

Unit 1-Laws and Fundamental Rights

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

Essential Questions

- How do rules and laws help us?
- Why is it important for people to participate in creating rules and laws?
- What does “fairness” and “equality” look like in the classroom?

Big Idea

- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
- Processes and rules should be fair, consistent, and respectful of the human rights of all people.

Career Readiness

Big Idea:

There are actions an individual can take to help make this world a better place

- 9.1.2.CR.1 Recognize ways to volunteer in the classroom, school, and community.
- 9.1.2.CR.2 List ways to give back, including making donations, volunteering, and starting a business.

Connection:

Students will be able to demonstrate career readiness in the classroom by participating in various classroom jobs (line leader, teacher’s helper, lunch helper, etc.)

Cross-Curricular Integration

Integration Area: Language Arts

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Activity:

After listening to the read aloud No David by David Shannon the students will be able to determine the importance of rules within the classroom. The students will write about one classroom rule that we have developed.

Social Studies Skills

Chronological Thinking

- Explain how the present is connected to the past

Spatial Thinking

- Determine locations of places and interpret information available on maps and globes
- Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.

Technology Integration

8.2.2.ITH.2: Explain the purpose of a product and its value.

Activity: Students will help create classroom rules and the teacher will type ideas on the Smart TV or Jamboard.

Enduring Understandings

- 6.1.2.CivicsPR.1 Determine what makes a good rule or law.
- 6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit

the common good.

- 6.1.2.CivicsPR.4 Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

Resources

- Brainpop Jr:
 - Rights and Responsibilities
 - School
 - Community Helpers
- PebbleGo
 - Being a Good Citizen
 - Jobs in the Community
- First 6 Weeks of School Curriculum
 - Rule creation as a class
 - Fair vs Equal Lesson
- Scholastic News Grade 1

Assessments:

- Making classroom rules poster collaboratively
- Rules vs Laws
- Classroom Constitution
- BrainPop Jr. Quiz on Rights and Responsibilities
- Participation in classroom procedures/routines/jobs
- Community Helper Sorts