

**Stratford Public Schools Social Studies Curriculum
Grade 1 – Unit 2**

Unit Name: Rules in the Classroom		Est. # of Weeks: Approximately 3-4 weeks	
Synopsis: This unit will cover the importance of having rules, creating classroom rules, and citizenship.			
STUDENT LEARNING GOALS			
<p>Content-Specific Powered Standards <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</u> 1.7 – Explain the purpose, structures and functions of government and law at the local, state, national and international levels. 1.8 – Describe the interactions between citizens and their government in the making and implementation of laws. 1.9 – Understand the rights and responsibilities of citizens. 1.13 Understand the characteristics of and interactions among culture, social systems and institutions. <u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information</u> 2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation. <u>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</u> 3.3 - Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.</p>		<p>Interdisciplinary Standards (as appropriate)</p>	
		<p>Key Vocabulary</p> <p>Rules, laws, citizenship, rights, responsibilities, friend</p>	
<p>Enduring Understandings</p> <p>We have rules to keep us safe.</p> <p>Good citizens follow rules and treat others fairly.</p>		<p>Essential Questions</p> <p>Why do we have rules?</p> <p>What makes a good classroom rule?</p> <p>How do good citizens treat others?</p>	

Learning Objectives / Grade Level Expectations

Students will:

- Explain how rules and laws help to establish order and ensure safety.
- Help create and justify classroom rules.
- Give examples of an individual's responsibilities as a citizen in the school.
- Describe examples of models of good citizenship (e.g., student of the week, historical examples).
- Analyze the need for interpersonal relationships (e.g., describe best friend, why that friend is important).
- Analyze how one's actions affect others.
- Describe how to interact appropriately in a social group.
- Participate in classroom discussions.
- Identify contemporary issues and analyze one's responsibility for resolving them (e.g., recycling, nutrition, safety).

ASSESSMENT PLAN

Summative Assessment(s)

Students choose one classroom rule that they think is most important and make a poster about it.

Formative and Diagnostic Assessment(s)

KWL Chart
Informal Teacher Observations
Participation in discussions/activities