

# Grade 1 Unit 1: Rules and Laws

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 1**  
Time Period:  
Length: **10 days**  
Status: **Published**

## **NJSLS - Social Studies**

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SOC.6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
SOC.6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPI.6	Explain what government is and its function.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
SOC.6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.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.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

## **Rationale & Transfer Goals**

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Students entering first grade should have some understanding of rules and responsibilities that they learned from kindergarten. In first grade we will continue to work with school rules and responsibilities and explain why rules are needed in a school. Students will state and understand the relationship between problem and solution and become problem solvers. Students will be able to give examples of community laws and explain the responsibilities of citizens. They will understand what leaders do and name main leaders in our government. We will focus on following the Golden Rule and apply it to real life situations. Students will participate in voting activities and understand how voting helps us decide things. Students will understand the importance of treating others with respect, and give examples of rights we enjoy. Students will define sportsmanship and identify rules that help people work and play together.

## **Enduring Understandings**

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Students will be able to discover the similarities between:

- rules and laws
- rights
- responsibilities of a community's citizens
- the role of the government.

## **Essential Questions**

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- Who makes rules and laws and why do we follow them?

## **Important Vocabulary**

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- responsibility
- fair
- problem
- solution
- community
- citizen
- law
- leader
- government
- vote
- respect
- right

## **Content - What students will know**

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- School Rules
- Solving problems
- Rules and Laws in Community
- The Golden Rule
- Vote!
- Respect and Rights

## **Skills - What students will be able to do**

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- SWBAT Explain why rules are important.
- SWBAT State the relationship between problem and solution.
- SWBAT Give examples of community laws.
- SWBAT Define the golden rule.
- SWBAT Vote in the classroom
- SWBAT Show respect to the school community.

## **Instructional Activities - How we teach content and skills**

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- Citizenship Feature: Police Officers and You
- Reading Skill: Cause and Effect
- Participation Skill: Make a Choice By Voting
- Critical Thinking Skill: Solve a Problem
- Magazines
- Role play
- Videos
- hands on activities
- brainpop jr
- scholastic news articles

## **Evidence/Assessment - How we know students have learned**

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- Unit 1 benchmark
- Participation
- Teacher observation

- informal assessments
- Midterm and final benchmark
- [Assessments](#)

### **Spiraling for Mastery**

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
This is the first unit for first grade. However students should recall school rules and procedures from the previous school year.	Throughout the school year students will exercise classroom rules and expectations.	Reciting our school motto each day.

### **Key Resources**

- Unit 1 magazine Rules and Laws
- Little social studies Thinkers resource
- Scholastic news articles
- Brainpop jr
- Literature: The Monkey and the Crocodile, The Boy Who Held Back The Sea,

### **21st Century Life & Careers**

WRK.9.1.2.CAP.1                      Make a list of different types of jobs and describe the skills associated with each job.

### **Career Readiness, Life Literacies, & Key Skills**

TECH.9.4.2.CI.1                      Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.GCA.1                      Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## Interdisciplinary Connections

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LA.RI.1.2	Identify the main topic and retell key details of a text.
MA.1.MD.C.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
HE.K-2.2.1.2.CHSS.5	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

## Intersections of History

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This section will highlight for students how rules and laws are meant to protect all citizens but in some cases they affect groups differently. Each section below will list a member of that specific community and show how they have been affected differently. Students will learn about these specific groups by reading a piece of literature and have discussions about them.

**Black:** Students will read the story *If A Bus Could Talk* by Faith Ringgold about Rosa Parks and see how rules and laws affected her and other African Americans differently.

**Hispanic:** Students will read the story *Harvesting Hope* by Kathleen Krull about Cesar Chavez and learn how migrant workers were affected differently by rules and laws.

**Women:** Students will read *I Am Susan B Anthony* by Nancy Parent and learn how she was a women's right activist. Students will see how different women were treated during this time.

**LGBTQ:** Students will read the story *Speak Up* by Miranda Paul and learn that challenging a rule that isn't fair can help make the world a better place.