Sept. Harcourt Unit 1: Citizenship in a Community gr.2

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **4-6 Weeks**
Status: **Published**

Unit Overview

Citizenship in the Classroom and Beyond

Enduring Understandings

Understanding how a community governs itself leads to understanding how to be a good citizen in various communities.

Essential Questions

How is the United States governed and what does that mean to its citizens?

Instructional Strategies & Learning Activities

Unit 1 e Unit o in the Classroom d **ntal:** *undamentals*- stics of Good o/ ds	SWBAT: -Use visuals to determine word meaning -Identify main idea -Access prior knowledge	1. Discuss the big idea Teacher's Manual ™ p. 1 2. Preview vocabulary ™ p. 2-3 3. **Skill-**Main idea and details ™ p. 4-5 4. Read through *The Star Spangled Banner* and iden patriotic elements (optional- practice singing)
Unit 1	SWBAT: -Explain citizen's rights and	1. *Ask students How can citizens be responsible in th* *community?* (options- think pair share/white board r

	responsibilities -Recognize the need for rules and laws -Identify consequence of breaking rules and laws -Use problem solving process -Describe consequences of different solutions -Explore points of view	2.Read p. 8-12 (options- teacher led, students volun buddy reading), questioning/assess using review ™ 3.Writing- ™ p.13 Explain the importance of a class rule. Share 4. Practice-Workbook page 13 5. **Skill**-Flag drawing activity ™ p. 14- discuss the i of working together. 5. Read p.s 14-15/ ™ questioning 6. Practice-Workbook p. 2 7. Read p. 16-17/TM questioning 8. Put students in group to discuss questions on p. 1
Unit 1	SWBAT: -Identify and describe functions of government -Understand how government works -Use a word web to connect ideas -Create a word web about government	1.Ask students how they think government helps the 2. Read p. 18-21/ ™ questioning/ assess using revie 21 3. Writing- write a thank you note for a government Share 4. Practice-Workbook p. 3 5. **Skill**-Create a word web with students 6. Create a class word web "government" with stude continue to add to it throughout unit. 7. Workbook p. 4
Unit 1	SWBAT: -Describe why we need leaders -Identify local, state, and national leaders -Describe the voting process -Explain majority rule -Participate in a simulated election	1.Ask students who they think is a leader? Read thr 24-27/ ™ questioning/assess using review ™ p. 27 2.Writing- If you were mayor how would you help y community? Share 3. Practice-Workbook p. 5 4.Activity: Have students suggest fair ways to choos outdoor game to play. ™ p. 28 Discuss voting 5. Read p. 28-29 *(Practice: use voting to make relev*

	-Explain significance of Susan B. Anthony	*decisions in your classroom)* 6. Biography p. 30-31 Susan B. Anthony (review tin ™ p. 31 Questioning (*Harcourt website for more info.)
Unit 1	SWBAT: -Describe the three branches of government -Identify the Constitution as the defining document of our government -Understand how one person can make a difference in the community	1.Ask students *Who leads our country?* 2. Read p. 32-37/ ™ questioning /access using Revi 37 3. Writing-Make a chart of the three branches of gov and what they do. Share 4. Practice-Workbook p. 7 5.Ask students *What is responsibility?* Read p. 38-39 discuss citizenship/ ™ questioning p.
Unit 1	SWBAT: -Identify the structure of local and state government -Compare and contrast functions of 3 types of government -Use a map title and map key to locate information -Create a map with a key -Locate and study the Whitehouse	1.Identify New Jersey and it's capital on a map. 2. Read p. 40-45, ™ questioning/ assess using Revie 45 3. Activity- Make a poster of what your community Share 4.Practice- Workbook p. 8 5. **Skill**-Discuss the need for different maps ™ p. 46 6. Read p. 46-47/ ™ questioning *Harcourt web activity 7. Read through p. 48-49 ™ questioning -The White *Harcourt website activity
Unit 1 :w	SWBAT: -Review concepts learned in unit	1. Review questioning ™ p. 52-5 2. Workbook p. 11/ Study Guide Test taking strategies ™ p. 53 Review answers whole class/ discuss **Harcourt website- Adventure Activity*

Unit 1	SWBAT: -Recall concepts learned in unit	1.Administer unit test 2.Use data for reteaching

Integration of Career Readiness, Life Literacies and Key Skills

P.1	Act as a responsible and contributing community members and employee.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.6	Model integrity, ethical leadership and effective management.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
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). A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology and Design Integration

Students will interact with the Smartboard, Ipads, Chromebooks, and document camera.

8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1	Compare how individuals live and work before and after the implementation of new computing technology.
8.2.2.ITH.1	Identify products that are designed to meet human wants or needs.
8.2.2.ITH.3	Identify how technology impacts or improves life.
8.2.2.ITH.4	Identify how various tools reduce work and improve daily tasks.
8.2.2.EC.1	Identify and compare technology used in different schools, communities, regions, and parts of the world.

Interdisciplinary Connections

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.2.4	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.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

For the unit:

Differentiation:

*Refer to Teacher's Manual ESL/ Extra Support/ Enrichment ideas for each lesson

Will vary according to student readiness /interest/learning profile:

- Leveled Text
- Levels of Questioning
- Anchor activities (ongoing-listen to books, websites)
- Harcourt web activities
- Whiteboard response
- Flexible Grouping

- Graphic Organizers
- Videos Discovery Education/ BrainPop Jr.
- KWL Charts
- Think-Pair-Share
- Reading Buddies
- Enrichment/Remediation

Modifications & Accommodations

Follow IEP's and 504's to enhance student learning

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

Projects/Rubrics

Formative Assessments

- Teacher Observation
- Questioning
- Whiteboard Response
- Think-Pair Share
- Classroom discussion
- Workbook pages
- Writing/Performance rubrics included in lesson

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

- Teacher Observation
- Questioning
- Whiteboard Response
- Think-Pair Share
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Pretest

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Test

Instructional Materials

Hartcourt textbook

See materials embedded in lessons above.

Supplemental:

Read alouds

Leveled readers

Standards

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
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.
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.
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.
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.
6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
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).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.