

NATIONAL SYMBOLS AND PATRIOTIC MUSIC

English/Language Arts

Grade 1-2

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Acceleration Approach

Standard has been accelerated by moving grade level 1 and 2 up to the standard used for grade level 3 and 4.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes

Organizing Overarching Concept (e.g. systems, patterns of change, models, scales)

- Systems (Structure, function and pattern of societal systems)

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

- Paul’s Model of Reasoning – Historical Analysis

Differentiation Features - Students:

- Use multiple resources
- Use advanced resources
- Have additional variables to study
- Develops a product
- Present oral and written communication to a real world audience

COMMON CURRICULUM GOAL

English/Language Arts – Reading

Listen to, experience, and read a wide variety of informational and literary text at school and on their own.

Demonstrate initial understanding when reading informational text.

English/Language Arts – Writing

Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes; demonstrate ethical use of resources and materials (e.g., copyright, citations of sources).

English/Language Arts – Communication

Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.

Structure oral, visual, written and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.

Social Science – Civics and Government

Understand the origins, purposes and functions of U.S. government, including the structure and meaning of the U.S. Constitution.

CONTENT STANDARD

Social Science – Civics and Government

Understand the purposes of government and the basic constitutional principles of the United States republican form of government.

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Archetypal Model

Use informational, literary text and reference materials to identify and record important data.

TASK DEMAND

Sample Task Activity

Research origin of national symbols, heroes, or patriotic songs of the United States.
(e.g. eagle, Uncle Sam, US flag, national anthem).

Read informational texts on symbols and write collected information in the Graphic Organizer *Synthesis of Reading*.

Report to the class the important information learned. Use visuals or props to demonstrate.

Questions

- Why do nations have symbols? Patriotic music?
- What essential idea or value does your selected national symbol or patriotic music express?
- What is the history behind the national symbol or patriotic music you selected?

BENCHMARKS

English/Language Arts – Reading

3rd Grade - Listen to, experience, and read a wide variety of grade-level (3rd) informational and literary text.

4th Grade - Demonstrate comprehension by identifying answers in the text.

English/Language Arts – Writing

Use various reference materials (e.g., dictionary, thesaurus, encyclopedia, online information) as an aide to writing.

English/Language Arts – Communication

3rd Grade - Clarify and enhance oral presentations through the use of appropriate props (e.g. objects, pictures, charts).

3rd Grade - Provide a beginning, middle, and end, including concrete details that develop a central idea.

Social Science – Civics and Government

3rd Grade - Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.

Scoring Guides	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Use English/Language Arts Scoring Guides Reading, Writing, and Communication						
Students will be able to:						
Describe essential ideas associated with national symbols and/or patriotic music.						
Cite the origin of each national symbol and/or patriotic music studied.						
Trace the history of each symbol and/or patriotic music through a finished chart.						

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Implementation Time

To be determined by teacher

Resources for Archetypal Models

- Baskin, B. H. & Harris, K. H. (1980). *Books for the gifted child* New York: Bowkin.
- Costa, Art (ed.) (1991). *Developing minds*, Revised ed., Vol. 1-2, Alexandria, VA: ASCD.
- Novak, J. D. & Gavin, D. B. (1984). *Learning how to learn*. NY: Cambridge Press.
- Library search for specific books on subject – read advanced sources
- Internet search

Principal Symbolic Elements Incorporated into the Great Seal

Obverse

- American Bald Eagle
- Shield
- Olive Branch
- Bundle of Thirteen Arrows
- Cloud
- Constellation of Thirteen Stars

Reverse

- Unfinished Pyramid
- Eye in a triangle
- MDCCLXXVI (1776)

Both Sides

A Glory surrounding

- a constellation of 13 stars over the eagle's head
- the eye of Providence at the pyramid's zenith



NATIONAL SYMBOLS AND PATRIOTIC MUSIC**English/Language Arts****Grade 1-2****PAGE 4****Internet**

- Great Seal (previous page) <http://www.greatseal.com/>
- Guide to Symbols of U.S. Government <http://bensguide.gpo.gov/3-5/symbols/>
- Information USA The National Anthem and Patriotic Songs <http://usinfo.state.gov/usa/infousa/facts/symbols.htm>
- Library of Congress A More Perfect Union: Symbolizing the National Union of States <http://www.loc.gov/exhibits/us.capitol/s1.html>
- National Symbols Program USDA Forest Service <http://www.symbols.gov/symbols/overview.htm>
- Patriotic Songs <http://www.hometown.aol.com/KidFun101/KidsParties4th/Pg10BPatrioticSongs.index.html>
- US Embassy Facts and Symbols <http://usembassy.state.gov/seoul/wwwhe501.html>
- Yankee Doodle <http://www.law.ou.edu/hist/yankee.html>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

Graphic Organizer

NATIONAL SYMBOLS/PATRIOTIC SONG - SYNTHESIS OF READING

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Name _____ Date _____

Title of Book _____ Author of Book _____

1. List important data you learned (general):

2. List important data you learned about national symbols or patriotic song (specific):

3. Write a paragraph summarizing relevant learning about your symbol or patriotic song.

Graphic Organizer
SYNTHESIS OF READING

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Name _____ Date _____

Title of Book _____ Author of Book _____

1. Topic being researched:

2. Important data you learned (general) list:

3. Important data you learned about topic
(specific) list:4. Write a paragraph summarizing relevant
learning about your topic.

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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/ Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input type="checkbox"/> Advanced Vocabulary Development	<input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input type="checkbox"/> Personal Management <input checked="" type="checkbox"/> Problem Solving <input type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p>			
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p>			
<p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>			