

# Unit Map 2011-2012

Lincoln School Department

**Collaboration / Social Studies 1\* (CG) / Grade 1 (Curriculum Guides)**

Friday, November 18, 2011, 11:59AM

**Unit: Getting along in a Community (Week 1, 10 Weeks)**

## Stage 1: Desired Results

### Established Goals

#### **GSE: Civics and Government/RI History, Grades K-2, Civics & Government**

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals. C&G 1 (K-2) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...

- a. identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules
- b. evaluating the rules in different settings (e.g., Is this a good rule and why/why not?)

C&G 1 (K-2) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...

- a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good

C&G 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...

- c. identifying individual roles in a group and acting as a productive member of a group

C&G 3 (K-2) –2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and

responsibilities by...

- a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)
- c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively

C&G 4 (K-2) –3 Students participate in a civil society by ...

- a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.)

C&G 5 (K-2)-3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...

- a. listing the pros and cons of personal decisions (e.g., littering, recycling)

### Enduring Understandings

- Being a respectful, responsible member of a community helps to foster an individual to become a contributing member of society.
- An awareness of differences between power and authority (ie. bullying).

### Essential Questions

- How do we build a respectful environment?
- Why do we need rules and laws?
- What makes a good rule?

### Content Knowledge

- Definition of what a rule is.
- Importance of rules.
- Develop an awareness and understanding of the concepts

### Skills

Students will:

- Identify what a rule is
- Identify the significance

and importance of: honesty, responsibility, respect, tolerance and consideration.

of having rules in various environments.

- Demonstrate the ability to follow the rules of the classroom.
- Demonstrate the ability to show honesty, responsibility, respect, tolerance and consideration towards family, peers and authority figures.

## Stage 2: Assessment Evidence

### Assessment (New)

### Assessment

- Students will orally explain the importance of a rule.
- Students will role-play conflict resolution and problem-solving strategies as outlined in the PBIS expectations.
- Students will engage in a role-playing game to identify the concept portrayed in the scenario (honesty, responsibility, respect, tolerance or consideration).
- Students will participate in classroom voting and accurately read the results to determine the outcome in choosing class

- reward for PBIS program.
- Given a choice of the aforementioned concepts, students will choose one to illustrate and explain orally.
- Students will create a poster depicting an example and non-example of the aforementioned concepts.

**Stage 3: Learning Plan**

**Learning Activities**

- Read and discuss books on rules, concepts of character education and feelings.
- Develop a post classroom rules.
- Discuss and explain all school rules.
- Compare and contrast rules in different contexts (ie. home, various school areas and the community).
- Evaluate the consequences of rule breaking.
- Matching feelings with pictures.
- Venn diagram comparing and contrasting authority versus bullying.
- Partners work to identify a good rules versus a bad rule.

**Resources**

Books:

Character Education By Lucia Raatma. Bridgestone Books.

- Honesty
- Responsibility
- Respect
- Tolerance
- Consideration

Oliver Button is a Sissy By Kevin Henkes

Chrysanthamum By " "

Recess Queen

Getting Along in a School

Rules

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>▪ Poems/ choral reading-<br/>"Make New Friends"</li><li>▪ PBIS Matrix, rewards tally<br/>chart, classroom rules<br/>poster</li></ul> |
|  |  |

[<< Previous Year](#)

Last Updated: Wednesday, September 8, 2010, 10:01AM

Atlas Version 7.2.5

© Rubicon International 2011. All rights reserved