Unit 1: Responsibilities to My Community

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **September-December**
Status: **Published**

Summary

In the first grade Social Studies course, students begin to explore their civic and cultural responsibilities to the various communities they operate in. The course begins by examining a citizen's rights and responsibilities, specifically related to our republic, and the different ways we can serve our communities. The course continues with students expanding their geographic skills and understandings through "Me on the Map" activities and building cultural competencies by comparing and contrasting the experiences of students their age in different parts of the world. Students conclude their studies by refining their chronological thinking and exploring continuities and changes over time via "then and now" comparisons. By learning about the different communities they operate in, students further affirm their own identities and expand their understanding of places and people outside of their direct experiences.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Perspective - Interpret different perspectives on a particular topic recognizing that views, experiences, or understandings may vary, but still be valued
- Causation - Evaluate the relationship between causes and effects and discuss continuities and changes over time
- Contextualization - Identify and explore the context (historical, geographic, situational, etc.) of different events, places or locations, symbols, or traditions

This unit is part of the larger aforementioned course sequence and specifically focuses on "Responsibilities to My Community" where students will learn that: collaborating and cooperating with others is an important responsibility for members of the community; rules and laws are an important part of our country; there are symbols our country uses to reflect our nation's principles; and needs are things one cannot live without, while wants are things that can improve quality of life. By the end of this unit, students will be able to discuss the importance of getting along with others, analyze videos and images to discover how rules help us live harmoniously and be safe, make claims about types of jobs and the associated responsibilities, determine the difference between needs and wants to make sound financial decisions, and assess what makes a good neighbor and how to help others in the community.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the

processes of problem solving, and develop civic competence as part of preparation for eventual college, career, and/or civic life.

Revision Date: August 2022

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: equity, inclusion, tolerance, and belonging.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
LA.RL.1.1	Ask and answer questions about key details in a text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
LA.RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the

	needs and ensure the safety of community members.
LA.RL.1.3	Describe characters, settings, and major event(s) in a story, using key details.
9.1.2. FI.1	Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
9.1.2.FP.2	Differentiate between financial wants and needs.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
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.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
LA.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
LA.RI.1.8	Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

LA.K-12.NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.RI.1.10	With prompting and support, read informational texts at grade level text complexity or above.
LA.K-12.NJSLSA.W8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
LA.RF.1.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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.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.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
LA.L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.1.5.C	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
LA.L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Essential Questions and Enduring Understandings

Essential Questions:

- What responsibility do I have as a member of a community?
- How can assessing my needs vs. my wants help support my family and community?

Enduring Understandings:

- Getting along with others is an important responsibility for members of the community. Sharing, talking, listening, taking turns, playing fairly, and being a “good sport” are all ways that help us get along.
- Rules and laws are an important part of our country.
- There are symbols our country uses to reflect our nation’s principles.
- Needs are things you cannot live without, while wants are things that can improve your quality of life; people work to make money to purchase those needs and wants.

Objectives

Students will know:

- Citizen are members of community - you can be a local or global citizen.
- People can serve their communities in different ways - some of this work is paid, while some might be voluntary.
- Rules and law are important for the functioning of a society.
- Our national symbols reflect some of our national principles - this helps unite us.

- Wants are things we would prefer to have, but are not required for survival.
- People can be both producers and consumers.
- There are many different jobs in society - you may be able to find a job that fits your interests.
- People are compensated for the work that they do unless it is voluntary.
- Different countries have different currencies.

Students will be skilled at:

- Discussing the importance of getting along with others, taking turns, and listening.
- Analyzing videos and images to discover how rules help us get along and be safe.
- Identifying different groups they belong to (ex: school, community, family) and what makes them special and unique.
- Making claims about types of jobs and the responsibilities they come with.
- Determining the difference between needs and wants and making decisions about what to spend money on.
- Understanding what makes a good neighbor and how to help others in the community.

Learning Plan

The learning plan includes, but is not limited to the following:

1. Optional TCI Unit Inquiry Project (TCI p.1)-

a. Gathering Visual Evidence

b. Developing the Compelling Question

c. Collecting Evidence

d. Building Additional Content Knowledge

e. Constructing an Argument

f. Taking Informed Action

2. Complete TCI Lesson 1 (p. 7) How Do We Get Along in School? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: good sport, listen, play fairly, share, take turns, talk

c. Hands-On Activity/Reading: Getting Along

d. Show What You Know: Students will write how two people can get along by writing what they could say to each other in speech bubbles.

3. Complete TCI Lesson 3 (p. 35) Why Do Schools Have Rules? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: fair, rule, safe

c. Hands-On Activity/Reading: Part 1- Looking for Rules, Part 2 - Rules for Fairness

d. Show What You Know: Students will come up with a rule then draw pictures of what happens when the rule is followed.

4. Complete Laws Lesson (using district provided slides)

a. Vocabulary: orderly, property, consequence

b. Reading: slides 3-9

c. Activity: drag each box to "rule", "law", or "both"

d. Show What You Know: Students will color in examples of laws and answer true or false statements about laws.

5. Complete U.S. Symbols Lesson (using district provided slides)

a. Vocabulary: liberty, symbol, freedom

b. Reading: slides 3-9

c. Activity: BrainPop Jr. video/activities

d. Show What You Know: Students draw a line from each symbol to its name. Then they will write one fact about an American symbol.

6. Complete TCI Lesson 4 (p. 49) How Are We Good Helpers At School? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: Golden Rule, respect, responsible

c. Hands-On Activity/Reading: Part 1-Puzzling Photographs, Part 2- Follow-the-Leader Skits

d. Show What You Know: Students will describe what being a leader looks like then draw a picture to match it.

7. Complete TCI Lesson 5 (p. 63) What Groups Do We Belong To? The instructor will need to use the

premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: community, family, group

c. Hands-On Activity/Reading: Part 1 - My Groups, Part 2 - Hidden Words

d. Show What You Know: Students will draw and lebel each type of group they belong to.

8. Complete TCI Lesson 6 (p. 83) Who Works At Your School? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: income, job, service, skills

c. Hands-On Activity/Reading: Exploring Service Jobs at Your School

d. Show What You Know: Students will write a thank you letter to a service worker in their school and draw a picture for them to enjoy.

9. Complete TCI Lesson 7 (p. 97) What Do Families Need and Want? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: goods, market, need, price, shelter, want

c. Hands-On Activity/Reading: Playing the Marketplace Game

d. Show What You Know: Students will choose how they want to spend their money and share their reasoning for the purchases using the vocabulary words.

Note: The instructor is encouraged to consult the supplemental resources to personalize and differentiate instruction for students, as well as address any learning gaps based on formative assessments. Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Lesson 1 “Show What You Know” (p. 20) - Students will write how two people can get along by writing what they could say to each other in speech bubbles.
- Lesson 3 “Show What You Know”(p. 48) - Students will come up with a rule then draw pictures of what happens when the rule is followed.
- Lesson 4 “Show What You Know”(p. 62) - Students will describe what being a leader looks like then draw a picture to match it.
- Lesson 5 “Show What You Know”(p. 76) - Students will draw and label each type of group they belong to.
- Lesson 6 “Show What You Know”(p. 96) - Students will write a thank you letter to a service worker in their school and draw a picture for them to enjoy.
- Lesson 7 “Show What You Know”(p. 116) - Students will write a thank you letter to a service worker in their school and draw a picture for them to enjoy.

Summative Assessments:

- Lesson 1 Assessment: How Do We Get Along in School?
- Lesson 3 Assessment: Why Do Schools Have Rules?
- Laws Lesson Assessment: Why Do We Have Laws?
- U.S. Symbols Assessment: U.S. Symbols and Meanings
- Lesson 4 Assessment: How Are We Good Helpers At School?
- Lesson 5 Assessment: What Groups Do We Belong To?
- Lesson 6 Assessment: Who Works At Your School?
- Lesson 7 Assessment: What Do Families Need and Want?

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 3)
    - Constructing an Argument (p. 6)
    - Taking Informed Action (p. 6)

Benchmark Assessments:

- Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

- Laws Lesson slides (Slides)
- Laws Lesson assessment (Show What You Know)
- U.S. Symbols slides (Slides)
- U.S. Symbols assessment (Show What You Know)
- TCI: Social Studies Alive! My School and Family
    - Unit Inquiry: pages 1-6
    - Lesson 1: pages 7-20
    - Lesson 3: pages 35-48
    - Lesson 4: pages 49-62
    - Lesson 5: pages 63-76
    - Lesson 6: pages 83-96
    - Lesson 7: pages 97-116

Supplemental Resources for Lesson 1:

- Get Up and Go Play! Being a Good Citizen Video
- Buddy Benches (NBC News)
- Cooperative Learning Games for School
- Building Empathy (Flocabulary)
- Getting to Know You Activities

Supplemental Resources for Lesson 3:

- Safe Kids Worldwide: School Bus Safety
- Simply Kinder: Back to School Videos
- The Rules of the Classroom Song
- The Justice Rules Program

Supplemental Resources for Laws Lesson:

- Rules and Laws Magazine

Supplemental Resources for U.S. Symbols Lesson:

- American Flag Pebble Go
- Bald Eagle Pebble Go
- Statue of Liberty Pebble Go

Supplemental Resources for Lesson 4:

- "Lean on Me" by Playing for Change
- Sesame Street: Helping Others Video
- National Park Service Clara Barton Exhibit
- Google Arts & Cultures Tour of Clara Barton

Supplemental Resources for Lesson 5:

- Feeding America: Little Kids Make a Big Impact Video
- Collaborative Group Activities in the Classroom
- "Everyday People" by Playing for Change

Supplemental Resources for Lesson 6:

- PBS Kids: Build a Neighborhood Videos

Supplemental Resources for Lesson 7:

- University of Illinois Extension: The Great Corn Adventure
- Federal Reserve Education
- Practical Money Skills

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodation and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts
- Providing opportunities for text-to-speech for written responses
- Use visual presentations of all materials to include graphic organizers for writing
- Mark texts with a highlighter

Note: Teachers can find more specific modifications for English learners, learners with special needs,learners reading below grade level, and advanced learners on the TCI website.