Unit 1 - Citizenship

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

NCS 2nd grade Social Studies Curriculum

BOE Adopted & Approved October 2017

Big Idea

We can work collaboratively to address the challenges that are inherent in living in the interconnected world

Essential Questions

Who are some historical figures that helped shape our community?

What is a good citizen?

Why are rules important and where do we need rules?

Skills

Develop and awareness of the physical features of the neighborhood/community (6.1.4.B.1)

Explain how rules and laws created by community, state and national governments protect the rights of people, help resolve conflicts and promote the common good (6.1.4.A.1)

Determine how "fairness", "equality" and the "common good" have influenced change at the local and national levels of the United States government (6.1.4.A.3)

Learning Targets include but not limited to:

Rules and laws are developed to protect people's rights and the security and welfare of society

Everyone is part of a larger neighborhood and community

American constitutional government is based on principles of limited government, shared authority, fairness

and equality

Good citizens can improve a community

Identify problems and possible solutions in various communities

Follow classroom rules and demonstrate responsibilities as examples of citizenship within the classroom

Activities include but not limited to:

List ways you can express ideas respectfully

Design a statue to honor a good citizen

Brainstorm good citizen actions that students could perform

Identify ways to be a good citizen in the classroom and wider community

Determine what it means to be neighborly

Standards

Includes but not limited to:

SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.6.1.4.A.3	Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.
SOC.6.1.4.B.1	Compare and contrast information that can be found on different types of maps and determine how the information may be useful.

Assessments

Performance Tasks

Quizzes & Tests

Classroom Participation

Teacher Observation

Anecdotal notes

Questioning strategies

Peer/Self reviews

Presentations

Group Discussions

Classwork

Projects

Resources/Instructional Materials

Social Studies Alive

BrainPop

Scholastic News

Holidays/Important Patriotic Dates

Digital Citizenship in Library Media Class

Modifications

Modifications for Special Education Students	Note IEP, audio recordings, digital media, screen casts, visual presentation, study guides, outlines
Modifications for English Language Learners	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Students Who Lack Support for School	Extended time, assign preferential seating, positive reinforcement, peer tutoring, study guides, lower reading level, read directions aloud, alternative assignments, study guides, outlines
Modifications for Gifted Students	Integrate, abstract, complex and varied assignments, freedom of choice when applicable, variable pacing levels

Integration of 21st Century Skills

Focus on the development of 21st Century Content Skills:

- Global awareness
- Civic literacy

- Health and wellness awareness
- Environmental literacy

Focus on the Development of Learning and Thinking Skills:

- Critical Thinking and Problem Solving Skills
- Communication Skills
- Creativity and Innovation Skills
- Collaboration Skills
- Information and Media Literacy Skills
- Contextual Learning Skills

Focus on the Development of Life Skills:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal Productivity
- Personal Responsibility
- People Skills
- Self Direction
- Social Responsibility

Interdisciplinary Connections

- Academic and Technical Rigor - Projects are designed to address key learning standards identified by the school or district.
- Authenticity - Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.
- Applied Learning - Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g.,teamwork, problem-solving, communication, etc.).
- Active Exploration - Projects extend beyond the classroom by connecting to internships, fieldbased investigations, and community explorations.
- Adult Connections - Projects connect students with adult mentors and coaches from the wider community.
- Assessment Practices - Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.