

### Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> 1
<b>Unit Title:</b> Citizenship in Our Community	<b>Trimester:</b> Trimester 1, 13-15 days

**Unit Summary:** This unit students examine how they can demonstrate citizenship in their school and other communities and why participation in their community is important. Students will identify different characteristics of effective rules and participate in the process of establishing rules in their classrooms. The summative performance assessment (GRASPSS) is a booklet that students create to showcase their understanding throughout the unit. Teachers are encouraged to use these booklets for Fall family/teacher conferences. Opportunities to integrate English Language Arts are included in this unit.

- Program Understandings or Big Ideas:**
- **I. CULTURE:** Students will understand that cultural expressions (e.g. customs, ideas, and practices across time and around the world) influence interactions among peoples, regions, and nations around the world.
  - **IV. INDIVIDUAL DEVELOPMENT AND IDENTITY:** Students will understand that individual and group identities are related to historical events and social contexts (e.g. conflict and change).
  - **VI. POWER, AUTHORITY, AND GOVERNANCE** Students will understand that structures of government gain and exert authority over people and resources in positive and negative ways.
  - **IX GLOBAL CONNECTIONS:** Students will understand the relation among nations, cultures, and global economies result in both interdependence and tensions.
  - **X. CIVIC IDEALS AND PRACTICES:** Students will understand that the role of a citizen in a country and in the world involves rights and responsibilities.

Link to →	<b><u>Stage 1</u></b>	<b><u>Stage 2</u></b>	<b><u>Stage 3</u></b>
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Stage 1: Desired Results	
<b>Established Goals/Standards</b>	Acquisition ⇔ Meaning Making ⇔ Transfer
<a href="#" style="color: white; text-decoration: underline;">MN Academic Standards in Social Studies:</a>	

**1.1.1.1.1** Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important. *For example:* Ways to participate--pick up trash in park, vote, help make class decisions.

**1.1.2.2.1** Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette and other demonstrations of patriotism.

**1.1.4.6.1** Identify the president of the United States; explain that voting determines who will be president.

**1.1.4.7.1** Identify characteristics of effective rules; participate in a process to establish rules. *For example:* Characteristics of effective

**Transfer**

*Students will be able to independently use their learning to...*  
describe ways people can be good citizens and actively participate in their community.

**Meaning Making**

**UNDERSTANDINGS**

*Student will understand that...*

*What specifically do you want students to understand? For 40 years (overarching from course framework), 4 years (about unit topic). What inferences should they make?*

**Overarching (Framework)**

1. there are cultural similarities and differences between themselves and others.
2. each person has a unique identity and can also be a member of many different groups.
3. institutions and groups create different rules or laws to meet their needs.
4. people resolve conflicts and cooperate to improve their lives.
5. citizens have the responsibility to improve their community by being an active participant.

**Topical (Unit)**

1. there are similarities and differences between the cultures of our communities.
2. people have different roles in their communities.
3. community leaders make laws or rules for different reasons.
4. Effective rules help people work together in a community.

**ESSENTIAL QUESTIONS**

*Students will keep considering:*

*For 40 years (overarching from course framework), 4 years (about unit topic). What thought-provoking questions will foster inquiry, meaning-making and transfer?*

**Overarching (Framework)**

1. How am I the same or different from other people?
2. What is culture?
3. What groups am I a part of?
4. Who makes the laws or rules and why are some different than others?
5. How can I work with others to resolve conflicts?
6. What is a good citizen?

**Topical (Unit)**

1. What role do I play in my community and how is it the same or different from another person's role?
2. What is the culture of the groups I am a part of?
3. What does it mean to be a good citizen?
4. How do leaders and people in a group decide what rules to make?
5. What makes a rule effective?
6. How do people show patriotism?

rules--fair, understandable, enforceable, connected to goals.

- 5. citizens vote to choose ways to improve their community and to choose their leaders
- 6. citizens can show their patriotism in many ways.

### Acquisition

***Students will know...***

*What facts and basic concepts should students know and be able to recall?*

Rules:

- leaders or groups of people may make different rules in different settings
- characteristics of effective rules

Citizenship:

- different ways good citizens help their communities
- it is important to participate in my community
- basic examples of flag etiquette and demonstration of patriotism (volunteering, voting, honoring veterans, working together to take care of the community.)
- communities have customs, ideas and practices that make up their culture

Pledge of Allegiance

- why and when the Pledge of Allegiance is recited

President

***Students will be able to...***

*What discrete skills and processes should students be able to use*

Rules:

- identify different characteristics of effective rules (for example fair, understandable, enforceable and connected to goals).
- participate in the process to establish rules.

Citizenship:

- demonstrate ways good citizens can help their community through participation.
- explain why participation “pick-up trash, vote and help make decisions in a class” in a community is important.
- provide examples of patriotism (volunteering, voting, honoring veterans, working together to take care of the community.)
- identify the customs, ideas and practices of the communities to which they belong.

Pledge of Allegiance

- explain why and when the Pledge of Allegiance is recited.

- the current president of the United States of America

Voting:

- that voting determines who becomes the president of the United States

***Essential Vocabulary:***

- characteristics
- effective
- not effective rules
- characteristics of effective rules
  - fair
  - enforceable
  - understandable
  - connected to goals
- similarities
- differences
- culture
- community
- citizen
- civic life
- participation
- patriotism
- leader
- flag etiquette
- pledge
- vote
- ballot
- president

*To view all vocabulary words for grade 1 social studies, see [“Grade 1 Social Studies Vocabulary”](#) (pink document in front of binder.)*

President

- identify the president of the United States

Voting:

- explain that voting determines who will be president

To access the "Grade 1 Social Studies Vocabulary Cards," google link here [Link to Vocabulary Cards](#)

**Common misunderstanding(s):**

- Rules (laws) cannot change.
- If I like a rule it's a good rule, if I don't like a rule it's not a good rule
- Only adults make rules.
- I can only be part of one group (my family).
- Everyone is like me.
- Culture is only the food people eat or clothes people wear.
- Fair and equal are the same
- The American Flag is the only one there is