

**Stratford Public Schools
Social Studies Curriculum,
Written By: Heather Ruden
Grade Level 2**

**Unit Name: Civics, Government, and Human Rights
BOE Approved August, 2022**

<p>Content Statements and Rationale:</p> <p>The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.</p> <p>Students on this level are ready to learn about their local government's rules, responsibilities, and services. This builds their understanding of how citizens, civic ideals, and government institutions balance the needs of the individual and the common good.</p>	<p>NJSLS:</p> <p>6.1.2.CivicsPI.1 - 6 6.1.2.CivicsPD.1 - 2 6.1.2CivicsDP.2 6.1.2CivicsPR.1 - 4 6.1.2.CivicsCM.1,3</p>
<p>Unit Essential Questions:</p> <p>What are the roles and responsibilities of local government leaders?</p> <p>How do local governments meet the needs and ensure the safety of community members?</p> <p>How do individuals work with local governments to make rules?</p> <p>Why are rules and laws necessary?</p> <p>What makes a good law?</p> <p>What do good citizens do?</p> <p>What are some characteristics of a good citizen?</p>	<p>Unit Enduring Understandings:</p> <p>Local governments make and enforce laws and manage services and activities.</p> <p>Local governments make local laws, provide essential services, and take care of public property</p> <p>People vote for community leaders and ask their leaders for help when needed.</p> <p>Rules and laws protect people's rights and the security and welfare of society.</p> <p>Good laws are fair, consistent, and respectful of individual rights.</p> <p>Good citizens make their country and community a better place.</p> <p>Good citizens are open-minded, fair, compassionate, respectful, and persistent.</p>

<p>Benchmarks and Assessments:</p> <p>Formative: Quick Checks Lesson Follow-Ups (Drawing, Writing, Q&A) Making Connections (Drawing, Writing, Q&A) Topical Projects Guided Reading Role Playing</p> <p>Summative: Vocabulary Definitions Rubric Based Tasks</p>	<p>Unit Student Learning and Activities Overview AA</p> <p>Engagement during small group discussions, independent work, and collaborative activities.</p>
<p>Demonstrate how people ask for help with community issues.</p> <p>Identify a community problem and propose a community solution.</p> <p>Identify specific actions or attitudes that make someone a good citizen.</p> <p>Recognize examples of good citizenship in others.</p> <p>Practice being a good citizen</p>	<p>Capacity to answer both targeted and open-ended questions.</p> <p>Capacity to present information to others through written work, presentations, and oral reports.</p> <p>Capacity to locate and use information in order to answer the essential questions.</p>
<p>Key Terms (Essential Vocabulary):</p> <p>community government vote rules laws citizen citizenship</p>	
<p>Resources:</p> <p>stratfordnj.org Scholastic News Leveled trade books/ informational text/ library books Internet sites Audio Cds</p>	

Suggested Activities for Inclusion in Lesson Planning & Interdisciplinary Connections:

- Read about community leaders and classify the types of actions they can take. (English Language Arts) ○ Explore ways to ask community leaders for help. Have students write a mock letter or prepare an oral presentation asking a community leader for help. (English Language Arts)
- Using either the classroom, school, or town as a sample community, have the students brainstorm rules that they would like to see made or changed. (English Language Arts)
- Have students identify examples of good and bad laws. Identify what makes laws good or bad (fairness, consistency, respectful of human rights) (English Language Arts)
- Determine an issue the class can vote on and have candidates declare their position. (English Language Arts) ○ Have the students respectfully debate a proposed rule change by asking questions, considering facts, listening to others ideas, and sharing opinions. (English Language Arts)
- Introduce the elections process, conduct an election, and tabulate the votes. (Mathematics)
- Discover and read about what good citizens do (English Language Arts)
- Identify ways children can be good citizens.(English Language Arts)
- Decide if specific actions are those of a good citizen. (English Language Arts)
- Act out or write a story about being a good citizen. (Fine and Performing Arts)

Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):

Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.

ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.

Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars

Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar

Suggested Timeline:

4 weeks