

Unit 1: Rights and Responsibilities of Citizens

Content Area: **Social Studies**
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Length: **Full Year - Grade 1**
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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade 1

Rights and Responsibilities of Citizens

Belleville Board of Education

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Unit Overview

In Unit 1, students will learn about the rights and responsibilities of citizens. They will understand who is responsible for making and enforcing the rules. Also the importance of following these rules in school, at home, and in the community and the consequences if these rules are not followed. The students will learn about the importance of working together by making connections of how students can work together inside and outside of school. Finally, the students will learn about the role the government plays in protecting citizens and providing services that helps create a stronger community.

Enduring Understanding

- Citizens have rights and responsibilities, including voting for public officials.

- People can better cooperate when they respect authority and follow rules and laws in the home, at school, and in the community.
- Rules and laws establish order, provide security, and manage conflict.
- Good citizens help to maintain a constitutional republic.
- The role of government is to represent the citizens and provide services and protection.

Essential Questions

- Who is responsible for making and enforcing rules?
- How to be a good citizen.
- What are my rights and responsibilities?
- What rights do you have at school?
- What are rules and laws that we need to follow?
- Who are leaders and how they help us?
- What do leaders in the community do?
- How does the government help us?
- How are a governor and president alike and different?
- How do we choose our leaders?

Exit Skills

- **Chapter 1, Lesson 1:**
- Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- Practice good citizenship in school and in the community.
- Know the purpose for rules in the home, school, and community.
- Identify how a person can be a good sport.
- **Chapter 1, Lesson 2:**
- Know the meaning of responsibility, right, and cooperate.
- Demonstrate and explain responsibilities at home and at school, including showing respect for oneself and for others.
- Demonstrate and explain rights and the choices made as a member of a family and a class.
- Recall the importance of cooperating, or working well together.
- **Chapter 1, Lesson 3:**
- Describe the purpose of rules and laws.
- Identify rules and laws that ensure fairness and safety.

- Describe rules at home and at school.
- Identify the consequences of not following rules and laws.
- **Chapter 1, Lesson 4:**
- Discuss who leaders are and why they are important.
- Identify leaders at home, school, and in the community.
- Identify the responsibilities of leaders at home, school, and in the community.
- **Chapter 1, Lesson 5:**
- Identify and describe the roles of public leaders in the community, state, and nation.
- Recall that government leaders are citizens.
- Identify the state leaders.
- **Chapter 1, Lesson 6:**
- Identify how people choose their leaders.
- Describe and explain direct democracy and representative democracy.
- Explain and practice voting as a way of making choices and decisions.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.A.8	Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.
SOC.6.1.4.A.CS1	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.6.1.4.A.CS5	In a representative democracy, individuals elect representatives to act on the behalf of the people.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Interdisciplinary Connections

LA.RI.1.1	Ask and answer questions about key details in a text.
LA.RI.1.2	Identify the main topic and retell key details of a text.
LA.RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
LA.W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
LA.W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.

Learning Objectives

After completing Unit 1, students will demonstrate the ability to:

- **Chapter 1, Lesson 1:**
- Identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life.
- Demonstrate good citizenship in school and in the community.
- Explain the purpose for rules in the home, school, and community.
- Identify how a person can be a good sport.
- **Chapter 1, Lesson 2:**
- Define responsibility, right, and cooperate.

- Identify and explain responsibilities at home and at school, including showing respect for oneself and for others.
- Identify and explain rights and the choices made as a member of a family and a class.
- Explain the importance of cooperating, or working well together.
- **Chapter 1, Lesson 3:**
- Explain the purpose of rules and laws.
- Identify rules and laws that ensure fairness and safety.
- Discuss rules at home and at school.
- Identify the consequences of not following rules and laws.
- **Chapter 1, Lesson 4:**
- Explain who leaders are and why they are important.
- Identify leaders at home, school, and in the community.
- Identify the responsibilities of leaders at home, school, and in the community.
- **Chapter 1, Lesson 5:**
- Identify and describe the roles of public leaders in the community, state, and nation.
- Recognize that government leaders are citizens.
- Identify the state leaders.
- **Chapter 1, Lesson 6:**
- Identify how people choose their leaders.
- Define and explain direct democracy and representative democracy.
- Explain and practice voting as a way of making choices and decisions.

Suggested Activities & Best Practices

- **Chapter 1:**
- Complete the Quest throughout the chapter. The Quest is to write a skit.
- See the My World Activity Guide to find additional resources to complete the Quest.
- **Chapter 1, Lesson 1:**
- Say a clue to a partner about a rule you follow. For example: We do this when we want to talk (raise our hands). Have a partner guess the rule. Take turns giving clues and guessing.
- Act It Out: Have children act out different chores, such as making the bed, doing dishes, feeding the dog, and setting the table. Have the rest of the class guess the chore.
- Take turns telling a partner the nice things you do for others.
- Thumbs Up - Thumbs Down: Ask another adult helper to play a simple game with you, such as checkers or Go Fish. The children will watch as the two adults play. The children will give a thumbs up when they think the adults are being good sports or a thumbs down when the adults are not being good sports. When children give a thumbs up or down, ask what they saw and to explain what they noticed.
- Stand Up or Sit Down: Read aloud sentences from fiction and nonfiction books in your classroom. Have children stand up if the sentence is fact or sit down if it's fiction.
- **Chapter 1, Lesson 2:**
- Have children think about how they help in the classroom or at home.
- Act It Out: Have children take turns acting out a responsibility they have at home or in the classroom. Have them begin by saying "Home" or "Classroom" and then perform the responsibility. Have the rest of the class guess what the responsibility is.

- **Chapter 1, Lesson 3:**
- Have partners brainstorm rules they follow at home, at school, or in your community. Circulate around the room to help with ideas or to keep them on task. Then have them work together to plan how they will act out the rule. Finally, have partners take turns acting out their rule for the rest of the class.
- Act It Out: Have children work in groups of two or three to act out the problems and solutions they drew in the Your Turn activity.
- **Chapter 1, Lesson 4:**
- Work with children to create a list of people who make rules at home, school, and in the community.
- Name That Person: Have children choose a community leader and draw a picture of that leader on chart paper in front of the class. Have the rest of the class name which leader the child is drawing. Whoever names the correct person first, draws next.
- **Chapter 1, Lesson 5:**
- Circulate around the room and help partners discuss what would happen if we didn't have rules or laws. Discuss how these rules make being in the classroom pleasant and fun. Then have them think about what would happen to the class if children did not share or be kind to each other.
- Find and Point: Have children get up and point to the state capital on any maps you have in your classroom.
- **Chapter 1, Lesson 6**
- Circulate around the room and help children plan how they will act out how to choose between two things. Have them tell you their ideas and then offer them feedback. Then ask children to take turns acting out how to choose between two things.
- Vote For It: Give children the opportunity to make an important group decision such as deciding on a new classroom rule. Brainstorm issues that come up in the class and have the children think of ways to word their new rule and have the class vote on it. Create a ballot box and provide each student with a ballot to cast their vote.
- Turn and Talk: Have children talk about what it means to be honest and then share times they were honest.

Evidence of Student Learning - Checking for Understanding (CFU)

- Thumb-Ometer
- Red Light, Green Light
- Exit Tickets
- Common benchmarks
- Evaluation rubrics
- Self-assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart

- Teacher Observation Checklist
- Explaining
- Evaluate
- Describe
- Define
- Compare & Contrast
- Illustration
- Study Guide
- Think, Write, Pair, Share
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share

- Top 10 List
- Unit tests

Primary Resources & Materials

Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student Activity Mats, Leveled Readers, Activity Guide, Student myWorld Interactive book.

Ancillary Resources

www.pearsonrealize.com

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

Technology Infusion

- Smart TV
- Laptops
- Microsoft Word
- Microsoft Powerpoint
- Websites such as:
 - www.pearsonrealize.com
 - <https://www.tikatok.com/>
- relevant YouTube/TeacherTube videos



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - ICT (Information, Communications and Technology) Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical thinking and Problem Solving
-
- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

- Civic Literacy
 - Global Awareness
-
- Civic Literacy
 - Environmental Literacy
 - Financial, Economic, Business and Entrepreneurial Literacy
 - Global Awareness
 - Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

- Decreasing the amount of work presented or required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Teaching key aspects of a topic. Eliminate nonessential information
 - Tutoring by peers
 - Having peers take notes or providing a copy of the teacher's notes
 - Providing study guides
 - Allowing students to correct errors (looking for understanding)
 - Marking students' correct and acceptable work, not the mistakes
 - Reducing or omitting lengthy outside reading assignments
 - Allowing students to select from given choices
 - Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
 - Modifying tests to reflect selected objectives
 - Using authentic assessments with real-life problem-solving
 - Using true/false, matching, or fill in the blank tests in lieu of essay tests
 - Reducing the number of answer choices on a multiple choice test
 - Allowing the use of note cards or open-book during testing
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
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- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary

- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Unit Name: Acting as Good Citizens (Chapter 1, Lesson 1)

NJSLS: See standards below

Interdisciplinary Connection: Reading and Writing

Statement of Objective: SWBAT identify and describe the characteristics of good citizenship, including respect for oneself and others, and responsibility in daily life. They will also demonstrate good citizenship in school and in the community and explain the purpose for rules in the home, school, and community.

Anticipatory Set/Do Now: Jumpstart Activity: Take turns telling a partner the nice things you do for others.

Learning Activity:

- Read the Big Question statement: I will know how to be a good citizen.
- Introduce the vocabulary: citizen, rule.
- Jumpstart Activity: Take turns telling a partner the nice things you do for others.
- Begin read aloud.
- During reading, stop to ask/answer questions.
- After reading, complete the Active Classroom activity: Thumbs Up-Thumbs Down. The game will need two adults playing a simple game such as checks or go fish. Create scenarios a head of time that consist of situations where someone is being a good sport or a bad sport. Children will show a thumbs up if they think the adults are being good sports or a thumbs down if they think the adults are not being good sports. Students should be encouraged to explain what they noticed.
- Lastly, the students will have the opportunity to complete a Quest Connection activity which is to work with a partner and discuss different games they have played both at school and at home. Then encourage them to think about a certain time they played one of those games and how they played fairly.

Student Assessment/CFU's: Student participation, Think-Pair-Share, and Exit Tickets

Materials: Social Studies Pearson: myWorld Interactive Grade 1 Teacher's Edition, Student myWorld Interactive book, Paper, Pencils

21st Century Themes and Skills: Civic Literacy, Global Awareness, Community & Collaboration, Information Literacy, Life and Career Skills, Critical Thinking & Problem Solving

Differentiation/Modifications: preview of vocabulary, highlighted text visual presentation, peer assistance provided, extra time for completion, check work frequently for understanding

Integration of Technology: Smart TV, www.pearsonrealize.com

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