

01 Citizenship

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

General Overview, Course Description or Course Philosophy

The First Grade Citizenship Unit is designed to provide learners with the knowledge, skills and perspective needed to understand how community helpers contribute to the functioning of a democratic community and promote change. Lessons are aligned with the New Jersey Learning Standards and will infuse technology and ELA within projects, activities, and written products.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Respecting the rules and laws promotes order within a classroom, home and community.
- Citizens have rights and responsibilities as members of different groups.
- The role of government is to represent the citizens and provide services and protection.
- Community members can make changes within a community.

Essential Questions:

- What is the difference between freedom and security?
- What would our classroom, home and community be like if we did not take care of each others' concerns?
- What are appropriate consequences for breaking rules in different settings?
- What is a citizen?
- How do community leaders contribute to the community?
- How can citizens become contributing members of their community?

CONTENT AREA STANDARDS

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. When all members of the group are given the opportunity to participate in the decision-making process, everyone’s voice is heard.
SOC.6.3.2.CivicsPD.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

LA.W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.SL.1.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.1.1.B	Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- Citizens are required to have rules and responsibilities to maintain order/safety within a community.
- Rules support the common good.
- Individual actions affect the larger community.
- Community leaders contribute to the order and safety of the community.
- Community leaders are imperative to growth and change within a community.

Procedural Knowledge

Students will be able to:

- Explain rules and responsibilities in the classroom, at home, and in the community.
- Explain why our community has rules that support the common good. (e.g., classroom and town community)
- Apply effective decision-making strategies when faced with a rulebreaking situation.
- Identify how their individual actions can contribute to the common good in their home, school, and Kinnelon community. (e.g., follow a rule, pick up trash, being an up stander)
- Identify ways community leaders/helpers contribute to the daily functioning of a democratic community and promote change. (e.g., a judge hears cases, a police officer stops a speeding car, a town council votes to build a new library, a group of people start a new town committee)
- Discuss various ways to become involved with the community.

EVIDENCE OF LEARNING

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Alternative Assessment

Alternative:

- KWL Chart

Formative Assessments

- Class Discussions: rules and responsibilities, conflict resolution, community helpers, etc.
- Debates: Why do we need rules?, etc.
- Exit Slips
- Student Activities
- Community Leaders and their function
- Teacher Observations

Summative Assessments

- Write a letter to a school/community leader imploring he/she to make a change to a current issue.
- Write an opinion piece proposing a new rule/law. Provide reasons why this new rule/law would be beneficial.
- Benchmark assessment

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

Magazines

- Scholastic News
- Studies Weekly

Books:

- If Everybody Did by Jo Ann Stover
- Do I Have To? Kids Talk About Responsibility by Nancy Loewen and Omarr Wesley
- We Live Here Too! Kids Talk About Good Citizenship by Nancy Loewen and Omarr Wesley
- My Grandma's the Mayor by Marjorie White Pellegrino
- The Zookeeper Learns About Responsibility Big Book
- The Great Trash Bash by Loreen Leedy
- No David! by David Shannon
- The Recess Queen by Alexis O'Neill

Supplemental:

- Brain Pop, Jr. –
 - Community Helpers: <https://educators.brainpop.com/bp-jr-topic/community-helpers/>, Draw about it or Write about it
 - Rights and Responsibility: <https://educators.brainpop.com/lesson-plan/rights-and-responsibilities-jr-lesson-plan-civic-ideals-and-practices/>. Draw about or Write about it.
- BrainPop – Democracy: <https://educators.brainpop.com/lesson-plan/rights-and-responsibilities-jr-lesson-plan-civic-ideals-and-practices/>. Embedded questions (turn & talk)

INTERDISCIPLINARY CONNECTIONS

- English/Language Arts: Writing, Speech/Debate

- Social Studies - Holocaust Studies - Promote good citizenship, citizens have rules and responsibilities
- Full Value lessons-Classroom rules, dynamics, social skills and problem solving
- Educational Tech Applications:
 - Brain Pop, Jr. – Rights and Responsibility
 - BrainPop – Democracy
 - Brain Pop, Jr. Community Helpers

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- Allow verbal responses
- Cooperative learning opportunities
- Utilize illustrations to reflect understanding
- Use of songs and technology
- Provide opportunities to collaborate with peers
- Word wall with vocabulary
- Sentence starters
- Shared and Interactive Writing