

# Englewood Public School District Social Studies

## Grade 1

### Third Marking Period

#### Unit 3 - Know Your Rights & Responsibilities As A Good Citizen

**Overview:** Students in the first grade social studies program continue to learn about American history and government by studying national symbols, holidays, and heroes. The students also learn that rules, rights, and laws help to guide people to live safely and be responsible active citizens

**Time Frame:** 30-40 Days

**Enduring Understandings:**

- *Analyze how citizens impact the community and government*
- *Describe how the government impacts our daily life*

**Essential Questions:**

- What is a symbol?
- What is a human right?
- What is the significance of American symbolism?
- What does it mean to be an American citizen?

Standards	Topics and Objectives	Activities	Resources	Assessments
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<p><b>6.1.4.A.1</b> 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.</p>	<p><b>Topics</b> Government Citizenship American Symbols <b>Objectives</b></p> <p>Students will apply the following skills and strategies:</p> <p>Acquire and apply vocabulary associated with citizenship, rights, and responsibilities.</p>	<p>“We Love Our Country”-Unit 3 (<i>A Child’s View</i>)- Students will watch the unit 3 video and preview key vocabulary. <b>(8.1.2.E.1, R4)</b></p> <p>Students will listen to and learn the lyrics to “America” they will work in cooperative groups to create an illustrated version of the song to be presented to the entire class. <b>(9.1.4.C.1)</b></p>	<p><i>A Child’s View</i>-Unit 3 “We Love Our Country”</p> <p><i>I Pledge Allegiance</i>, Bill Martin &amp; Michael Sampson</p> <p><i>The Flag We Love</i>, Pam Munoz Ryan</p> <p><i>The American Flag</i>, Llyod G. Douglas</p>	<p><b>Benchmark Assessment:</b></p> <ul style="list-style-type: none"> <li>Exact Path</li> </ul> <p><b>Formative Assessment:</b> Instructors confer with students to investigate their knowledge of citizenship, government and American symbols (anecdotal records &amp; observation).</p>
<p><b>6.3</b> Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p>	<p>Identify the symbols of our nation.</p> <p>Identify the fundamental values and principles of American democracy expressed in the Pledge of Allegiance, the Declaration of Independence, the United States Constitution and the Bill of Rights, and the first New Jersey Constitution.</p> <p>Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American flag, and the national anthem.</p> <p>Discuss knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.</p>	<p>Lesson 2“We Love Our Country”- Unit 3 (<i>A Child’s View</i>), After the presentation of lesson 2 students will read and recite the <i>Pledge of Allegiance</i> and complete review questions 1, 2, and 4 as a whole class and question 3 independently (<i>A Child’s View</i> and <i>I Pledge Allegiance</i>). <b>(CRP4)</b></p> <p>Following a whole class read-aloud of <i>The Flag We Love</i> and <i>The American Flag</i>, students will have a whole-class discussion about the symbolism of the American Flag (refer to page 117 of <i>A Child’s View</i>). <b>(SL.1.2)</b></p> <p>Provide a small American flag or a lifelike picture of one to cooperative groups of students. Within each small group, students describe the flag’s physical characteristics (e.g., its size, colors, shapes, design) as accurately as possible. Class discussion and sharing should</p>	<p><i>The Bald Eagle</i>, Judith Jango Cohen</p> <p><i>The White House</i>, Jill Braithwaite</p> <p><i>The Liberty Bell</i>, Tristan Boyer Binns</p> <p><i>The Statue Of Liberty</i>, Tristan Boyer Binns</p> <p><i>The Lincoln Memorial</i>, Kristin L. Nelson</p> <p><i>The Forth Of July Story</i>, Alice Dalgiesh</p> <p><i>Parade</i>, Donald Crews</p> <p><i>Flag Day</i>, Mir Tamim Ansary</p> <p><i>I Am Cooperative</i>, Sarah L. Schette</p> <p><i>I Am Responsible</i>, Sarah</p>	<p><b>Summative Assessment:</b></p> <p>Students will create their own flag representing themselves, their class, their family, club, or other group. Encourage students to use designs and colors that will signify characteristics of the person or group. Students will make a 3 to 5 minute presentation to the class, displaying his or her flag and explaining its significance.</p> <p><b>Alternative Assessment:</b> Individually or in cooperative groups, student(s) will create a chart stating what they are responsible for in school, home, and in the community</p>

	<p>Stating and discussing the pledge of allegiance &amp;/or loyalty to the United States of America.</p> <p>Explain the significance of Patriotism.</p> <p>Identify that people form governments in order to develop rules and laws to govern and protect themselves.</p> <p>Describe how people plan, organize, and make decisions for the common good.</p> <p>Differentiate between power and authority.</p> <p>Explain that a citizen is a legally recognized member of the United States with rights and responsibilities, such as voting in elections and serving on juries.</p> <p>Describe the significant characteristics of an effective citizen.</p> <p>Discuss ways to influence public policy.</p> <p>Discuss the significance of the 4<sup>th</sup> of July.</p>	<p>follow so that all groups have a chance to participate and understand the meaning of the American Flag: Stars for states, Bars for 13 original colonies, Colors and their significance: Red: blood, courage, sacrifice, zeal White: purity, cleanliness, peace, hope Blue: loyalty, freedom, justice, truth. <b>(SL.1.4, SL.1.5)</b></p> <p>Lesson 3-“We Love Our Country”- Unit 3 (<i>A Child’s View</i>), After the presentation of Lesson 3, students will create a whole class poster with several key American Symbols. <b>(SL.1.5)</b></p> <p>Following a whole class read-aloud of <i>The Liberty Bell, The Statue of Liberty, The Bald Eagle</i>, and <i>The Lincoln Memorial</i>, students will work in cooperative groups to create a mobile that shows some of our country’s symbols (p. 123a <i>A Child’s View</i>). <b>(CRP6)</b></p> <p>Lesson 4 ‘We Love Our Country’ Unit 3, <i>A Child’s View</i>: After the presentation of Lesson 4, students will work as a whole class to answer review questions 1, 2, and 4 (p 133a). <b>(SL.1.2)</b></p> <p>Following a whole-class read-aloud of <i>The Fourth of July Story, Parade, and Flag Day</i>,</p>	<p>L. Schette</p> <p><i>Responsibility</i>, Lucia Raatma</p> <p><i>Social Studies Excursions</i>, K-3 Book Three by Janet Alleman &amp; Jere Brophy</p> <p>Mrs. McConnell’s First Grade Cookie Election  <a href="https://youtu.be/qP3_VuMIsjU">https://youtu.be/qP3_VuMIsjU</a>  - </p>
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students will work collaboratively to make a chart about our country's national holidays (p. 133a *A Child's View*). **(9.1.4.C.1)**

Following a whole class read-aloud of *I Am Cooperative, I Am Responsible*, and *Responsibility*, students will discuss their responsibilities as students in school and as members of their family. **(SL.1.3)**

Following a presentation of Lesson 1: "What is a Community" (*Social Studies Excursions*), students will conduct a whole class discussion about their local communities.

Following a presentation of Lesson 2: "Community Services Provided by the Local Government" (*Social Studies Excursions*), students will create a whole-class list of all the services provided by their community. **(RL.1.2, SL.1.3)**

Following a presentation of Lesson 3: "The Local Government Makes Plans and Laws" (*Social Studies Excursions*), students will conduct a whole-class discussion about important school and community rules/laws. **(SL.1.3)**

Students will watch a brief video (Mrs. McConnell's First

Grade Cookie Election) and conduct a class election to determine which cookie will become the honorary class cookie. **(9.1.4.A.5)**

Following a presentation of Lesson 11: “People Solve Problems” (*Social Studies Excursions*), students will work collaboratively in small groups to determine one major issue that their local, state, and national government can resolve, each student group will create a poster with a picture of the issue and one idea how people can work together to solve the selected topic.

Students will work in cooperative groups to collect pictures of people who represent those of authority in the home, school, or community. They will cut them out and mount them on pieces of oak tag labeled with the role each individual plays in society (e.g., principal, teacher, mail carrier, doctor, mayor, babysitter, parent). Discuss each role to be sure that the students understand what the terms mean. Next, students label three shoeboxes with the words “Home,” “School,” and “Community” and then decorate them. They put the pictures of each person in the appropriate box to show where these individuals have positions of responsibility.

Students will work in four collaborative groups to plan a patriotic party, one group will select one American hero, another group will select an American Holiday, one group will identify one important symbol, and the last group will identify an important landmark, each group will create invitations and classroom decorations featuring their groups American symbol. (CRP6, 9.1.4.C.1)

**Enrichment Activity:**

Following a presentation of Lesson 8: “Governments Around the World” (*Social Studies Excursions*), students will conduct “Table Talks” focusing on one country described during the lesson and how it is similar or different from our government (Page 265 *Social Studies Excursion* Activity). (9.1.4.C.1, SL.1.3, SL.1.4)

**Holocaust:**

**Objectives:**

Students will be able to:

- articulate what a “good citizen” does.

**Be A Good Citizen Lesson Plan:**

<https://www.eupschools.org/page/1336>

*Good Citizen Sarah* by Virginia Kroll and Nancy Cote, Albert Whitman & Co. 2007

Holocaust (RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education)

<https://nj.gov/education/holocaust/curriculum/>

**Lesson:**

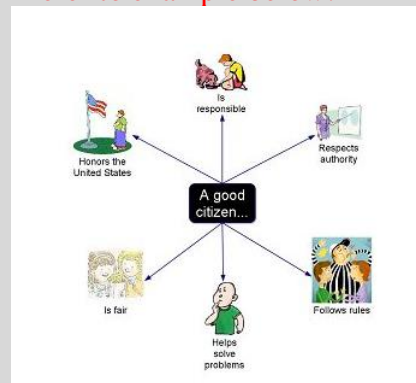
Teacher will elicit from students what they think a good citizen does. A chart will be created to display these characteristics. These characteristics then will become expectations for students


**Formative Assessment:**  
Discussion Prompts:

1. Why do we follow rules and respect authority?
2. How can citizens work together to solve issues?
3. What are some important symbols of our country and why are they important?

daily in the class to exhibit good  
classroom citizenship.

Refer to example below:





## Accommodations and Modifications:

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/).

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.



English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and create adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

		tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).	
<b>Career Ready Practices:</b> <b>CRP1:</b> Act as a responsible and contributing citizen and employee. <b>CRP4:</b> Communicate clearly and effectively and with reason. <b>CRP6:</b> Demonstrate creativity and innovation.			
<b>Integration of 21<sup>st</sup> Century Standards NJSL 9:</b> <b>9.2.4.A.4:</b> Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.			
<b>Integration of Technology Standards:</b> <b>8.1.2.E.1:</b> Use digital tools and online resources to explore a problem or issue.			
<b>Interdisciplinary Connections: ELA-NJSLS/ELA:</b>  <b>Anchor Standards:</b>  <b>NJSLSA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.  <b>Grade One:</b>  <b>RL.1.2:</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. <b>SL.1.2.</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media. <b>SL.1.3.</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <b>SL.1.4.</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <b>SL.1.5.</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.			