliefs and justice, truth, equality, personal responsibilities for the common good, tolerance for diversity of opinions). C</p> <p>SS.2.4 - History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.</p> <p>Historical Comprehension</p> <p>SS.2.4.2 - Students will describe the development of people, events, ideas, and symbols over time.</p> <p>SS.2.4.2.a - Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day). C</p>
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	<p>--place completed ballot in voting box SS.2.1.2.a</p> <p>Citizenship - Patriotic Citizenship - Voting - Majority Wins B5. Explain orally and in writing fairness of: --majority wins when group of voters have completed voting and votes have been tallied and justify reasoning <i>(e.g., Kyle shares, "We learned that a majority is any amount that is greater than half of the total. So, if 20 people voted, the two halves would be 10 people and 10 people. When we counted our ballots: 11 voted 'yes' and 9 voted 'no.' Eleven is more than 10, so the 'yes' votes win!")</i> SS.2.1.2.a</p> <p>Citizenship - Rules - Multiple Points of Views B6. Create orally and in writing classroom rule(s) that require consideration of: --multiple view points to determine fairness of rule <i>(e.g., Mrs. Cole has been working with her class on revising, or adding to, their classroom rules based on the concept of "fair to all." During a brainstorming session related to free-time activities when classroom work is completed, Matt suggests, "I think we should have this rule: only three people can be in the quiet-reading area at a time because there is only room for three people to sit on the pillows." Mrs. Cole inquires, "How is that rule going to be fair to everyone? I can see why you want to limit of three people due to space, but what about time? Some people read slow and some people read fast." He thinks for a moment and then shares excitedly, "I know! We can have timers and when someone new comes to the reading area, he has to set a time for 10 minutes. That way, every 10 minutes, someone has to leave to let someone new come and read." The class shares their approval of Matt's reasoning as Mrs. Cole writes his suggested rule on chart paper for voting on later.)</i> SS.2.1.1, SS.2.1.1.a</p> <p>Patriotism - Symbols - Uncle Sam - Symbol of United States Government and Patriotism C1. Explain orally and in writing why: --Uncle Sam is a United States government and patriotic symbol: --person represents all of the men and woman in the United States government who work hard to protect the United States and its citizens --clothes include patriotic colors (red, white, blue) and stars similar to United States flag --based on actual person named Samuel Wilson (1766-1854) <i>(i.e., see Samuel Wilson reference)</i> <i>(e.g., Mrs. Cole displays a photograph of someone dressed in an Uncle Sam costume. She inquires, "On the Fourth of July, people often dress as Uncle Sam in parades. Explain to your table partners why this outfit is considered a United States patriotic symbol." When it is time to share as a large group, Drew explains, "Here is what our table said: the United States flag is red, white, and blue, just like Uncle Sam's outfit, which is a symbol of the people who love America and protect America. Uncle Sam looks kind-of old because our country is old. Then men and woman who work in the government and military are older too." Candice, a group member adds, "Don't forget that</i></p>	<p>Speaking/Listening ELA.SL.2.1. - Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. ELA.SL.2.1.b. - Build on others' talk in conversations by linking their comments to the remarks of others. C ELA.SL.2.5. - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. C ELA.SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)</p>
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	<p><i>Uncle Sam symbolizes a real person too. He was the man who sent meat to the troops a long, long time ago and stamped 'U.S.' on the meat boxes. He cared a lot about the troops and wanted to make sure that they had plenty of food to eat to stay strong and fight for our country." Brittany adds, "The real Sam's hair looks almost the same as the hair in the Uncle Sam costume.")</i> SS.2.1.2.b, SS.2.4.2.a</p> <p>Patriotism - Symbols - White House - Symbol of United States Presidency</p> <p>C2. Explain orally and in writing why:</p> <p>--White House is United States presidency symbol: --building represents United States leadership --contains Oval Office --home (residence) of current US president and family</p> <p><i>(e.g., Amista sketches an illustration of the White House including large enough windows that you can see the people within. She then draws labeling arrows to various points on her illustration and writes per arrow: president's oval office; where the president's family lives; and office where the workers work for the president. Then she writes at the bottom of her sketchnote:</i> The White House is the most important house in the United States because it is where our president lives and works. The White House is a symbol of all of the leaders who protect our country from people who do not like the United States.)</p> <p>SS.2.1.2.b, SS.2.4.2.a</p> <p>Patriotism - Songs - "This Land is Your Land"</p> <p>C3. Explain orally at least 1 reason why "This Land is Your Land":</p> <p>--represents patriotism using meaning of song lyrics to justify reasoning with/without adult support</p> <p><i>(e.g., After Mrs. Cole's class sings and initially discusses the lyrics to "This Land is Your Land, This Land is My Land", she asks her students, "We have been talking about how the phrases or sentences, called lyrics, in a song conveys, or tries to tell, listeners a message. This song has quite a few lyrics that express being patriotic. Who can remind us what the word 'patriotic' means?" Candice shares, "'Patriotic' means always supporting your country, like our United States, and making sure that we honor our flag, follow rules, vote, and say the Pledge of Allegiance." Mrs. Cole thanks Candice and then writes the word 'patriotic' and the word 'patriotism' under it lining up the similar letters. She circles 'patriot' in both words and asks, "Who notices that the base word is the same in these two words?" Her class acknowledges that they do. She adds, "The endings -ic and -ism do not change the meaning of the two words; therefore, the same definition for patriotic works for patriotism, which Candice just shared." She poses the question, "Is patriotism hard to 'see?'" After giving her students some time to discuss her posed question, she leads a group discussion about this concept by first reading the last line in each of the displayed song's verses: "this land is made for you and me." She asks, "Why do you think the song writer kept using this line over and over again when he wrote this song?" After her students talk among themselves as well as some coaching from Mrs. Cole, Jason shares, "We think that he kept using 'this land is made for you and me' because it means that the United States has lots of pretty land--like mountains and wheat fields--and our country's citizens need to respect the land and take care of the land. The people living in the United States need to work together to protect our land." Mrs. Cole adds, "'Patriotism' can also be 'seen' by citizens showing respect, loyalty, and honor for the United States and the people who live in the United States, which this song expresses through its lyrics.")</i></p> <p>SS.2.1.2.b, SS.2.4, SS.2.4.2, SS.2.4.2.a / ELA.SL.2.5, ELA.SL.2.6</p>		
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