

**Unit Name: My Class, My Community**

**Time Frame: Trimester 1**

**Author: Egg Harbor Township High School Social Studies Department**

## **UNIT**

Subject: Social Studies

Country: **USA**

Course/Grade: 1<sup>st</sup> Grade

State/Group: **NJ**

School: **Egg Harbor Township High School**

### **UNIT SUMMARY**

**Citizenship begins with becoming a contributing member of the classroom community.**

### **UNIT RESOURCES**

#### **Internet Resource Links:**

**\*See Common Drive (First Grade→Social Studies)**

## **STAGE ONE**

### **GOALS AND STANDARDS**

**6.1 U.S History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**

**6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.**

**6.1.P.A.2 Demonstrate responsibility by initiating simple classroom tasks and jobs.**

**6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.**

### **ENDURING UNDERSTANDINGS**

- **A community is a group of people working together towards the same goal.**
- **Rules are necessary to maintain order, resolve conflicts and ensure that everyone is treated fairly**
- **Members of a community should learn to resolve problems in a peaceful manner**
- **Power is the ability to make someone do what you want**

- Authority includes the right to exercise power.
- Parents and teachers have the right to exercise power to protect and support children.
- Some choices, like sharing and being respectful, are better because that is the way we would like to be treated
- Someone who is exercising power through fear or intimidation has no authority and is bullying
- Each person has the right to be happy and deserves to be treated with respect and dignity.
- We respect others when we listen to, consider and make choices that value their wishes and interests.

### **ESSENTIAL QUESTIONS**

- What is a community?
- Why do we need rules?
- How should people in our community be treated?
- How does understanding the ways we are alike help us to appreciate our differences?
- How do we make decisions in a community?

### **KNOWLEDGE AND SKILLS**

#### **SWBAT:**

- Explain how rules and laws are created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

## **STAGE TWO**

### **PERFORMANCE TASKS**

- Students will complete the "Citizenship Sorting Sheet: Who is Making Smart Choices?"

#### **OTHER EVIDENCE**

- Classroom discussion during the Power Point to identify characteristics of being a good citizen
- Students write why they are a good citizen (i.e., "I am a good citizen because I follow the rules.)
- "I Can Label the Good Citizen" Worksheet

## **STAGE THREE**

### **LEARNING PLAN**

- Introduce the lesson using the "Good Citizenship" Power Point (includes 2 minutes video on how to be a good citizen).
- Complete a "What exactly makes a good Citizen?" WS (whole group)
- Complete "I Can Label the Good Citizen" WS

- **Teacher models citizenship as a whole class. Use the first 12 cards to model how to sort the pictures. When finished, students will independently sort the last 12 cards on construction paper.**