

<p>Essential Understandings</p>	<ul style="list-style-type: none"> ▪ Citizens build community when they address public problems individually and collaboratively and when they maintain, strengthen, and improve communities and societies.
<p>Essential Questions</p>	<ul style="list-style-type: none"> ▪ How do we make our community work? (K) ▪ How can individual citizens affect a community? (K,1) ▪ How are the communities (home, school, town, neighborhood, etc.) to which you belong similar and different? (1,2) ▪ How can we address community problems for the common good? (2)
<p>Essential Knowledge</p>	<ul style="list-style-type: none"> ▪ Communities are made of diverse individuals or groups, often as a result of common geographic locations, common background, shared interests, and or mutual needs. ▪ Rules and expectations help members of communities to live safely, work together and resolve conflict. ▪ Citizens can be members of small and large communities that change over time. ▪ Citizens have a responsibility to contribute to their community and to follow school and classroom rules, thereby changing them for the better. ▪ Communities are strengthened when diverse individual members contribute and are respected. ▪ Students (citizens) have the right to learn in a safe classroom community. ▪ Resolving conflicts in a healthy, cooperative manner improves a community.
<p>Vocabulary/Content</p>	<p><u>Terms</u>: assertive, citizen, common good, community, compassion, conflict, culture, diversity, expectations, kindness, needs, respect, resolution, responsibilities, rights, rules, safety, contribute, member, change, national holidays, history, traditions, George Washington, Martin Luther King, Abraham Lincoln, equality, fairness, vote, collaborate, society, opinion, decisions</p>
<p>Essential Skills</p>	<ul style="list-style-type: none"> ▪ Apply respect and responsibility when participating in school settings. ▪ Demonstrate classroom community through participation in shared traditions and/or routines. ▪ Identify the need for and create rules in various settings inside and outside of school. ▪ Explain how people with different opinions can work together to make decisions in a community. ▪ Explain how diversity is beneficial to a community. ▪ Describe how communities work to accomplish common tasks and establish responsibilities. ▪ Describe democratic principles (i.e. equality, fairness & respect.)

<p>Related Maine Learning Results</p>	<p>Social Studies</p> <p>A. 1 Students identify and investigate research questions related to social studies by locating, organizing, and sharing information.</p> <p>A1a. Identify questions related to social studies.</p> <p>A1b. Follow an established procedure for locating sources appropriate to reading level.</p> <p>A1d. Organize findings.</p> <p>A1e. Share information gathered using oral and visual examples.</p> <p>A. 2 Students make individual and collaborative decision on matters related to social studies using research and discussion</p> <p>A.2a. Share ideas and listen to the ideas of others to reach individual and collaborative decisions and make plans.</p> <p>A.2b. Make a real or simulated decision related to the classroom, school, or beyond by applying appropriate and relevant social studies skills, including research skills, and relevant information.</p> <p>A3 Students select, plan, and participate in a civic action or service-learning project based on a classroom or school asset or need, and describe the project’s potential civic contribution.</p> <p>B.1 Students understand key ideas and processes that characterize democratic government in the community and the United States.</p> <p>B.1a. Describe and provide examples of democratic ideals.</p> <p>B.1b. Recognize symbols, monuments, celebrations, and leaders of local, State, and national government.</p> <p>B.1c. Identify community workers and volunteers and the roles they play in promoting the common good.</p> <p>B.2 Students understand the concepts of rights, duties, and responsibilities and participation.</p> <p>B.2a. Describe classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p>B.2b. Explain the purpose of school/classroom rules and laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict</p> <p>B.3.Students understand civic aspects of classroom traditions decisions, and the traditions of various cultures, including Maine Native Americans</p> <p>B.3a. Identify and compare similar and differing interests and opinions students have related to classroom traditions and decisions.</p> <p>E.1 Students understand the nature of history as well as key foundation ideas.</p> <p>E.1 b. Identify a few key figures and events from personal history, and the history of the community, Maine, and the United States, especially those associated with historically-based traditions</p> <p>E.1d. Apply terms such as “after” and “before” in sequencing events.</p>
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	<p>E.2 Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans</p> <p>E.2a. Explain how individuals, families, and communities share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.</p>
<p>Related Social Studies Practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Chronological reasoning and causation <input checked="" type="checkbox"/> Comparison and contextualization <input type="checkbox"/> Geographic reasoning <input checked="" type="checkbox"/> Gathering, using and interpreting evidence <input checked="" type="checkbox"/> The role of the individual in social and political participation
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Collaborate to create a set of classroom procedures, rules, & expectations ▪ Discuss how historical figures changed their communities for the better. ▪ Assign class jobs to members of the classroom ▪ Read, discuss and respond to literature related to community and citizenship ▪ Draw, write or design examples of responsible citizenship ▪ Create classroom culture through shared songs, chants, & stories, ▪ Listen to local Brunswick community members explain their roles and responsibilities ▪ Recite the pledge of allegiance and discuss related vocabulary ▪ Role play or address genuine problems that occur within the community, developing possible solutions ▪ Compile a set of personally significant objects from home that are used to demonstrate each students' individuality as well as diversity within the classroom community ▪ Use a Venn diagram or anchor chart to compare two communities ▪ Design a graphic representation of the communities to which students belong (i.e. concentric circles from family to world) ▪ Develop a class project that allows students to support a community charity/project
<p>Sample Classroom Assessments</p>	<ul style="list-style-type: none"> ▪ Complete a drawing or writing piece that demonstrates responsible citizenship. ▪ Demonstrate good citizenship by following procedures, rules and expectations. ▪ Lead the class in a routine activity or procedure. ▪ Repeat/rephrase opinions or ideas shared by a peer to demonstrate respect.
<p>Sample Resources</p>	<p><u>Social Skills Curriculum</u></p> <ul style="list-style-type: none"> ▪ <i>Responsive Classroom</i> (Teacher strategies for building classroom community.) ▪ Second Step Materials ▪ <i>Time For Kids</i> (August/September editions contain discussion

	<p>of classroom roles)</p> <ul style="list-style-type: none"> ▪ <u>Scholastic Magazines</u> (August/September editions) http://www.onlinedigitalpubs.com/publication/?i=42307 <p><u>Community and Citizenship Picture book stories (Grade K)</u></p> <ul style="list-style-type: none"> ▪ <i>Albert the Fix-It Man</i> by Janet Lord (Neighbors bring lunch to sick Albert who normally is fixing everything for them.) ▪ <i>Chinatown</i> by William Low (A brief look at a busy neighborhood.) ▪ <i>Mama, I'll Give You the World</i> by Roni Schotter (A little girl with help from the neighborhood gives her mother a surprise party.) <p><u>Community and Citizenship Informational/nonfiction (Grade K)</u></p> <ul style="list-style-type: none"> ▪ <i>Look Where We Live! A First Book of Community Building</i> by Scot Ritchie (Gas stations, community clean up, community workers, sports teams, and others all make a community.) ▪ <i>Be My Neighbor</i> by Maya Ajmera (Photos from around the world show what makes up a neighborhood.) <p><u>Community and Citizenship Picture book stories (Grade 1/2)</u></p> <ul style="list-style-type: none"> ▪ <i>Grandpa's Corner Store</i> by Dyanne Dislvo-Ryan (A community rallies around a small local store.) ▪ <i>The Castle on Viola Street</i> by Dyanne Disalvo-Ryan (Neighbors volunteer help re-build a home.) ▪ <i>Otto Runs for President</i> by Rosemary Wells (Do students vote for the most popular? Prettiest?) ▪ <i>Goin' Somewhere Special</i> by Patricia c. McKissack (Girl growing up in 1950s segregated South finds welcome in a public library.) ▪ <i>Miss Rumphius</i> by Barbara Cooney (After traveling the world, Miss Rumphius makes her village more beautiful.) ▪ <i>Wagon Wheels</i> by Barbara Brenner (Three young brothers in 1878 travel to Kansas with help from Osage Indians and others.) ▪ Cheri J. Meiners series ▪ <i>The Golden Rule</i> by Irene Cooper ▪ <i>Yoko's World of Kindness: Golden Rules for a Happy Classroom</i> by Rosemary Wells ▪ <i>How to Be a Friend</i> by Marc Brown <p><u>Community and Citizenship Nonfiction informational (Grade 1/2)</u></p> <ul style="list-style-type: none"> ▪ <i>Vote!</i> By Eileen Christelow (Lots of speech bubbles add to the appeal of this book.) ▪ <i>Of Thee I Sing: A Letter to My Daughters</i> by Barack Obama (Brief discussion of famous Americans)
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	<p><u>Community and Citizenship Poetry (Grade 1/2)</u></p> <ul style="list-style-type: none">▪ <i>I Pledge Allegiance</i> by Bill Martin▪ <i>I am America</i> by Charles R. Smith (Simple poetic text with photos of diverse children)▪ <i>All the World</i> by Liz Scanlon (A small community enjoys a day of ordinary joys.)
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