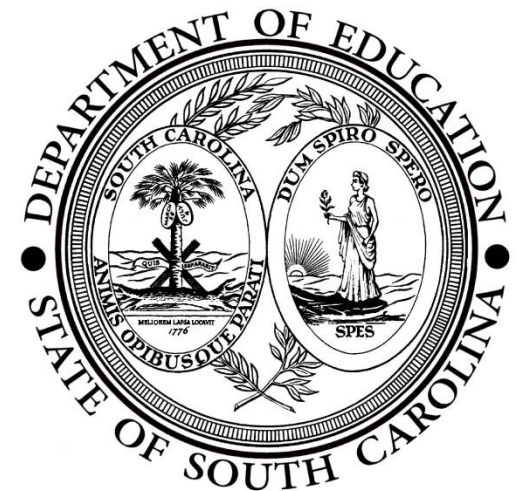


Grade 1 Citizenship

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
January 2017



Grade/Course Level: Title of Unit

This lesson plan focuses on foundations of Social Studies: Families; Standard 1-3. The goal is for students to understand how to be a responsible citizen. The unit incorporates the life and career characteristics of interpersonal skills, world class skills, collaboration and team work, communication, information, media and technology which are all components of the Profile of the South Carolina graduate. This lesson plan was designed to be two 30 minute class periods.

Standard(s) and/or Indicator(s)**Targeted:**

Standard 1-3: The student will demonstrate an understanding of the principles of American democracy and the role of citizens in upholding those principles.

Indicator 1-3.1: Describe the fundamental principles of American democracy, including respect for the rights, opinions, and property of others; fair treatment for all; and respect for the rules by which we live.

Embedded:

Writing Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Indicator 2-1: Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.

“I Can” Statements

“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).

- *Day 1: I can describe two ways I can be a responsible citizen. (1-3.1)*
- *Day 2: I can describe two ways I can be a responsible citizen. (1-3.1)*

Essential Question(s)

These are **suggested** essential questions that will help guide student inquiry.

- What is a responsible citizen?
- What does a responsible citizen look like (characteristics)?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- rights
- responsibilities
- equality (fairness)
- citizen
- characteristics
- respect

Prior Knowledge

Students were taught about community helpers and how they participate effectively in civic life, by acting responsibly with the interest of the larger community.

Subsequent Knowledge

Students will build on this knowledge in subsequent grade levels. In second grade students will begin to learn about the basic functions of government through enforcing laws, protecting citizens, collecting taxes, and recognizing those in power of enforcing laws.

Potential Instructional Strategies

Day 1 Learning Target: I can describe two ways to be a responsible citizen. (1-3.1)

Vocabulary: The teacher will introduce new vocabulary (citizen/citizenship, equality (fairness), rights, and responsibilities).

Video Clip: Students will view a short video about being a responsible citizen. An example of a video on being a responsible citizen is from BrainPop: <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/preview.weml>

Turn and Talk: Students will turn and talk and name one characteristic of being a responsible citizen. Teacher will randomly choose students to share their partner's answer.

Independent Practice: The students will complete a bubble map of ways they can be a responsible citizen. The bubble map will serve as an exit ticket to check for understanding of citizenship. An example of a bubble map can be found <http://www.nhcs.k12.nc.us/parsley/curriculum/ThinkingMaps.html#BM>

Day 2 Learning Target: I can describe two ways to be a responsible citizen. (1-3.1)

Review: As a class, we will review bubble maps from previous lesson about being a responsible citizen.

Read Aloud: The teacher will read a children's book explaining citizenship. After reading the story, students will write characteristics of a good citizen on sticky notes. Students will post their sticky notes on chart paper describing characteristics of a responsible citizen. The class will share their sticky notes and have discussion about their ideas. An example is *Martin's Big Words: The Life of Dr. Martin Luther King, Jr.* by Doreen Rappaport.

Assessment: The students will complete a handout circling a picture of a good citizen and writing two ways you can be a responsible citizen. Pictures could include a person picking up trash, getting a speeding ticket from a police officer and running with a bag of money.

Potential Assessment Tasks

Day 1: *Responsible Citizen Bubble Map (1-3.1)*

Day 2: *Characteristics of a Responsible Citizen handout (1-3.1)*

Resources

AT&T South Carolina. (2017). *South Carolina African-American history calendar: Remembering the Emanuel 9 and the survivors*. [PDF document]. Retrieved from <http://scafricanamerican.com/download/>.

Rappaport, D. (2007). *Martin's big words: The life of Dr. Martin Luther King, Jr.* New York: Hyperion Book CH.

Rights and Responsibilities. (n.d.). Retrieved November 16, 2016, from <https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/preview.weml>.

South Carolina Department of Education. (2015). *Profile of the South Carolina graduate*. [PDF document]. Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

South Carolina Department of Education. (2011). *South Carolina social studies academic standards*. [PDF document]. Retrieved from <http://ed.sc.gov/scdoe/assets/file/agency/ccr/StandardsLearning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>.

South Carolina Department of Education (2012). *Support documents for first grade social studies*. [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf> .

Walter L. Parsley Elementary School. (2015). *Thinking maps*. Retrieved from <http://www.nhcs.k12.nc.us/parsley/curriculum/ThinkingMaps.html#BM>.