Unit 1: Rights and Responsibilities of Citizens

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Belleville Public Schools

Curriculum Guide

First Grade Social Studies

Unit 1: Rights and Responsibilities of Citizens

Belleville Board of Education

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Unit Overview

Chapter one focuses on rights and responsibilities of citizens. Students will learn who is responsible for making and enforcing the rules. Students will learn the importance of following these rules in school, at home, and in the community and the consequences if these rules are not followed. Students will learn about the importance of working together by making connections of how they can work together inside and outside of school. Students will learn about the role the government plays in protecting citizens and providing services that helps create a stronger community.

(Reference myWorld Interactive, Chapter 1)

Enduring Understandings

- 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

Lesson 1: Acting as Good Citizens

- What does a good citizen do?
- Why do good citizens follow rules?
- How can someone be a good sport?

Lesson 2: Rights and Responsibilities

- What rights do citizens have?
- What responsibilities do you have?
- Why is it important to cooperate with others and work together to solve problems?

Lesson 3: Following Rules and Laws

- What is the importance of rules at school, home and in the community?
- Why are laws importance?
- What is the effect of not following rules?

Lesson 4: My Leaders

- What makes a person a leader?
- Why are leaders important?
- Who are leaders at home, school, and in the community?

Lesson 5: My Government

- How does the government help citizens?
- What is the difference between community, state, and national government?
- Who is a part of the government?

Lesson 6: Making Choices in Government

- How do citizens choose leaders?
- What is a direct democracy?
- What is a representative democracy?
- What is the difference between a direct and representative democracy?

Exit Skills

By the end of Chapter 1, students will be able to:

- Acquire and accurately use domain specific vocabulary.
- Explain characteristics of good citizenship.
- Practice good citizenship in school and in the community.
- Acknowledge the purpose for rules in the home, school, and community.
- Identify how a person can be a good sport.
- Generate different responsibilities at home and at school.
- Evaluate the importance of cooperation.
- Determine the purpose of rules and laws.
- Justify the need for consequences when rules aren't followed.
- Discuss who leaders are and why they are important.
- Identify leaders at home, school, and in the community and their responsibilities.
- Describe the roles of public leaders in the community, state, and nation.
- Explain the process of choosing a leader.
- Determine the difference between direct democracy and representative democracy.

New Jersey Student Learning Standards (NJSLS)

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.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.11	Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.
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).
SOC.6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.3.4.CS3	Are aware of their relationships to people, places, and resources in the local community and beyond.
SOC.6.3.4.CS5	Develop strategies to reach consensus and resolve conflict.
SOC.6.3.4.CS6	Demonstrate understanding of the need for fairness and take appropriate action against unfairness.

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.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
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.
LA.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
LA.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Learning Objectives

Lesson 1: Acting as Good Citizens

- Determine characteristics of good citizens.

- Evaluate the importance of following rules.
- Explain the significance of being a good sport.

Lesson 2: Rights and Responsibilities

- Analyze the rights of citizens.
- Generate a list of responsibilities.
- Determine the importance of cooperating with others.

Lesson 3: Following Rules and Laws

- Determine the impact rules have on home, school, and the community.
- Justify the importance of rules.
- Evaluate the effect of not following rules.

Lesson 4: My Leaders

- Describe the features of a leader.
- Determine the significance of leaders.
- Identify leaders at home, school, and in the community.

Lesson 5: My Government

- Analyze the impact the government has on people.
- Compare and contrast community, state, and national government.
- Identify people from the government.

Lesson 6: Making Choices in Government

- Determine the importance of choosing a leader.
- Describe direct democracy.
- Explain representative democracy.
- Compare and contrast a direct and representative democracy.

Suggested Activities & Best Practices

Chapter 1- Rights and Responsibilities of Citizens

- Rap About It
- Quest Project-Based Learning
- Jumpstart Activity

Lesson 1: Acting as Good Citizens

- Jumpstart Activity
- Interactivity
- Quest Connection
- Literacy Skills

Lesson 2: Rights and Responsibilities

- Jumpstart Activity
- Interactivity
- Quest Connection

Lesson 3: Following Rules and Laws

- Jumpstart Activity
- Interactivity
- Quest Connection
- Critical Thinking Skills

Lesson 4: My Leaders

- Jumpstart Activity
- Interactivity

Lesson 5: My Government

- Jumpstart Activity
- Interactivity

Lesson 6: Making Choices in Government

- Jumpstart Activity
- Interactivity
- Primary Source
- Citizenship

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets

- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual

- myWorld Interactive activity mats

Ancillary Resources

- BrainPop Educators Website
- PBS Kids
- Nonfiction books on government

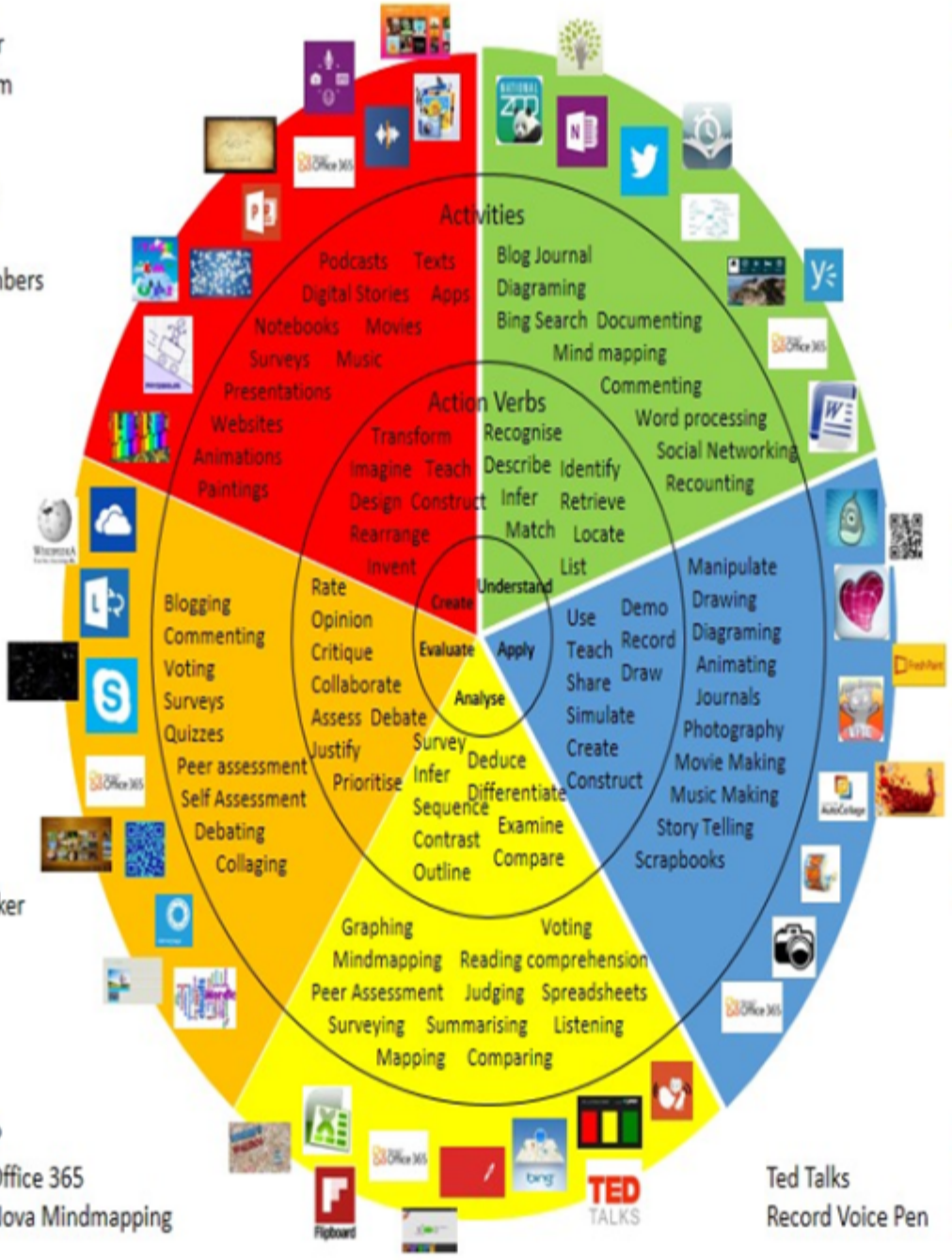
Technology Infusion

- myWorld Interactive Digital Component
- TeacherTube videos (rules, citizens, cooperation)
- Webquest (responsibility)

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.

- Utilize multiple intelligences teaching strategies.

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

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- 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.
- decreasing the amount of workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit

- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Chapter 1- Rights and Responsibilities of Citizens

NJSLS: See Link Below

Interdisciplinary Connection: See Link Below

Statement of Objective: SWDAT evaluate the importance of following rules

Anticipatory Set/Do Now: Complete the Jumpstart Activity by turning to a partner to share nice things you do for others. In whole group share and chart responses.

Learning Activity: Use anticipatory set to introduce "The Big Question," "How can you be a good citizen." Turn to a partner to discuss what a citizen is. Chart responses in a concept map. Next, review vocabulary words, "citizen" "and "rule" to build on students' background knowledge on good citizenship. In whole group, read aloud Chapter 1 Lesson 1 using the online read aloud component. During reading, check for understanding by asking and answering reading check questions. After reading, pose the question, "How can you be a good citizen?" Turn to a partner to discuss ideas for guided instruction. For guided practice, construct a response by modeling how to restate the question, answer the question, and providing an example to support your claim. Use the sentence starter, I can be a good citizen by.. to unlock the big question. In addition, students will create an illustration to add detail to their writing piece. Allot students time to complete for independent practice and use assignment as a formative assessment to provide additional support as needed.

Student Assessment/CFU's: oral responses, formative assessment, turn and talk

Materials: myWorld Interactive consumable text, pencils, chart paper, markers, notebook

21st Century Themes and Skills: Information Literacy, Critical Thinking and Problem Solving, Global Awareness

Differentiation/Modifications:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Integration of Technology: myWorld Interactive online resources