

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 Second Grade Citizenship Unit is designed to provide learners with the knowledge, skills and perspective needed to understand what a government is in relation to making and enforcing laws. Furthermore, students will learn about what it means to be a citizen and their duties to their country and others. 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:

- The role of the government is to make and enforce laws and provide services for the common good.
- The United States is founded on the principle that all citizens have common rights that are protected and guaranteed.
- United States citizens have a responsibility to their country.

Essential Questions:

- How are citizens responsible to their fellow citizens?
- How do citizens, and government institutions interact to balance the needs of individuals and communities for the common good?
- How does the process of making laws, allow all members to have a voice in the decision making process?
- What is a government?

CONTENT AREA STANDARDS

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.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
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.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to

	individuals feeling accepted.
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. Local community and government leaders have roles and responsibilities to provide services for their community members.

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

LA.W.2.2	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
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.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- The government makes and enforces laws to benefit the greater good.
- Citizens of the United States have a responsibility to their country.
- Citizens of the United States have a responsibility to others by treating them fairly and equal.

Procedural Knowledge

Students will be able to:

- Define responsibility.
- Identify the responsibilities of a citizen of the state of New Jersey, the United States, and the world (e.g., adhering to laws, maintaining the environment, voting, respecting the rights of others).
- Evaluate the steps necessary to create change locally and at the state level (e.g., letter writing campaigns, voting, demonstrations).
- Name examples of citizens fulfilling their civic duties in the state of New Jersey.
- Define government.
- Explain how government services meet the needs of citizens in a community.

EVIDENCE OF LEARNING

Benchmark Assessments

- Benchmark Assessments using Pear Assessments three times per year

Formative Assessments

- Class Discussions: government, government roles, citizen responsibilities, etc.
- Exit Slips
- Student Activities: Chart Civic Responsibility vs. Personal Responsibility, Mock Voting activity

Alternative:

- KWL Chart
- Teacher Observations

Summative Assessments

- What is a Good Citizen? Writing Prompt

- Traits of a Good Citizen Project - Draw an outline of a person and label the traits
- Create multiple small groups - Assign each small group a government and have them out the service they perform
- Mock Voting - Split the class in half and develop 2 different campaigns, posters, etc. Have students vote.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

Scholastic News

Studies Weekly

Brain Pop, Jr.:

- Local and State Government
- Branches of Government
- Rights and Responsibilities (viewed in grade 1)

Grace for President by Kelly DiPucchio

Duck for President by Doreen Cronin

Supplemental:

Brain Pop, Jr.:

Susan B. Anthony: Let's Vote https://app.seesaw.me/pages/shared_activity?share_token=JWGQnzsYQ0-wx2NBtp_1-g&prompt_id=prompt.7b519eb5-be3a-4a30-8456-15c13d624d99

INTERDISCIPLINARY CONNECTIONS

- English/Language Arts: Information Writing
- Benchmark Assessments
- Educational Tech Applications: Brain Pop Jr.

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