

Grade 2 Unit 1 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

2.3.1. Explain the development and consequences of school and classroom rules.

Concepts:

- development
- consequences
- school rules
- classroom rules

Skills:

- explain (the development and consequences of rules)

Big Ideas:

- Rules keep us safe while we are in or around the school or the classroom.
- Consequences go hand in hand with rules and can be both positive and negative.
- Rules and consequences help us become better citizens.

Essential Questions:

- Why are school and classroom rules necessary?
- How do school rules and classroom rules keep us safe?
- Do school and classroom rules apply in our life at home? Why and why not?
- How does following the rules help us to become responsible citizens?
- What happens to society if no one follows the rules?

Engaging Scenario:

You are the principal of a new elementary school. Before the kids come to school, you need to create a set of rules that all of the kids will follow in order to keep your school building safe. Before you can make the rules, you have to visualize how you want and do not want your school building to look and feel. Then, based on the things that you want and do not want, you will have to create a list of ten basic rules that you want your school to follow. Be sure to include the consequences for following and for breaking the rules! How will you convince the new students to accept and follow your rules? After you make your school rules, you will have to decide on how teachers can use your rules in their classrooms. Create a list of five different classroom rules that the kids will have to follow while they are in class. How and why are the classroom rules different from the school rules?

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
<p>Students read, <i>Dawdle Duckling</i> by Toni Buzzeo as a read aloud. Following the story, students discuss the following questions and apply the books lesson to their school lives:</p> <ul style="list-style-type: none"> • What rule was Mama Duck trying to get Dawdle Duck to follow? • Did Dawdle Duck obey or disobey the rules? How do you know this? • What were the consequences of Dawdle Duck’s behavior? • Were the consequences he received positive or negative? How do you know this? • Why does Mama Duck have rules? • What would have happened if she didn’t have rules? <p>Based on the lesson that we learned from Dawdle Duck’s close call, why do you think that it is important for us to have rules at school and in the classroom?</p>	<p>read (knowledge) LOT</p> <p>discuss (comprehension) LOT</p> <p>apply (application) LOT</p>	<p>Students are attentive and engaged during read aloud time. Students participate in the class discussion in a manner that shows respect for their teacher and classmates.</p>
<p>Following the reading of <i>Dawdle Duckling</i>, students identify the following vocabulary words: rules, consequences. Students then brainstorm what a school and classroom without rules would look like. Students then reflect on the following writing prompt based upon their brainstorm list: How would being in a school and classroom without rules make you feel?</p>	<p>brainstorm (knowledge) LOT</p> <p>reflect (synthesis) HOT</p>	<p>As a whole group, students brainstorm a list of at least ten characteristics of a school without rules and at least ten characteristics of a classroom without rules. Each student composes his or her own journal reflection. Students use a mixture of correct and invented spelling to communicate their feelings in at least two sentences.</p>
<p>Students brainstorm what a school and classroom would look like with rules in them. Students then reflect on the following writing prompt: How would being in a school and classroom with rules make you feel? How is this different from how you would feel if there were no rules?</p>	<p>brainstorm (knowledge) LOT</p> <p>reflect & compare (synthesis) HOT</p>	<p>As a whole group, students brainstorm a list of at least ten characteristics of a school with rules and at least ten characteristics of a classroom with rules. Each student composes his or her own journal reflection. Students use a mixture of correct and invented spelling to communicate their feelings in at least three sentences and answer all parts of the writing prompt.</p>

<p>Students utilize both brainstorm lists to create a list of school rules and classroom rules. On a separate sheet of paper, students match the rule that corresponds to its original cause. Students then vote on 10 school rules and five classroom rules to adopt.</p>	<p>utilize & create (synthesis) HOT</p> <p>match (knowledge) LOT</p>	<p>Students generate a list of at least 15 school rules and 10 classroom rules. Students accurately match the origins from which the lists of rules were created. Students vote on no more than 10 school rules and no more than five classroom rules that they feel are reasonable to follow.</p>
<p>After voting on school and classroom rules, students identify the positive consequences for following the rules and the negative consequences for breaking the rules. In groups, students create a poster demonstrating one of the rules and the positive and negative consequences associated with it.</p>	<p>identify (knowledge) LOT</p> <p>create (synthesis) HOT</p>	<p>Students identify at least two positive consequences and two negative consequences for each school and classroom rule. Posters are neat, colorful, use illustrations and words, and are created in a collaborative manner.</p>

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Why is it important to have school rules? Why is it important to have classroom rules?
- 2) Why do we need to have consequences for breaking the rules?
- 3) Identify two classroom rules and explain how and why the rule was made.

Resources:

Textbook Materials:

Standard is literature and application based.

Supplementary Materials:

- Buzzeo, Toni. *Dawdle Duckling*, Dial, 2003. (A wonderful children's book about a baby duckling who does not heed his mother's words to keep up with the group.)
- http://www.polk-fl.net/berkeleyelm/second_grade_class_rules.htm (A list of classroom rules that can be adopted for a second grade classroom.)
- <http://www.proteacher.com/030002.shtml> (A website providing classroom management strategies from other teachers.)
- http://www.education-world.com/a_lesson/lesson/lesson274.shtml (Ten activities for establishing class and school rules.)

Grade 2 Unit 1 Standards-Based Worksheet

District of Columbia Public Schools – Social Studies

STANDARD

2.3.3. Understand how the United States makes laws, determines whether laws have been violated, and the consequences for such laws.

Concepts:

- United States
- laws
- determines law violations
- consequences

Skills:

- understand (how the United States makes laws, determines laws, and the consequences for laws)

Big Ideas:

- The United States government makes laws to keep its citizens safe.
- The United States government determines how the laws can be violated.
- The United States government determines the consequences for breaking the law.
- It is the responsibility of United States citizens to follow the laws that the United States provides.

Essential Questions:

- Why does the United States have to have laws?
- How does the United States make laws?
- Who gets to determine when the law has been violated?
- What are the consequences for breaking the law?
- Why do United States citizens have the responsibility of following the law?
- What do law-abiding citizens receive in return for following the law?

Engaging Scenario:

After learning all about the law-making process, the administration at your school is impressed by your expertise! You have been invited by the Kindergarten teachers at your school to teach the Kindergartners about the law-making process. In deciding how you will teach the younger boys and girls, you remember how much fun story-time was for you when you were in the Kindergarten. Write and illustrate a children's book that explains who is involved in the law-making process, how laws are made, how laws are determined and how laws are enforced.

PERFORMANCE TASKS	THINKING SKILLS (LOT → HOT)*	PERFORMANCE TASK ASSESSMENT (PROFICIENT CRITERIA)
Using "Ben's Guide to U.S. Government for Kids" (http://bensguide.gpo.gov) students read about the three branches of government. Students then match the branch of government to its function.	read & match (knowledge) LOT	Students properly match the function of the branches to their purpose
Using, "Kids in the House: The Office of the Clerk" (http://clerkkids.house.gov/laws/bill_begin.html) students use a graphic organizer to trace the process by which a bill becomes a law.	trace (comprehension) LOT	Students completely fill in a graphic organizer that identifies the process by which an idea or a problem becomes a law.
Students create illustrations for the three branches of government, the process by which laws are made and the people who are responsible for upholding and enforcing the law.	create (synthesis) HOT	Student creates an illustration for each of the branches of government, each step in the law-making process, and at least two of the players involved in upholding the law (e.g., citizens, police officers).
Students compose captions for each of their illustrations and assemble their drawings and illustrations into a book. Students give their book a title and create a neatly illustrated cover page for their children's book.	compose (synthesis) HOT assemble (application) LOT	Each caption is at least two complete sentences long and explains what the illustration is and how it fits into the law-making process. Students use a mixture of correct and invented spelling to communicate their understanding.
As a read aloud, students read, <i>Chickens May Not Cross the Road and Other Crazy but True Laws</i> by Kathi Linz. After reading the story, students illustrate one of the crazy laws and write a rationale for why this law was passed.	read (knowledge) LOT illustrate (application) LOT write (synthesis) HOT	Students are actively engaged in the reading. Illustration clearly relates to the law and rationale demonstrates an understanding for why the law was necessary. Rationale is at least one complete sentence in length and uses a mixture of correct of invented spelling to communicate their thought process.

*See Bloom's Taxonomy of Thinking Skills to determine higher order thinking skills (HOT) or lower order thinking skills (LOT). The goal is to create tasks that employ higher order thinking skills.

Standard Assessment:

- 1) Which of the following is true about laws in the United States?
 - A) Laws must be applied to everyone equally.
 - B) Judges can make laws.
 - C) Large states make more laws than small states.
 - D) It takes two years for a law to go into effect.

(From: *NAEP*, Grade 4, 1998, Question #2)

- 2) How does the United States make laws? Explain the process by which an idea becomes a law.
- 3) Who determines whether or not the law has been violated?
- 4) List at least two consequences for not following the law.

Resources:

Textbook Materials:

Standard is literature and application based.

Supplementary Materials:

Linz, Kathi. *Chickens May Not Cross the Road and Other Crazy but True Laws*, Houghton Mifflin, 2002. (A funny children's book on illogical and very old laws that were necessary at one point in American history.)

<http://bensguide.gpo.gov/> (An interactive website for teachers and students on the function and purpose of United States government. Information is easily printable for distribution.)

<http://clerkkids.house.gov/laws/index.html> (An interactive website for students on how laws come to be. Also includes downloadable lesson plans on the subject. Information is easily printable for distribution.)

<http://www.leap-kids.com/lessons.php> (Visual aides and lesson plans on the law for kids.)

<http://www.lawforkids.org/index.cfm> (An interactive website on the law that includes cartoons and testimonies of kids who changed the law.)
