

Grade 1 Unit 2: Neighbor Helpers

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

NJSLS - Social Studies

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.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.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
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).

Rationale & Transfer Goals

First grade students will continue to focus on being a good citizen in the school community. They will be able to identify community leaders and recall jobs the government is responsible for. Students will first visit the idea of taxes and its importance. Learners will pose questions about community businesses and describe ways communities come together. They will understand why communities come together in times of crisis and continue to understand how to be a problem solver. Students will state the importance of rights and responsibilities and explain ways to show respect. Students will explain what volunteers do and give examples of ways people volunteer.

Enduring Understandings

Students will be able to explore how community leaders are chosen and how taxes pay for government services, along with the importance of working together to make neighborhoods nice places to live.

Essential Questions

- What is the name of our community? What things can you do for fun in this community?
- What is a problem you had recently? How did you solve this problem?
- What is one responsibility you have at home? Why is this responsibility important?
- Name volunteers you know who volunteer their time. What do they do?

Important Vocabulary

- Community
- citizen
- mayor
- government
- vote
- elect
- taxes
- problem
- solution
- responsibility
- respect
- volunteer

Content - What students will know

- Living in a Community
- Votes and Taxes
- Government Services
- A Nice Place to Live
- Helping Hands
- Communities Solve Problems
- Rights and Responsibilities

- People helping people

Skills - What students will be able to do

- SWBAT Identify the titles of community leaders. Recall jobs the government is responsible for.
- SWBAT Understand the purpose of taxes. Explain how people get chosen to be leaders.
- SWBAT Name examples of government services and analyze a photo of government workers.
- SWBAT Pose a question about community businesses and describe ways communities come together.
- SWBAT Explain why citizens come together during a community crisis.
- SWBAT State the connection between problem and solutions and give examples of solutions to certain problems in a community.
- SWBAT State the importance of rights and responsibilities and explain ways you can show respect.
- SWBAT Explain what volunteers do and give examples of ways people volunteer.

Instructional Activities - How we teach content and skills

- Reading Skills: Main Ideas and details
- Participation skills: Work and Play together
- Magazines
- Little Thinkers Resource
- BrainPOP Jr.
- YouTube Videos
- Role Play

Evidence/Assessment - How we know students have learned

- Unit Assessment
- Benchmarks
- Teacher observation
- Class discussion
- informal assessments
- [Assessments](#)

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
This unit focuses closely on being a good citizen and being a part of a community. They should have learned this in Kindergarten.	This unit revisits some of the skills taught in the previous unit. Students will continue to understand solving problems and being a member of the classroom community.	Participation as good citizens at school and in the community.

Key Resources

- Unit 2 Magazine
- Little social studies Thinkers resource
- Scholastic news articles
- BrainPOP Jr.
- Literature: The Lion and the Mouse

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

LA.RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
MU.K-2.1.3A.2.Pr6a	Perform music for a specific purpose with expression and technical accuracy.
VA.K-2.1.5.2.Cn10a	Create art that tells a story or describes life events in home, school and community.
HE.K-2.2.1.2.CHSS.3	Demonstrate how to dial and text 911 in case of an emergency.

Intersections of History

Neighborhoods and families have members of varying genders, races, cultures and orientations. Students will develop and build upon global awareness through current and past events. In this section students will read about different members of specific communities and how they have made an impact on their community. Students will see that they are capable of being a positive member in their community no matter their gender, race, culture or orientation.

Black: Students will read Molly, By Golly! by Dianne Ochiltree a story about a firehouse cook who stepped in to help save the day and put out a fire. She is considered by many to be America's first female firefighter. Students will see no matter their skin color they can also help their community.

Hispanic: Students will read Brick by Brick by Heidi Woodward Sheffield and see the contributions construction workers make to their communities. Students will relate to the father in the story as many families have manual labor workers.

Women: Students will read She Loved Baseball by Audrey Vernick. Sports brings communities together and Effa Manley taught that women should be included in this. Girls will see that they are capable and able to do things and be interested in activities that boys are.

LGBTQ: Students will read Families Belong by Dan Saks and learn and appreciate that families come in all shapes and sizes. Students will learn the importance of accepting others no matter their gender, race, culture or orientation.