

**Southington Public Schools
Curriculum Map**

Subject: Social Studies

Grade: 1

UNIT TITLE	#1 Family	#2 Holidays	#3 Neighborhood
CONTENT	<ul style="list-style-type: none"> • Every family is different • Families can change over time • Different ways that family members care for each other • Families have different traditions • Culture influences family life 	<ul style="list-style-type: none"> • Holidays tell about history and culture 	<ul style="list-style-type: none"> • Maps show and give directions • Neighborhoods change over time • Neighborhoods are subject to the rules of the community • Rules help us get along, learn, and be safe
STATE STANDARDS	<p><i>Social Studies Standards</i></p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideas</p> <p>3.2 Examine family life and cultures of different people at different times in history</p> <p>4.4 Display empathy for people who have lived in the past</p> <p>5.2 Explain that individuals have rights and responsibilities to follow the law</p> <p>5.7 Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights</p> <p>6.2 Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation</p> <p>6.3 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people</p> <p>7.1 Define power and authority and how they evolve into government</p> <p>11.3 Understand the elements of culture and how they change</p> <p>15.1 Describe how voluntary exchange benefits all parties involved in the exchange of goods and services</p> <p><i>Language Arts Standards</i></p> <p>3A.3 Write and tell stories using organizational patterns appropriate to the mode of writing</p>	<p><i>Social Studies Standards</i></p> <p>3.1 Recognize that people develop traditions that transmit their beliefs and ideas</p> <p>3.2 Examine family life and cultures of different people at different times in history</p> <p>3.4 Describe and explain some of the reasons people have moved and relate these reasons to some historic movements of large groups of people</p> <p>4.4 Display empathy for people who have lived in the past</p> <p>5.2 Explain that individuals have rights and responsibilities to follow the law</p> <p>5.3 Recognize the Constitution, including the Bill of Rights, as an important document that guides our country and limits the power of the government.</p> <p>5.7 Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights</p> <p>6.2 Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation</p> <p>6.3 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people</p> <p>7.1 Define power and authority and how they evolve into government</p> <p>12.3 Use maps, globes, graphs, models, computer programs and texts, as appropriate</p>	<p><i>Social Studies Standards</i></p> <p>3.3 Explain different types of conflict, different ways in which conflicts have been resolved, and different ways that conflicts and their resolutions have affected people</p> <p>5.1 Explain the purposes of laws and the ideas and principles that make just laws</p> <p>5.2 Explain that individuals have rights and responsibilities to follow the law</p> <p>5.7 Apply the concepts of liberty, tolerance and majority rule and how they relate to individual rights</p> <p>6.1 Explain the meaning and important characteristics of citizenship in the United States</p> <p>6.2 Identify the rights of citizens in a democratic society and explain why certain responsibilities are important to themselves, their families, community, state and nation</p> <p>6.3 Establish, explain and apply criteria useful in evaluating rules and laws for solving problems and resolving conflicts between people</p> <p>7.4 Identify protection of individual rights and promotion of the common good</p> <p>9.1 Define and identify natural and human characteristics of places</p> <p>9.2 Explain how human and natural processes shape places</p> <p>9.4 Observe and describe how places and regions are identified, defined and bounded</p>

<p>STATE STANDARDS</p>	<p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities</p> <p>3B.3 Revise texts for organization and elaboration</p> <p>3B.6 Publish and /or present final products in a myriad of ways, including the use of the arts and technology</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.2 Demonstrate use of capitalization, punctuation and spelling skills</p> <p>4C.3 Begin to use resources for proofreading and editing</p>	<p>15.1 Describe how voluntary exchange benefits all parties involved in the exchange of goods and services</p> <p><i>Language Arts Standards</i></p> <p>3A.3 Write and tell stories using organizational patterns appropriate to the mode of writing</p> <p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities</p> <p>3B.3 Revise texts for organization and elaboration</p> <p>3B.6 Publish and /or present final products in a myriad of ways, including the use of the arts and technology</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.2 Demonstrate use of capitalization, punctuation and spelling skills</p> <p>4C.3 Begin to use resources for proofreading and editing</p>	<p>12.1 Explain the characteristics and purposes of maps, globes and other geographical tools and technologies</p> <p>12.2 Create information from maps, globes and geographic models in graphs, diagrams and charts</p> <p>12.3 Use maps, globes, graphs, models, computer programs and texts, as appropriate</p> <p><i>Language Arts Standards</i></p> <p>3A.3 Write and tell stories using organizational patterns appropriate to the mode of writing</p> <p>3B.1 Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format</p> <p>3B.2 Use strategies to generate and develop ideas for speaking, writing and visual activities</p> <p>3B.3 Revise texts for organization and elaboration</p> <p>3B.6 Publish and /or present final products in a myriad of ways, including the use of the arts and technology</p> <p>4B.1 Use sentence patterns typical of spoken and written language to produce text</p> <p>4B.2 Use appropriate language as related to audience</p> <p>4C.2 Demonstrate use of capitalization, punctuation and spelling skills</p> <p>4C.3 Begin to use resources for proofreading and editing</p>
<p>ASSESSMENT</p>	<p><u>PERFORMANCE TASK</u></p> <ul style="list-style-type: none"> Members of families have different roles and responsibilities. Families are different. Newspaper article: write a sentence for the newspaper about one special tradition in your family. Teacher explains: “The local newspaper is preparing a special edition highlighting families and their special traditions. We learned that families are different and share special traditions. Your job is to illustrate your family. Then write a sentence about the special family tradition”. 	<p><u>PERFORMANCE TASK</u></p> <p>Think about the holidays we studied this year. Choose your favorite holiday and write a commercial to persuade your classmates to believe your holiday is the most important.</p> <p>G The goal is to persuade the members of the class to believe your holiday is the most important</p> <p>R You are an advertising executive</p> <p>A The target audience is the classroom teacher and classmates</p> <p>S The challenge involves choosing a special holiday</p> <p>P You will create a commercial explaining why your favorite holiday is important</p> <p>S A successful result will include a detailed illustration and at least four complete sentences</p>	<p><u>PERFORMANCE TASK</u></p> <ul style="list-style-type: none"> People live in a neighborhood to share resources and help one another. Rules help us to get along, learn, and be safe. Poster: make a poster that demonstrates a way that you could keep your neighborhood clean or safe. Teacher explains: “You are going to be participating in a poster contest! The local police department is asking for your help in improving some of the neighborhoods in town. Your job is to create a poster that shows a way to help make your neighborhood safer or cleaner.”

<p>ASSESSMENT</p>	<p>G The goal is to show your family is special.</p> <p>R You are a member of a family.</p> <p>A The target audience is the classroom teacher, classmates, parents, and other school staff.</p> <p>S The challenge involves choosing a special family tradition.</p> <p>P You will create a page in our class book, which includes a picture of your family and a description of a special family tradition which that has been passed down through the generation.</p> <p>S A successful result will include a detailed illustration and at least one complete sentence describing your special family tradition.</p> <ul style="list-style-type: none"> • Mobile: create a mobile, which illustrates the roles and responsibilities of each family member. • Teacher explains: ” The local art gallery wants to display a family exhibit. The owner asked our class to participate. • We have learned that every family member has a role and responsibility. Your job is to illustrate or gather photographs of your family members. Then you will write a caption identifying the role and responsibility of each family member. This mobile will be assembled and hung in the ”art gallery”. <p>G Your task is to create a mobile for the art gallery.</p> <p>R You are an artist and a member of a family.</p> <p>A The target audience is the visitors of the local art gallery.</p> <p>S The challenge is identifying roles and responsibilities for family members.</p> <p>P You will create a mobile, which includes photographs/drawings of each family member and a description of his/her role/responsibility in the family.</p> <p>S A successful result will be a mobile which clearly represents each family member and a caption of his/her role and responsibility.</p>		<p>G The goal is to show that members of a neighborhood can work together to establish rules that will help to keep their neighborhood clean and safe.</p> <p>R You are a member of your neighborhood.</p> <p>A The target audience will be your school community.</p> <p>S The challenge involves creating a poster.</p> <p>P You will write about your poster to show your understanding of respecting your neighbors.</p> <p>S Your poster should meet the following standards: demonstrate a safety rule, show characteristics of being a good neighbor and show ways of learning from each other.</p>
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ASSESSMENT	<u>OTHER EVIDENCE</u> <ul style="list-style-type: none"> ● Key vocabulary picture word quiz ● Teacher observation ● Writing activities ● Sentence completion using pictures and pages 33-43 in Interactive Student Notebook (<u>Social Studies Alive! My School and Family</u>) ● Venn diagram (Compare/contrast performance task with coaching) 	<u>OTHER EVIDENCE</u>	<u>OTHER EVIDENCE</u> <ul style="list-style-type: none"> ● Teacher observation ● Good neighbor quiz pages 48 and 49 in Interactive Student Notebook (<u>Social Studies Alive! My School and Family</u>) ● Processing activity: Draw yourself being a good neighbor and write what you did
SKILLS	<i>Students will be able to...</i> <ul style="list-style-type: none"> ● define a family ● identify family members ● locate their homes on a map ● compare/contrast different families ● listen, view, write, and present information about the families ● make connection to text and self ● apply reading strategies ● create a class pictograph of family members ● define key vocabulary 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ● compare/contrast different holidays ● create a Venn diagram ● locate significant places on the map ● listen, view, write, and present information about the holidays ● make connection: text/text, text/self, and text/world ● define key vocabulary ● apply reading strategies ● explore and respond to literature 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ● identify and define the concepts of neighborhood and neighbors ● identify ways they have been good neighbors. ● create a map of their classroom/ neighborhood. ● identify buildings, businesses, and facilities in their neighborhood ● identify people and their jobs in their neighborhood ● distinguish directional words and cardinal directions ● define the purpose of maps ● identify basic map symbols and map keys