

## Anoka Hennepin K-12 Curriculum Unit Plan

<b>Department:</b> Social Studies	<b>Grade Level:</b> Grade 2
<b>Unit Title:</b> Citizenship: Rules, Rights and Responsibilities	<b>Trimester:</b> 12-14 days (Trimester 1)

**Unit Summary:** This unit examines how rules, rights and responsibilities support communities. Students will learn that different communities create different sets of rules depending on their needs. Students will explain the importance of constitutions. Students will demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important. Opportunities to integrate English Language Arts are included in this unit. Formative assessments are located throughout the unit. Summative Assessment: It's the beginning of the school year and the class is learning about their rights, rules and responsibilities in your new classroom. Students are getting to know each other. Students will create a book that helps them learn about rules, rights and responsibilities at home and school. They will compare and contrast the rules, rights and responsibilities. They will share this book with family and with classmates.

### Program Understandings or Big Ideas:

- **IV: INDIVIDUAL DEVELOPMENT AND IDENTITY:** Students will understand that individual and group identity is 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.
- **X: CIVIC IDEALS AND PRACTICES:** Students will understand that the role of a citizen in the country and in the world involves rights and responsibilities.

Link to →	<a href="#" style="color: white; text-decoration: none;"><u>Stage 1</u></a>	<a href="#" style="color: white; text-decoration: none;"><u>Stage 2</u></a>	<a href="#" style="color: white; text-decoration: none;"><u>Stage 3</u></a>
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### Stage 1: Desired Results

<b>Established Goals/Standards</b>	Acquisition ⇔ Meaning Making ⇔ Transfer
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MN Academic Standards in Social Studies:

**MN State Standards:  
Citizenship and Government**

**2.1.1.1.1** Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.

**2.1.2.2.1** Explain the importance of constitutions.

*For example:* Examples of constitutions— a classroom constitution, club charter, the United States Constitution.

**2.1.4.7.1** Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.

*For example:* Rules at school—follow the leader, put jackets in one's cubby. Rights at school—be treated with respect by teacher and other students, speak when called on, participate in activities. Responsibilities at school—follow school rules, listen to teachers and adults, treat other students with respect. Rights at home—be safe, fed, clothed, warm.

**Transfer**

*Students will be able to independently use their learning to...*

compare and contrast rules, rights and responsibilities at home and school and give reasons of why we obey rules or laws.

**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. individual behavior and group membership are interrelated.
2. rules and laws are created to support a community.
3. citizens in a community have rights and responsibilities.

**Topical (Unit)**

1. when people follow the rules, everyone in the group can be successful.
2. rules/laws are important to a group.
3. citizens have rights and responsibilities.
4. a constitution is a plan about how a group will work together.
5. different places have different rules that citizens follow.
6. voting is a way for citizens to participate in government.

**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 do I make a difference in my group?
2. Why are rules and laws created?
3. Who makes the rules/laws?
4. What is a responsible citizen?

**Topical (Unit)**

1. Which laws or rules do I need to follow in my community?
2. What rights do I have in my community?
3. How can I be a responsible citizen in my community?
4. Why do different places have different rules?
5. Why are constitutions important?
6. Why is voting important?

Responsibilities at home—listen to parents or guardians, treat family members with respect, help when asked.



**Acquisition**

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

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

- when people follow the rules, everyone in the group can be successful.
- examples of citizens’ rights.
- the rights and responsibilities of citizens in our community.
- a constitution is a plan about how we can work together.
- voting is a way for citizens to participate in government.
- there are similarities and differences between rules, rights, and responsibilities.

***Essential Vocabulary:***

- law
- rules
- rights
- responsibilities
- constitution
- voting
- citizen
- common good

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

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

**Rules, Rights and Responsibilities**

- explain what is a right, a rule, and a responsibility
- explain why citizens should carry out their responsibilities.
- compare and contrast rules, rights and responsibilities at home and school.
- explain why constitutions, rules or laws are important to a group.

**Voting Skills**

- identify rules that keep a voting process fair
- explain why voting is important.
- demonstrate voting skills

**Constitution**

- explain the importance of the constitution

To view all vocabulary words for grade 2 social studies, see [“Grade 2 Social Studies Vocabulary”](#) (pink document in front of binder.)

To access the “Grade 2 Social Studies Vocabulary Cards,” google link here [Link to Vocabulary Cards](#)

**Common misunderstanding(s):**

- I don’t have to follow rules.
- Rules and laws are only for adults.
- I don’t have any responsibilities.
- If I do something, it doesn’t affect anyone else.
- Rules are the same everywhere.
- There is only one constitution.