

Being a Good Citizen

Content Area: **Social Studies**
Course(s): **Social Studies 1**
Time Period: **September**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this unit, students will become familiar with the needs for rules and governance in the classroom and community as well as why it is important to accept all members of a community. Students will also be introduced to Habits 1-3 from The Seven Habits of a Happy Kid.

Core Content Vocabulary: citizen, community, democracy, law, past, respect, responsibility, rights, voting, proactive

Social Studies Disciplinary Concepts Included in this Unit:

- Civic and Political Institutions (PI)
- Participation and Deliberation (PD)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Human and Civil Rights (HR)
- Civic Mindedness (CM)

Standards

SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
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.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
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.4	Explain how all people, not just official leaders, play important roles in a community.

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.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.

Essential Questions

- How and why do citizens vote?
- How can you be a positive community member?
- How do individuals get along with each other?
- How have rights and responsibilities changed over time?
- What is the importance of community? Why do we need a community?
- What makes a good rule or law?

Learning Targets

Students will understand that:

- Local community and government leaders have roles and responsibilities to provide services and make rules for their community members.
 - Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.
 - Rules should be fair, consistent, and respectful of the human rights of all people.
 - The actions of individuals and government affect decisions made for the common good.
 - When all members of a group are given the opportunity to participate in the decision-making process everyone's voice is heard.
 - There are many important roles that people can play in a community.
 - The interdependence that exists within a community
 - Community members come together and support one another.
- I can define the words respect, tolerance, and acceptance.
 - I can engage in conversations about my school and local community.
 - I can explain how communities have changed over time.
 - I can explain how events of the past and their connection to events of the present.
 - I can explain how historical symbols, monuments, and holidays are recognized in America.
 - I can explain the kind of community I live in and how it affects the life of my family.
 - I can explain various roles that people in our local community and government have.

Learning Plan

Pacing Guide

	Activities and Resources	Special Recognitions	Targets/Resources	Standards
September 10 Days	<ul style="list-style-type: none"> • Various ARC Read Alouds & Poems • School Opening Routines and Classroom Culture Building • 7 Habits Lessons: Habit 1 (Character Ed.) • Mystery Science 	<ul style="list-style-type: none"> • Labor Day • 9/11 Recognition • Rosh Hashanah • Yom Kippur • National Hispanic Month • Fire Prevention Month • Veterans Day • Election Day 	<ul style="list-style-type: none"> • I can engage in conversations about my school and local community. Resources: Pebble Go All About Being a Good Citizen, Scholastic News, The Rainbow Fish • I can define the words respect, tolerance, and acceptance. Resources: Lily's Plastic Purple Purse, Seven Habits Resource Folder, Pebble Go Cultural Awareness 	CM.1, CM.3, PD.1, PI.4, PI.5, PR. 1, PR.4, PR.3
October 5 Days	<ul style="list-style-type: none"> • Various ARC Read Alouds & Poems • Week of Respect • 7 Habits Lessons (Character Ed.): Habit 2 • Mystery Science • School Boosterthon 	<ul style="list-style-type: none"> • Indigenous Peoples' and Columbus Day • German-American Heritage and Italian-American Heritage Month • Fire Prevention Month • Grandparents Day • Constitution Day • World Financial Planning Day • United Nations Day 	<ul style="list-style-type: none"> • I can explain how historical symbols, monuments, and holidays are recognized in America. Resources: Pebble Go Holidays, Scholastic News • I can define the words respect, tolerance, and acceptance. Resources: Respect Virtual Library 	D.20, CM.3
November 4 Days	<ul style="list-style-type: none"> • Various ARC Read Alouds & Poems • American Education Week • 7 Habits Lessons (Character Ed.): Habit 3 	<ul style="list-style-type: none"> • American Indian & Alaska Native Heritage Month • Day of the Dead • Veteran's Day • Election Day • Geography Awareness Week • American 	<ul style="list-style-type: none"> • I can explain how historical symbols, monuments, and holidays are recognized in America. Resources: Day of the Dead Presentation • I can explain various roles that people in 	D.20, PI.4

	<ul style="list-style-type: none"> • Mystery Science 	Thanksgiving	<p>our local community and government have.</p> <ul style="list-style-type: none"> • Resources: Pebble Go Government, Branches of Military 	
December 6 Days	<ul style="list-style-type: none"> • Various ARC Read Alouds & Poems • Week of Respect • 7 Habits Lessons (Character Ed.): Review Habits 1-3 • Mystery Science 	<ul style="list-style-type: none"> • Christmas • Hanukah • Kwanza 	<ul style="list-style-type: none"> • I can explain how events of the past and their connection to events of the present. Resources: Pebble Go Holidays, Scholastic News 	D.20, CM.3

Unit Assessments

- ARC Graphic Organizers
- Class Discussions
- Cooperative Group Projects
- Mystery Science worksheets and projects
- Teacher/Student Observation
- Writing Responses

Materials and Resources

- ARC Online Resources -- ARC Bookshelf
- ARC Reading/Writing Workshop
- Character Ed/Seven Habits Resource Folder

- Character Education - 7 Habits and PBSIS/guidance lessons
- Day of the Dead Presentations
- Lilly's Purple Plastic Purse
- Mystery Science - lessons including geography
- National Hispanic Month Presentations
- Pebble Go All About Being A Good Citizen
- Pebble Go All About Money
- Pebble Go Culture and Awareness
- Pebble Go Holidays
- Respect Virtual Library
- Salt in My Shoes Read Aloud (Habit 1)
- Scholastic News
- The Rainbow Fish Read Aloud
- The Snowy Day Read Aloud
- The Very Busy Spider Read Aloud (Habit 2)
- The Very Hungry Caterpillar Read Aloud (Habit 3)

21st Century Life & Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP12. Work productively in teams while using cultural global competence.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP9. Model integrity, ethical leadership and effective management.

Cross Curricular Connections

- Connections to Phonics: Apply grade level phonics skills when reading social studies text.
- Connections to Reading: Read text from ARC stories relating to the topic while applying comprehension strategies.
- Connections to Writing: Respond to a writing prompt based on the social studies topic.
- Connections to Writing: Write facts about the current social studies topic.

21st Century 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.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).
TECH.9.4.2.GCA.1	<p>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).</p> <p>A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.</p>

Supports for At-Risk, Special Ed., 504, and ELL Students

- Allow oral responses
- Chunk larger assignments into more manageable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids