

Unit 1: Civics, Government, and Human Rights

Content Area: **Social Studies**
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**
Time Period: **Week**
Length: **5 weeks**
Status: **Published**

Unit Overview

In this unit, students will recognize that they are members of a larger community, have individual rights, and how the American heritage was shaped by people, cultures, and the environment.

Transfer

Students will be able to explain how understanding their community and government help them to become a good citizen.

Meaning

Understandings

Students will demonstrate the following understandings:

- how and why rules/laws are created
- laws/rules have changed based on their fairness
- people respond differently to violations of their rights
- civil rights leaders helped to make changes to better our future (**NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES**)
- all citizens need to work together to keep the community safe (**NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION CURRICULUM- SEE UNIT RESOURCES**)
- the world is divided into different nations with diverse features

Essential Questions

Students will keep considering...

How understanding your community and government helps you become a good citizen?

Application of Knowledge and Skill

Students will know...

Students will know...

- how rules and laws protect the rights of people, help resolve conflicts, and keep people safe
- how the fairness of a rule or law can bring about changes in the state or county
- that people and groups reacted in different ways to the violations of their rights
- that the world is divided into different nations with their own government, languages, customs, and laws

Students will be skilled at...

Students will be skilled at...

- identifying rules and laws and their fairness
- identifying how people can work together to ensure safety in a community
- recognize that there are different nations with their own languages, customs, and traditions
- determine how the contributions of civil rights leaders improved our society

Academic Vocabulary

laws

community

rights

fairness

government

rights

Dr. Martin Luther King, Jr.

citizen

nations

customs

laws

diversity

traditions

responsibility

Learning Goal 1

- Explain how rules and laws created by community foster responsible citizens who protect the rights of people, help resolve conflicts, and promote safety.

Target 1

SWBAT:

- recognize that rules and laws are needed to protect the rights of people, help resolve conflicts, and keep people safe
 - identify laws that are fair and unfair and how they've changed over time
 - define and give examples of being responsible
 - recognize that there are consequences of not adhering to rules and laws
-

governments protect the rights of people, help resolve conflicts, and promote the common good.

SOC.6.1.4.A.3

Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

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.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Learning Goal 2

- Describe the contributions of Martin Luther King Jr. and other civil rights leaders and how they influenced social change for future generations.

Target 2

SWBAT:

- compare and contrast the responses of individuals and groups to the violations of their rights, both past and present
- identify the contributions of Dr. Martin Luther King Jr. and Rosa Parks
- define segregation

SOC.6.1.4.A.10

Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Learning Goal 3

- Describe how the world is divided into diverse nations that have their own languages, customs, and traditions.

Target 3

SWBAT:

- compare customs and traditions from around the world
- recognize that different languages are spoken in different countries/nations

SOC.6.1.4.A.14

Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

TECH.8.1.2

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.2

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Summative Assessment

Two Summative assessments via Linkit!

1. Grade 2 Social Studies Common Assessment #1 (First half of the year)
2. Grade 2 Social Studies Common Assessment #2 (Second half of the year)

Interdisciplinary

Wonders Assessments (ELA)

TCI Assessment (SCIENCE)

Proficiency Scale

Curriculum Portal- no public access

Formative Assessment and Performance Opportunities

- academic games

- Compass learning
- DBQ
- Directed Reading Activity
- discussion
- Do Now response
- Exit Ticket
- graphic organizer
- PBL
- peer assessment
- Presentation
- Primary and secondary source analysis
- Project
- questioning
- Quiz
- research project
- self assessment
- Socratic seminar
- student notebook
- Student Presentation
- Student Response Systems
- Teacher Observation
- Written response

Accommodations and Modifications

"Dear Dr. Martin Luther King" Writing Activity- modified based on writing ability

NEWSELA- LEVELED READINGS

SMALL GROUP INSTRUCTION BASED ON FORMATIVE DATA

STUDENT SURVEY- CHOICE ASSIGNMENTS

**refer to individual student IEP, 504, & Access plans*

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students-**

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- additional practice/remediation
- create law and justify the need
- Cross-curricular extension activities
- describe why or why not student wants to be president
- guided notes
- interactive games/websites
- leveled assignments
- leveled readings
- modified assessments
- student generated research projects

Unit Resources

- Print Resources:
- Digital Resources:
- Online websites such as but not limited to:
- Videos (online or DVD) such as but not limited to:
- Interactive Notebook
- Technology Resources Available: Digital Camera; Document Camera; Flash Drives; Flip Camera; Interactive White Board; Listening Centers; Scanners; Student Chromebooks, Student Response Systems
- <https://www.sophia.org/tutorials/2nd-grade-civil-rights>
- <http://teacher.scholastic.com/activities/ruby-bridges/ruby-bridges-for-kids.htm#slideshow>
- https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1127&context=educ_understandings
- <https://sites.google.com/a/sd25.org/2nd-grade-all-about-my-country/>

New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>

New Jersey Student Learning Standards - Literature Resources

Fables and Folklore to aid the lessons- <http://www.njamistadcurriculum.net/history/commoncore/literature>

New Jersey Commission on Holocaust Education Resources -

<https://www.nj.gov/education/holocaust/curriculum/>

Grades K-5- Lesson Title: Quotes and Questions (Grades 2-3)

Interdisciplinary Connections

WONDERS: ***ELA**

Unit 1, Week 2: Families Around the World

Unit 3, Week 3: Helping in Communities

Unit 4, Week 1: Different Places

Unit 4, Week 3: Kids Around the World, Maps/Continents

Unit 5, Week 1: Being a Good Citizen; Martin Luther King, Jr.

Unit 5, Week 5: Rights & Rules

TCI ***Science***

Unit 3, Lesson 2 What Kinds of Land and Water Are Found On Earth

BrainPopJR videos

Interdisciplinary standards found throughout the unit. These highlight Technology and 21st Century Life and Careers.

| | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.RI.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.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 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. |
| 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. |
| 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.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. |
| 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. |

