

# Grade 2 Unit 1: Civics, Government, & Human Rights

Content Area: **Social Studies**  
Course(s): **Social Studies Grade 2**  
Time Period: **MP1**  
Length: **30 days**  
Status: **Published**

## **NJSLS - Social Studies**

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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.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.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

## **Rationale & Transfer Goals**

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This unit focuses on community. Students will recognize that they are members of a larger community, have individual rights, and learn how citizens work together to keep the community safe.

## **Enduring Understandings**

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- A community is a group of people who work together toward the same goal.
- There are different types of communities.
- Community leaders make important decisions/how and why rules/laws are created.
- Our classroom/school/community has rules to keep us safe.

## **Essential Questions**

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- What is a community?
- In what ways is my classroom a community?
- Why do we make rules in our community?
- What are fair/unfair actions and how can we respond to unfair actions? How are communities different?

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

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- What a community is
- How members of a community work together
- What community leaders do
- What is a rule/why we need rules
- The difference between fair and unfair actions
- How we respond to unfair actions
- Children can be good citizens.

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

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- Define a community.
- ID different types of communities
- Experience the process by which community leaders are chosen
- Id what makes an effective rule
- Work together to solve conflict
- Practice being a good citizen

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

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- Shared Reading
- Read Alouds
- Role Plays
- Small group projects/problem solving
- Games

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

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- Teacher observation
- Student participation
- Interactive Notebook
- Presentation of projects
- Exit slips
- Unit Assessments

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Cub's Pride Community	How we develop rules and work together as a community	Cub's Pride expectations Cooperating to complete a task

## Key Resources

- Cub's Pride Manual
- SS Alive (ch.1,2,12,13)
- Interactive notebook
- Read Alouds
- Scholastic News
- BrainPOP

## 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.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.

MA.2.OA.A

Represent and solve problems involving addition and subtraction.

## Intersections of History

