

**Unit Topic:** \_\_\_\_Citizenship\_\_\_\_ **Grade level:** \_\_\_\_2\_\_\_\_

**Stage 1 – Desired Results**

**Content Standard/Established Goals(s):**

SS10 Civic Ideals and Practices: Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.

**Understanding(s)**

*Students will understand that...*

- A citizen is a member of a community who is afforded certain rights and who therefore has a responsibility to that community
- With freedom (rights) comes responsibility
- Advocacy means being well-informed and standing up for what you believe in

**Essential Question(s):**

- What is a citizen?
- What is the relationship between your rights and your responsibilities as a citizen?
- What does it mean to advocate?

**Student objectives (outcomes):**

*Students will know...*

- Key vocabulary about citizenship
- Basic rights of US citizens: freedom of speech, right to vote, freedom of religion, "life, liberty, and the pursuit of happiness"
- Basic responsibilities of US citizens to exercise rights for the benefit/improvement of community: obey laws; advocacy/standing up for what you believe in; getting along with others/problem-solving; keeping community beautiful/conserving resources
- Why/How advocacy is one way of exercising your rights in a way that is responsible to your community

*Students will be able to...*

- Recognize, define, and use citizenship vocabulary in context
- Identify and explain basic rights of US citizens
- Identify and explain basic responsibilities of US citizens
- Identify and explain the meaning of the word advocacy

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*Students will know...*

- Key vocabulary about citizenship
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- Why/How advocacy is one way of exercising your rights in a way that is responsible to your community

*Students will be able to...*

- Recognize, define, and use citizenship vocabulary in context
- Identify and explain basic rights of US citizens
- Identify and explain basic responsibilities of US citizens
- Identify and explain the meaning of the word advocacy
- Apply knowledge of rights/responsibilities of US citizens to discussions of character traits and how characters change over time (with read-alouds)
- Identify instances of cause/effect, problem/solution in read-alouds as they relate to citizenship character traits/character development

**Stage 2 – Assessment Evidence**

**Performance Task(s):**

- Apply knowledge of basic rights of US citizens to create class Bill of Rights
- Apply knowledge of basic responsibilities of US citizens to create class Quilt of Responsibility
- Integrate and apply knowledge of rights/responsibilities of citizens with knowledge of advocacy to compose a persuasive writing piece about an issue in their community

**Other Evidence:**

- Oral/written response to class discussions about characters in read-alouds and whether or not they are being good citizens/how they are developing over time
- Evaluation of life with no rules/laws as compared to life with rules/laws
- Evaluation of life with no personal responsibility to others to life with personal responsibility to others
- T-Chart listing two sides of an argument about an issue in their community

**Stage 3 – Learning Plan**

**Learning Activities:**