Unit 1: Being a Good Citizen

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

Summary

In the second grade Social Studies course, students further refine the civic and cultural competencies that they developed in first grade. The course begins by examining citizenship through the lens of civic responsibilities. Through the presentation of different examples, students learn that the US was founded on principles of democracy, which is reflected in our government's system. Students examine the different rights they have, but also that they have certain responsibilities to both our local and global communities. During the second unit, students investigate how communities differ, but also share similarities. Students engage in a comparative analysis of the experiences of students in Cranford to those in other parts of the world, allowing them to refine key Social Studies skills, expand their geographic understanding, and build cultural appreciation. During the third unit, students learn how different members of the community help produce goods and services that are then consumed. Students also explore ways they can make financially responsible decisions. In the final unit, students serve as novice historians as they complete a comparative investigation of Cranford today and in the past. By examining key primary source documents, students are able to identify the extent of continuity and change in their town.

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 "Being a Good Citizen" where students will understand that by obeying the rules, learning about local issues, helping others and caring for their community, we practice the tenets of citizenship. By the end of this unit, students will be able to identify problems and possible solutions in various communities, identify the contributions of individuals to US history and culture, categorize actions that community leaders can take to help communities in need, conduct an inquiry to determine why one should be a good citizen, identify ways to be good citizens, identify ways that community leaders can help different groups of people, and determine the actions of a good citizen in a variety of situations.

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

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

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.

9.1.2.CR.1	Recognize ways to volunteer in the classroom, school and community.
LA.RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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.
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
6.1.2.CivicsPI.6	Explain what government is and its function.
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
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.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures 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.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
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.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.RI.2.10	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
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.2.8	Recall information from experiences or gather information from provided sources to answer a question.

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.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Essential Questions and Enduring Understandings

Essential Questions:

- Why is it important to be an upstander in my community?
- Why is voting important in our democratic society?

Enduring Understandings:

- Obeying the rules, learning about local issues, helping others, and caring for one's community are fundamental tenets of citizenship.
- Communities have leaders who help solve problems and make decisions - the leaders are chosen by people in that community by voting.

Objectives

Students will know:

- Freedom can take various forms, but it is a central value in American society.
- The US was founded on principles of democracy- this is reflected in our system of voting and our rights and responsibilities.
- We have certain responsibilities to both our local and global communities.
- We have a responsibility to treat each other with respect.
- Civil discourse is important in a democracy.
- It is important to be an upstander rather than a bystander.
- Voting is something we value in America - it is a way for us to express our preferences, but we must respect the majority rule.
- We can vote for different leaders, such as the mayor, governor, or president.
- In America, we have certain rights that are protected – these rights cannot be taken away from us.

Students will be skilled at:

- Identifying problems and posing possible solutions in various communities.
- Discussing the contributions of individuals to US history and culture.
- Categorizing actions that community leaders can take to help communities in need.
- Conducting an inquiry to determine why one should be a good citizen.
- Proposing ways to practice good citizenship.
- Identifying ways that community leaders can help different groups of people.
- Determining the actions of a good citizen in a variety of situations.

Learning Plan

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

1. **Complete Community Slides**

   a. The instructor should use district provided slides to review what a community is. The slides will review past learning from first grade and provide background knowledge for the Being a Good Citizen Unit.

2. Optional TCI Unit Inquiry Project (p. 202)

   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

3. Complete TCI Lesson 13 (p. 207) How Can One Person Make a Difference? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

   a. Preview Activity

   b. Vocabulary Activity: inventor

   c. Hands-On Activity/Reading: Learning How Four People Made a Difference in their Communities

   d. Show What You Know: Students will independently circle a community leader (one of the four they learned about) and "present an award" to them by writing a short speech that outlines their contributions to the community.

4. Complete TCI Lesson 14 (p. 219) How Do Leaders Help Their Communities? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: government, leaders, vote

c. Hands-on Activity/Reading: Three Ways Community Leaders Can Help

d. Show What You Know: Students will independently write a message to their own community leader asking for help. Students will state the problem, share ways they can take action, thank them, and sign their name.

5. Complete TCI Lesson 15 (p. 231)What Does a Good Citizen Do? The instructor will need to use the premade slides from TCI's website to effectively teach each section.

a. Preview Activity

b. Vocabulary Activity: citizens, responsible

c. Hands-on Activity/Reading: Part 1: Going For a Swim Part 2: Swimming Pool Citizenship

d. Students will use Pebble Go and Epic to examine case studies from other good citizens in history including Wangari Maathai, Autumn Peltier, Bass Reeves, Clara Barton, John McCain, Kalpana Chawla, and Lisa Fittko ("Mr. Benjamin's Suitcase of Secrets")

e. Show What You Know: Students will independently draw a picture of one rule that they follow in their community or school. Then, describe the picture using words below.

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 13 “Show What You Know”(p. 218) - Students will identify the contributions of individuals to US history and culture by choosing a community leader to honor with the Presidential Medal of Freedom.

- Lesson 14 “Show What You Know”(p. 230) - Students will identify a community problem and propose a solution by writing an email to one or more community leaders asking for help with a problem in their community.

- Lesson 15 “Show What You Know”(p. 246) - Students will independently draw a picture of one rule that they follow in their community or school. Then, describe the picture using words below.

Summative Assessments:

- Lesson 13 Assessment: How Can One Person Make a Difference in a Community?

- Lesson 14 Assessment: How Do Leaders Help Their Communities?

- Lesson 15 Assessment: What Does a Good Citizen Do?

Alternative Assessments:

- Unit Inquiry
    - Collecting Evidence (p. 204)
    - Constructing an Argument (p. 206)
    - Taking Informed Action (p. 206)

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:

- Community slides (district provided)

- TCI: Social Studies Alive! My Community

- Unit Inquiry: pages 202-206
- Lesson 13: pages 207-218
- Lesson 14: pages 219-230
- Lesson 15: pages 231-246

Supplemental Resources for Lesson 13:

- The My Hero Project
- **PBS Video on Susan La Flesche Picotte: The First American Indian Doctor**

Supplemental Resources for Lesson 14:

- Ben's Guide to US Government
- Kid President: What Makes an Awesome Leader?

Supplemental Resources for Lesson 15:

- Humane Education: TeachHeart.org
- Sesame Street in Communities: Helping Others Video
- **Neighborhood Scavenger Hunt**

Supplemental Resources for Being a Good Citizen:

- Pebble Go: Being a Good Citizen

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.