

1st Grade

Lessons 8 & 9

TAG Strategy for this lesson: Decision Making

Unit Name

Where in the World

Lesson Name

Time

Needed (Hours/Days)

Where in the world would you like to live?	2 Days
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Grade

Subject

Course

K-2	Social Studies	TAG
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GA Standards of Excellence & TAG Standards

Please include both GSE & TAG Standards

1st Grade

SS1G3 Locate major topographical features of the earth’s surface.

- a. Locate all of the continents: North America, South America, Africa, Europe, Asia, Antarctica, and Australia.
- b. Locate the major oceans: Arctic, Atlantic, Pacific, and Indian Ocean.
- c. Identify and describe landforms (mountains, deserts, valleys, and coasts).

SS1E1 Identify goods that people make and services that people provide for each other.

2nd Grade

ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Higher Order Thinking Skills (HOTS)

- 3. The student conducts comparisons using criteria.
- 4. The student makes and evaluates decisions using criteria.
- 7. The student examines an issue from more than one point of view.
- 8. The student separates one’s own point of view from that of others.

Advanced Communication Skills (ACS)

2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.

3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.

4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.

5. The student applies interviewing techniques for a variety of purposes.

Essential Question(s)

What should students know when lesson is completed?

Where would you like to live based on the data we have collected from our trip around the world? Why?

Teacher Lesson Preparation

Pencils, Markers or Crayons, Rulers, Construction Paper

Any materials students will need for "World Party" such as yarn, tissue paper, cloth, etc. You may want to ask parents to send any items before Day 8.

Review and Print all attached lesson materials for each student.

Prepare for the Decision Making Lesson

Plan for the "World Party" next week based on different foods and decorations from countries researched or your imaginary country.

"Name That Country!"

You may want to order the following games for Day 9 for the kids to learn and play during "World Party!"

<https://www.amazon.com/Brainbox-All-Around-The-World/dp/B000WA6KFW>

https://www.amazon.com/Educational-Insights-Name-That-Country/dp/B00000IRRH/ref=sr_1_1?s=toys-and-games&ie=UTF8&qid=1498061915&sr=1-1&keywords=Name+That+Country

<http://www.mindware.orientaltrading.com/professor-noggin-s-countries-of-the-world-card-game-a2-44052.fltr?keyword=professor+noggins>

<http://www.mindware.orientaltrading.com/professor-noggin-s-history-of-the-united-states-card-game-a2-36193.fltr?keyword=professor+noggins>

<http://www.mindware.orientaltrading.com/web/browse/processProductsCatalog?sku=50002>

<http://www.mindware.orientaltrading.com/extreme-dot-to-dot-destinations-set-of-2-a2-69066.fltr>

Or any various games you have already in your classroom.

Activating Strategy (for example: Hook/Mini-Lesson/Warm-Up/Connection to Prior Learning)

Brainstorming: All of you have mental pictures of the different regions of the world that you have developed as we have traveled the globe. No one has a completely accurate mental map. Mental maps of places near your home will be more realistic than those you have never visited. Let's discuss some of the mental images that you have of some of the countries that we have studied in this unit. What mental pictures come to mind at the mention of ...(Name the countries in the unit)

Instructional Sequence and Activities including use of technology

Decision Making Lesson:

- Allow time for class to reflect on the country comparison sheet data.
- Students will gather data from the country comparison sheet completing the decision making graphic organizer (attached).
- Students will compare/contrast the countries using the criteria given as they work.
- Individually, the students will make the decision as to where in the world they would choose to live.
- Student will then rank their choices using the Birthday Priority Pyramid (attached) beginning from the bottom with their first choice.

Student Survey:

- After the students decide and rank their preferences, have them survey their classmates using the attached interview chart.
- Student will create a bar graph illustrating the class favorites.

Synthesis Activity: Students will create their ideal imaginary country from what they have learned about the countries they have studied.

- Include: Name, capital, continent, climate, terrain, language, and culture.
- Create flag and map of your country...don't forget the key!
- Write three reasons that people should move there.

Students will then decide on what food items and decorations/banners based on their imaginary or real country they would like to bring next week for the "World Party."

Students will begin making any type of decorations/banners with materials (construction paper, tissue paper, yarn, or anything materials you may have in your classroom for the students to use) Students may want to create something online to print for the "World Party!" Let the creativity begin!!!

Day 9...

Where in the World Unit Post-test: Allow students to complete the post-test (attached below) to assess knowledge gained.

Students will then set up for the "World Party!"

While the "World Party!" Is going on, you may want the students to do the following by student choice:

Brainbox: The World...play it

Link to purchase: <https://www.amazon.com/Brainbox-All-Around-The-World/dp/B000WA6KFW>

Breakout: <https://sites.google.com/view/sciencebreaks/biology/animal-crackers>

Assessment Strategies

Where in the World Unit Post Test

Formative Assessment: Creativity of "World Party"

Students will reflect on the unit and journalize their best part of the unit, what they could have done better, and what the new unit will be.

Differentiation

Scaffolds/ Interventions/Extensions/Enrichment

Students will create his/her own imaginary country to live based on interest. Students will present their new place to live in the world. Students will then plan for next week to have a "World Party" of the foods found in either a country they researched during the unit or food from their imaginary country. Students will also create decorations and costumes for their "World Party."

Materials/Links/Text References/Resources

Judy Moody: Around the World in 8 ½ Days by Megan McDonald

All the World by Elizabeth Scanlon

Post Test (Day 9)

Materials for the "World Party"

- Scissors
- Glue
- Construction paper
- Markers, crayons, colored pencils
- Cloth
- Yarn
- Any materials for decorations, banners, costumes, etc.

<http://www.mindware.orientaltrading.com/professor-noggin-s-countries-of-the-world-card-game-a2-44052.fltr?keyword=professor+noggins>

<http://www.mindware.orientaltrading.com/professor-noggin-s-history-of-the-united-states-card-game-a2-36193.fltr?keyword=professor+noggins>

<http://www.mindware.orientaltrading.com/web/browse/processProductsCatalog?sku=50002>

<http://www.mindware.orientaltrading.com/extreme-dot-to-dot-destinations-set-of-2-a2-69066.fltr>

<https://www.amazon.com/Brainbox-All-Around-The-World/dp/B000WA6KFW>

https://www.amazon.com/Educational-Insights-Name-That-Country/dp/B00000IRRH/ref=sr_1_1?s=toys-and-games&ie=UTF8&qid=1498061915&sr=1-1&keywords=Name+That+Country

Unit Name	Our Universe-Lesson 9		
Lesson Name	Asteroids		
Time Needed (Hours/Days)		1 Day	
Grade	2	Subject	Science, Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p><u>Science</u></p> <p>S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun’s effect on Earth.</p>			
<p><u>TAG Standards</u></p>			
<p><u>Advanced Communication Skills</u></p> <ol style="list-style-type: none"> The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences. The student responds to contributions of others, considering all available information. 			
<p><u>Creative Thinking and Problem-Solving Skills</u></p> <ol style="list-style-type: none"> The student incorporates brainstorming and other idea-generating techniques (synectics, SCAMPER, etc.) to solve problems or create new products. The student develops original ideas, presentations, or products through synthesis and evaluation. The student develops original ideas, presentations, or products through synthesis and evaluation. The student, independently or through collaboration with classmates, clarifies, illustrates, or elaborates on an idea for product improvement. 			
<p><u>Higher Order and Critical Thinking Skills</u></p> <ol style="list-style-type: none"> The student asks probing, insightful, and relevant questions. The student responds to questions with supporting information that reflects in-depth knowledge of a topic. 			
<ol style="list-style-type: none"> The student asks probing, insightful, and relevant questions. 			
<p>Enduring Understanding</p> <p>Students will know:</p> <ol style="list-style-type: none"> What is a asteroid. <p>The Students Will Be Able to:</p> <ol style="list-style-type: none"> Differentiate between asteroids, comets, and meteors. 			
Essential Question(s)			

1. What are asteroids?

Activating Strategy:

See, Think, Wonder

Students will use this visual thinking strategy to look at OSIRIS-REx

Instructional Sequence and Activities Including Use of Technology

Activity One:

1. Students will view a Brainpop-“What is an asteroid?”
2. Students will complete a KWL on asteroids.

Activity Two:

1. Students will view and discuss the differences in asteroids, comets, and Meteorors.

Activity Three:

1. Students will understand the asteroid belt.

Activity Four:

1. Students will look view 3D models of Bennu and OSIRIS-REx.
2. Students will view a video on Osiris-REx overview
3. Students will view a video of Osiris-REx making contact with Bennu.

Activity Five:

1. Students will make an asteroid.

Assessment:

Students will journal on what they have learned about asteroids.

Differentiation

Extensions:

Students can access different activities in their OneNote.

Materials/Links/Text References/Resources

All links and materials are embedded in the lesson

Unit Name	<i>Where is the Dodo Bird?</i>		Lessons 8 & 9
Lesson Name	Performance Assessment		
Time Needed (Hours/Days)	3		
Grade	3	Subject	Science
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Science</p> <p>GSE S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment</p> <p>TAG Standards</p> <p>Advanced Communication Skills (ACS) Elements</p> <ol style="list-style-type: none"> 1.The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. 2.The student produces written and / or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. 3.The student creates products and / or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences. 4.The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication. 6.Anticipate and address potential misunderstandings, biases, and expectations in communication with others. 9.Maintain a journal or log for self-reflection and/or self-evaluation. <p>Advanced Research Skills (ARS) Elements</p> <ol style="list-style-type: none"> 1.The student uses a variety of print and non-print to investigate a topic of interest. 2.The student formulates original and appropriate questions to test the limits of an existing body of knowledge. 3. The student uses concepts within and across disciplines to develop valid hypotheses, thesis statements, or alternative interpretations of data. 4.The student selects appropriate research tools and methodologies (e.g. historical, descriptive, developmental, case, field, correlational, action, survey, interview) to conduct scientific investigations. 5. The student gathers, organizes, analyzes, and synthesizes data from multiple sources to support or disprove a hypothesis. 6. The student develops and uses systematic procedures for recording and organizing information. 			

7. The student evaluates research methodologies and data to detect validity, bias, reliability, and applicability to real-world problems and/or solutions.
9. Use APA or MLA style to document/cite references, resources, quotations, notes, and bibliographies.
10. Defend research findings in a presentation or exhibit.
11. Apply ethical standards to research and analyses.

Enduring Understanding

The Student Should Know:

1. Animals face many problems that threaten their survival.

The Student Should Understand:

2. Animals, humans, and the environment depend upon one another for survival.

The Student Should Be Able to Do:

3. Utilize advanced research and advanced communication skills in order to create and share newly acquired information.

Essential Question(s)

What effect does animal endangerment and extinction have on our world and what can we do to stop it?

Question of the Day: In what ways might I share important information about endangered species?

Vocabulary

will vary according to student topics

Complete Lesson 7

1. **Color, Symbol, Image Routine:** Go through the Color, Symbol, Image Introduction PPT Display PowerPoint (taken from <http://creative.news-journalonline.com/troubledwater/>) Read together as a class make notes about 4 ways pollution enters the Indian River Lagoon and provide a brief description. When finished, use the 4 ways pollution enters the Indian River Lagoon to complete the following:
 - Create a color that you feel best represents or captures the essence of that idea.
 - Create a symbol (think logos for your school, Appalachian Trail, FedEx, or World Wildlife Foundations) that you feel best represents or captures the essence of that idea.
 - Create an image (picture or photograph) that you feel best represents or captures the essence of that idea.
2. **Political Cartoons:** Students will use the political cartoon analysis worksheet to design a thoughtful cartoon.

Teacher Lesson Preparation

The teacher will need to have the masks, flower, bowls, newspaper for paper mache

Activating Strategy

3. **BrainPOP:** Students will watch a 5 minute BrainPOP.
<https://www.brainpop.com/science/ourfragileenvironment/extinction/> They will use the information from the video to complete AEIOU on Extinction.
4. **Performance Assessment:** The teacher will explain the Performance Assessment. Students will choose an animal from the endangered species list to research.

Instructional Sequence and Activities Including Use of Technology

5. **Performance Assessment:** The teacher will explain the Performance Assessment. Students will choose an animal from the endangered species list to research.

Assessment Strategies

6. **Museum Walk/Share:** Tell why you choose that color as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image or political cartoon.

Differentiation

Student will choose their own endangered species to research.

Extension: If students finish with all activities for their chosen topic, they may choose additional activities to complete or choose to research a second topic.

Remediation: Scaffolding and teacher support will be provided as needed for individual students.

Materials/Links/Text References/Resources

- OneNote
- computers with Internet access
- resource books
- Encyclopedias

Unit Name		Money Matters	
Lesson Name		(Performance Assessment)	
Time Needed (Hours/Days)		2 days	
Grade	4	Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
<p>Social Studies GSE SS4E2 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.</p> <p>Advanced Communication Skills (ACS) Elements</p> <ol style="list-style-type: none"> 1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. 2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language. 9. The student maintains a journal or log for self-reflection and/or self-evaluation. 10. The student supports and defends his/her own opinions while respecting the opinions of others. <p>Higher Order Critical Thinking Skills (HO/CTS) Elements</p> <ol style="list-style-type: none"> 1. The student asks relevant questions. 2. The student engages in critical reading, writing, speaking, and researching leading to personal fulfillment beyond the goals of learning and exchange of information. 3. The student provides evidence of knowledge, critical analysis, and reflection of skills and concepts across a wide variety of disciplines. 4. The student engages in self-reflection and metacognitive thinking. 5. The student selects and uses various types of reasoning and methods of proof. 6. The student responds to questions with appropriate information. 7. The student offers own opinions forcefully without domineering; gives reasons in support of opinions expressed. 8. The student structures ideas and arguments effectively in a sustained way and follows an organized pattern appropriate to the purpose and intended audience. 			
Enduring Understanding			
<p>The students will know:</p> <ul style="list-style-type: none"> • Opportunity cost is highest-valued alternative given up when a choice is made. <p>The students will understand:</p> <ul style="list-style-type: none"> • Making choices is necessary because they can't have everything they want and making a choice to save means choosing not to buy something you want now in order to have in the future <p>The students will be able to:</p> <ul style="list-style-type: none"> • Engage in conversations about investing, the stock market and opportunity cost • Research and select a stock based on the research 			
Essential Question(s)			

What needs to be considered when creating a personal budget? How is your personal financial success defined?

Teacher Lesson Preparation

Put Lessons, handouts, personalized learning in OneNote

Vocabulary

capital

Activating Strategy

1. **See, Think, Wonder:** Students will examine houses in different cities around the country each valued at about \$1.8 million.
2. **Hook:** What is a personal budget? Introduce the essential question for the day and allow students to share how they plan to create a successful personal budget.

Instructional Sequence and Activities Including Use of Technology

3. **Personal Budget:** Students will record their career median wages. Using the excel spreadsheet students will document their job and predicted monthly income. Students will then determine a budget to purchase a home. Using the website, www.zillow.com students will purchase a home and determine their monthly mortgage. Students will then visit www.autotrader.com and purchase a car and determine monthly cost for the car. All information will be recorded on the budget spreadsheet.
4. **Personal Budget:** Students will begin to receive their monthly bills and will need document this on to their excel budget spreadsheet.
5. **Surprise Budget:** Students will receive some surprises to their budget that could be negative or positive to their savings. Students will have the opportunity to reflect on their budget and how/why they feel that it is either successful or unsuccessful.

Assessment Strategies

6. **Reflection:** Students reflect on their success or failure when it comes to making decisions with money (as was determined by their monthly budget and ending balance in excel spreadsheet). Students will reflect on how they will use what they learned about in this unit in the future as adults.

Differentiation Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students chose their own career, city to live, house, and car. Each student was given a different surprise budget.
- Students will have a list of brainteaser items to work on if they complete their work earlier than the other groups.

Materials/Links/Text References/Resources

Attached and Listed above.

Unit Name	Stock Market-Day 10		
Lesson Name	Stock Market Game (Questivities)		
Time Needed (Hours/Days)	1 Day		
Grade	5th	Subject	Social Studies
Standards/Elements CCGPS, GPS/GSE (where applicable) and TAG Standards			
Social Studies GSE			
SS5H3 Explain how the Great Depression and New Deal affected the lives of millions of Americans.			
a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.			
SS5E1 Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events.			
a. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII).			
b. Explain how price incentives affect people's behavior and choices (e.g., decisions to participate in cattle trails because of increased beef prices).			
c. Describe how specialization can improve standards of living and productivity (e.g., how Henry Ford's use of the assembly line reduced the price of automobiles).			
d. Describe how trade and voluntary exchange promotes economic activity (e.g., how the Panama Canal increases trade among countries).			
SS5E2 Describe the functions of four major sectors in the U. S. economy.			
a. Describe the household function in providing resources and consuming goods and services.			
b. Describe the private business function in producing goods and services.			
c. Describe the bank function in providing checking accounts, savings accounts, and loans.			
d. Describe the government function in taxation and providing certain public goods and public services. Describe how competition, markets, and prices influence consumer behavior.			
SS5E3 Describe how consumers and producers interact in the U. S. economy.			
a. Describe how competition, markets, and prices influence consumer behavior.			
b. Describe how people earn income by selling their labor to businesses.			
c. Describe how entrepreneurs take risks to develop new goods and services to start a business.			
SS5E4 Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.			
TAG			
Higher Order Critical Thinking Skills Standard: Gifted students will develop and practice higher order and critical thinking skills in an area of study.			
Higher Order Critical Thinking Skills (HO/CTS) Elements			
1. The student asks probing, insightful, and relevant questions.			
2. The student responds to questions with supporting information that reflects in-depth knowledge of a topic.			
3. The student conducts comparisons using criteria.			
4. The student makes and evaluates decisions using criteria.			
5. The student predicts probable consequences of decisions.			
6. The student extrapolates verbal-linguistic (e.g., analogies) and visual-spatial patterns (e.g., tessellations) to determine relationships.			
7. The student examines an issue from more than one point of view.			

8. The student separates one's own point of view from that of others.
9. The student identifies stereotypes, biases, and prejudices in one's own reasoning and that of others.
10. The student distinguishes between assumptions, inferences, and conclusions.
11. The student draws conclusions based upon relevant information while discarding irrelevant information.
12. The student evaluates conclusions based upon relevance, depth, breadth, logic, and fairness.
13. The student traces the source of any large disparity between estimates and calculated solutions to problems and resolves the disparity.
14. The student identifies and illustrates basic principles and the foundational concepts that are central to understanding the essence of a field of study.
15. The student recognizes that the responsibility to examine and challenge existing ideas and theories is an ongoing process.

Advanced Communication Skills Standard: Gifted students will develop advanced communication skills that incorporate new techniques, materials, and formats in the development of products that will be shared with real audiences.

Advanced Communication Skills (ACS) Elements

1. The student uses written, spoken, and technological media to convey new learning or challenge existing ideas. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.
2. The student produces written and/or oral work that is complex, purposeful, and organized, includes relevant supporting examples and manipulation of language.
3. The student creates products and/or presentations that synthesize information from diverse sources and communicate expertise to a variety of authentic audiences.
4. The student uses a variety of multi-media and innovative technology to create illustrations, models, charts, tables, and graphs as tools for communication.
5. The student applies interviewing techniques for a variety of purposes.
6. The student anticipates and addresses potential misunderstandings, biases, and expectations in communication with others.
7. The student responds to contributions of others, considering all available information.
8. The student participates in small group discussions to argue persuasively or reinforce others' good points.
9. The student maintains a journal or log for self-reflection and/or self-evaluation.
10. The student supports and defends his/her own opinions while respecting the opinions of others.

Enduring Understanding

The Student Should Know:

The Student Should Be Able to Do:

Essential Question(s)

- How can we learn to economize and make better decisions?
- What is the value of understanding systems of finance?

Question of the Day: How do you play the Stock Market Game?

Teacher Lesson Preparation

- To make the best use of the Stock Market Game as an educational tool in the classroom, GCEE requires all teachers to attend Stock Market Game Advisor Training. You can register for a workshop here: <https://www.gcee.org/workshops/>

Activating Strategy

1. Students will be assigned stock market teams. Students will share with their team what their beliefs about investing in the stock market.

Instructional Sequence and Activities Including Use of Technology

2. Pass out The Stock Market Game Questivities handout to each student. Explain the purpose of the Questivities (Questioning Activities). (*This learning strategy promotes a higher level of thinking and increases creativity. The*

Questivity questions will help the students to create a project (Project Activity) that reflects higher levels of thinking, shows more creativity, and shows evidence of deeper research.)

3. Stock Market teams will work through the questions together.
4. Project Activity: After the Stock Market groups have chosen the stocks they plan to buy; the teams will register and execute their first trade. Students will complete the Stock Purchase charts and create a line graph showing the starting price of each stock. Students will track the process of the stocks for ten weeks. Students will write a summary of what they learned from this project.

Assessment Strategies

- Teams will present their results at the end of 10 weeks.
- Stock Market Game Final Assessment

Differentiation Lesson is clearly differentiated for gifted learners by use of one or more of the following: acceleration, extensions, enrichment, tiered activities. Lesson incorporates concepts, principles, cognitive skills, and methodologies that can be transferred across disciplines. Activities require students to analyze, synthesize, and/or evaluate.

- Students will have a choice of brainteaser activities if they complete their work ahead of others.

Materials/Text References/Resources

- Internet
- The Stock Market Game Questivities
- The Stock Market Game Facts, Answers, and Questions
- Stock Purchase Charts
- The Stock Market Game Final Assessment