

# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Families and  
Neighborhoods  
Working Together*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 1)*

**LENS:** *Change and Continuity*

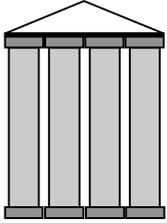
**Unit Title:**

*Families and Neighborhoods Working Together*

**Conceptual Lens:** *Change and Continuity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.2 3D 6.1 3C 6.1 3D 6.2 3I 6.5 3B 6.5 3G 7.1 3B 7.3 3A 7.3 3B 7.3 3C 8.1 3A 8.1 3C 8.2 3A 8.2 3C 8.2 3D	<b>Government</b> 1. Community helpers have different roles. 2. Community helpers provide services. 3. Families have different structures. <b>Economics</b> 4. Neighborhood businesses and cost of goods and services change over time. 5. Neighborhoods are made up of different family structures. 6. Families need money in order to buy goods and services. <b>Geography</b> 7. People live in different places and environments. <b>History</b> 8. Ancestors affect family history. 9. Neighborhoods change over time. <b>Culture</b> 10. Neighborhoods are made up of different family structures. 11. Communication with family varies with distance.	<b>Students will know:</b> 1. How families, neighborhoods, and businesses change over time. 2. Physical characteristics determine the development of regions/neighborhoods 3. The types of places people live. 4. The roles of community members 5. How money is used to purchase goods and services. 6. The meaning of key terms: goods, services, ancestors, community helpers, neighborhood, and community. 7. Explain how ancestors influence families of today. 8. Recognize past, present and future time	1. Compare and contrast goods and services 2. Use maps, tables, and graphs 3. Use historical research



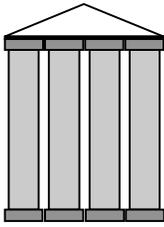
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Families and Neighborhoods Working Together

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions F = Factual C = Conceptual P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Community helpers have different roles.</li> <li>2. Community helpers provide services.</li> <li>3. Families have different structures.</li> </ol>	<ul style="list-style-type: none"> <li>• What services do community helpers provide? (F)</li> <li>• Who are community helpers? (F)</li> <li>• What is a family structure? (F)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Neighborhood businesses and cost of goods and services change over time.</li> <li>5. Neighborhoods are made up of different family structures.</li> <li>6. Families need money in order to buy goods and services.</li> </ol>	<ul style="list-style-type: none"> <li>• What changes have occurred in your neighborhood over time? (F)</li> <li>• How are family structures different in your neighborhood? (C)</li> <li>• What are goods and services? (F)</li> <li>• What goods and services does your family purchase? (F)</li> <li>• What businesses are in your neighborhood/community? (F)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>7. People live in different places and environments.</li> </ol>	<ul style="list-style-type: none"> <li>• What is a region or environment? (F)</li> <li>• What types of regions or environments do people live in? (C)</li> <li>• What are the physical characteristics of the region that you live in? (F)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>8. Ancestors affect family history.</li> <li>9. Neighborhoods change over time.</li> </ol>	<ul style="list-style-type: none"> <li>• How has your family changed over time? (F)</li> <li>• What causes families to change? (P)</li> <li>• How have your ancestors affected your family? (P)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Neighborhoods are made up of different family structures.</li> <li>11. Communication with family varies with distance.</li> </ol>	<ul style="list-style-type: none"> <li>• How are families in your neighborhood alike and different? (C)</li> <li>• How do people communicate with their families when they live far apart? (F)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Families and Neighborhoods Working Together

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate change and continuity in our families and neighborhoods.

#### WHY:

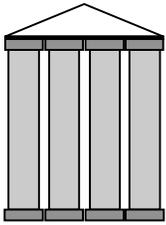
Understand the structure of families and neighborhoods change over time.

#### ENGAGING SCENARIO:

Our class has been asked to create a book that explains the history of families in our area. This book is to include new families and families that have lived in the area for a long time.

#### PROCEDURE:

Create a family timeline. Make four boxes using illustrations/pictures and captions to show how your family has changed over time. Write three sentences explaining your timeline. Present your timeline to the class.



## SOCIAL STUDIES FRAMEWORK

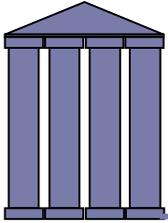
**Unit Title:** Families and Neighborhoods Working Together

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Yes/no	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Illustration includes past, and present family members.</li> </ul>			
<ul style="list-style-type: none"> <li>Detailed, complete sentences about the illustration, labeling year or time period</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Illustrations are clear, detailed, neat and colorful.</li> </ul>			
<ul style="list-style-type: none"> <li>Presentation is informative, clear and concise.</li> </ul>			
<ul style="list-style-type: none"> <li>Format</li> </ul>			
TOTALS			



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Family and Neighborhood*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 1)*

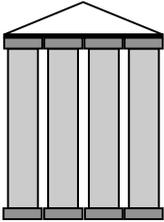
**LENS:** *Cultural Unity and Diversity*

**Unit Title:**  
*Family and Neighborhood*

**Conceptual Lens:** *Cultural Unity and Diversity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.1 3C 5.1 3K 5.4 3A 6.1 3A 6.2 3A 6.2 3L 7.1 3A 7.1.3B 7.3 3B 7.3 3C 8.2 3C</p>	<p>Government/Civics</p> <ol style="list-style-type: none"> <li>1. People and countries have different symbols to tell about themselves.</li> </ol> <p>Economics</p> <ol style="list-style-type: none"> <li>2. Different forms of money can be used to purchase a variety of goods and services.</li> <li>3. Diversity in goods and services give people more choices.</li> </ol> <p>Geography</p> <ol style="list-style-type: none"> <li>4. Different people come from different places.</li> <li>5. People use different transportation to reach places far and near.</li> </ol> <p>Culture</p> <ol style="list-style-type: none"> <li>6. A variety of cultural groups may live in a neighborhood.</li> <li>7. A family's heritage influences language, food, clothing, beliefs,</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. Various cultural groups in their neighborhood.</li> <li>2. Identify similarities and differences among cultures.</li> <li>3. Different forms of money and how they can use it to purchase diverse choices of goods and services.</li> <li>4. Different forms of transportation</li> <li>5. The countries different cultural groups are from.</li> <li>6. The meaning of key concepts: custom, tradition, symbol, diversity, and cultural diversity</li> <li>7. Forms of money (cash, check, pesos, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare/contrast characteristics of different cultures.</li> <li>2. Present information verbally.</li> <li>3. Use globes and maps to locate continents, countries, and states.</li> <li>4. Listen for specific information.</li> <li>5. Identify cultural characteristics.</li> <li>6. Differentiate between landforms (rivers, lakes, mountains, oceans).</li> </ol>



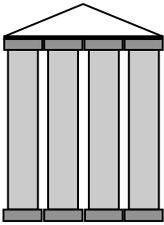
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Family and Neighborhood

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions F = Factual C = Conceptual P = Philosophical</b></p>
<p><b>Government/Civics</b> 1. People and countries have different symbols to tell about themselves.</p>	<ul style="list-style-type: none"> <li>• What symbols tell about our school? Our community? (F)</li> <li>• What symbols do other schools use? (F)</li> <li>• Why do people have a symbol? (P)</li> </ul>
<p><b>Economics</b> 2. Different forms of money can be used to purchase a variety of goods and services. 3. Diversity in good and services give people more choices.</p>	<ul style="list-style-type: none"> <li>• What are some services in your neighborhood? (F)</li> <li>• What are some forms of money? (F)</li> <li>• Why do people purchase goods and services? (C)</li> </ul>
<p style="text-align: center;"><b>Geography</b> 4. Different people come from different places. 5. People use different transportation to reach places far and near.</p>	<ul style="list-style-type: none"> <li>• What countries do the students in your class come from? Your neighborhood? (F)</li> <li>• What kinds of transportation do people take to reach places near and far? (F)</li> </ul>
<p><b>Culture</b> 6. A variety of cultural groups may live in a neighborhood. 7. A family's heritage influences language, food, clothing, beliefs, customs, traditions, celebrations and holidays.</p>	<ul style="list-style-type: none"> <li>• Where do different cultural groups come from (countries, continents, states)? (F)</li> <li>• Where are your ancestors from? (F)</li> <li>• What is a custom? A tradition? (F)</li> <li>• What customs or traditions does your family have? (C)</li> <li>• What are some examples of cultural groups? (F)</li> <li>• What are some cultural groups in your community? (F)</li> <li>• How does a family's heritage affect language, food, clothing, beliefs, customs, traditions, celebrations and holidays? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Family and Neighborhood

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate cultural unity and diversity of families and neighborhoods.

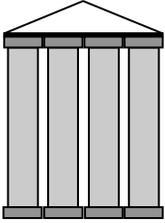
**WHY:**

Understand that a family's heritage influences language, food, clothing, customs, traditions, celebrations and holidays.

**ENGAGING SCENARIO:**

Interview a family member and record responses on a chart. Topics for interview would include special foods, language, customs, and celebrations for the family. Be prepared to share this information with the class. Bring in a family treasure and share its significance and importance to your family.

**PROCEDURE:**

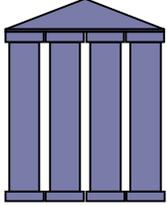


## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Family and Neighborhood  
**Conceptual Lens:** Cultural Unity and Diversity  
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Yes/No	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
• Creatively presents information.			
• Name of individual being interviewed and their relation to the interviewer clearly written			
• Examples included for each response			
• Clearly explains relevance of family artifact/treasure.			
<b>PROCESS</b>			
• Is able to self-assess product accurately			
<b>TOTALS</b>			



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Interdependence in My Family and Neighborhood*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 1)*

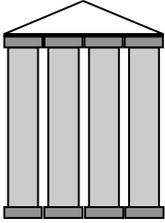
**LENS:** *Interdependence*

**Unit Title:**  
*Interdependence in My Family and Neighborhood*

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

PA Academic Standards	Essential Understandings	Critical Content	Key Skills
<p>5.1 3B 5.1 3I 5.2 3A 5.2 3B 5.2 3F V. 6.1 3A 6.1 3C 6.1 3D 6.2 3A 6.2 3C 6.2 3E 6.2 3F 6.3 3B 6.4 3B 7.1 3A 8.2 3A</p>	<p><b>Government</b></p> <ol style="list-style-type: none"> <li>1. Parents' roles are important to keep order and delegate responsibilities.</li> <li>2. Rules within a family and school provide protection and safety.</li> </ol> <p><b>I. Economics</b></p> <ol style="list-style-type: none"> <li>3. Sellers provide specific goods and services to buyers.</li> <li>4. Families work together to choose wants and needs.</li> <li>5. Families purchase goods and services with money.</li> </ol> <p><b>II. Geography</b></p> <ol style="list-style-type: none"> <li>6. Distance impacts the amount of time spent with family and friends.</li> <li>7. Families may live close to where they work and go to school.</li> </ol> <p><b>III. History</b></p> <ol style="list-style-type: none"> <li>8. Ancestors affect families today.</li> <li>9. Families, friends and relatives affect families today.</li> </ol> <p><b>IV. Culture</b></p> <ol style="list-style-type: none"> <li>10. Cooperation, sharing, and caring are important attributes in families and neighborhoods.</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. How their family and neighbors work together (interdependence)</li> <li>2. Locations of specific places in their neighborhood</li> <li>3. What rules they follow in home, school and community</li> <li>4. How families long ago compare to families today</li> <li>5. The meaning of key concepts: ancestor, wants/needs, buyers/sellers, goods/services</li> <li>6. Ways people communicate with each other</li> </ol>	<ol style="list-style-type: none"> <li>1. Express own ideas</li> <li>2. Express ideas through different forms: writing, speaking and visual arts.</li> <li>3. Listen for specific information.</li> <li>4. Adjust behavior appropriately in cooperative work groups.</li> <li>5. Use a map to find locations</li> </ol>



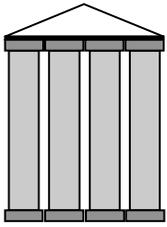
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Interdependence in My Family and Neighborhood

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

<b>I. Essential Understandings (Generalizations)</b>	<b>II. Guiding Questions</b> <b>F = Factual</b> <b>C = Conceptual</b>  P = Philosophical
<p style="text-align: center;"><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Rules within a family and school provide protection and safety.</li> <li>2. Parents' roles are important in keeping order and delegating responsibilities.</li> </ol>	<ul style="list-style-type: none"> <li>• What are rules? (F)</li> <li>• Why do we have rules? (F)</li> <li>• How do rules keep us safe? (C)</li> <li>• Who makes rules in your family? (F)</li> <li>• In what ways are families' rules different? (C)</li> <li>• What is a responsibility? (F)</li> </ul>
<p style="text-align: center;"><b>Economics</b></p> <ol style="list-style-type: none"> <li>3. Families work together to make choices about wants and needs.</li> <li>4. Families use money to purchase goods and services.</li> <li>5. Sellers provide specific goods and services to buyers.</li> </ol>	<ul style="list-style-type: none"> <li>• What is a want? (F)</li> <li>• What is a need? (F)</li> <li>• Why do families need to make choices about needs and wants? (C)</li> </ul>
<p style="text-align: center;"><b>Geography</b></p> <ol style="list-style-type: none"> <li>6. Distance may impact the amount of time spent with relatives and friends.</li> <li>7. Families may live close to where they work and go to school.</li> </ol>	<ul style="list-style-type: none"> <li>• How do I find out where my relatives live? (F)</li> <li>• How do we use maps? (F)</li> <li>• How do we get to school? (F)</li> </ul>
<p style="text-align: center;"><b>History</b></p> <ol style="list-style-type: none"> <li>8. My ancestors affect my family today.</li> <li>9. Families, friends and relatives affect my family today.</li> </ol>	<ul style="list-style-type: none"> <li>• What are ancestors? (F)</li> <li>• What are families, friends and relatives? (F)</li> <li>• How do families, friends and relatives shape our beliefs? (C)</li> </ul>
<p style="text-align: center;"><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Cooperation, sharing and caring are important attributes in families and neighborhoods.</li> </ol>	<ul style="list-style-type: none"> <li>• What is cooperation? (F)</li> <li>• How do families and neighborhoods cooperate, share and care for each other (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Interdependence in My Family and Neighborhood

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

#### **NOTE:**

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#### **WHAT:**

Investigate interdependence in our families and neighborhoods.

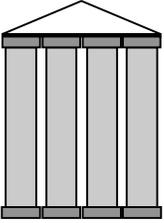
#### **WHY:**

Understand that cooperation, sharing and caring are important attributes in families and neighborhoods to get things done.

#### **ENGAGING SCENARIO:**

In a cooperative group, role-play an example of how cooperation, sharing, and caring contribute to accomplishing a goal. Participate in a class discussion and create a class booklet illustrating the class's own personal experience of cooperation.

#### **PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Interdependence in My Family and Neighborhood

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Yes/No	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Page for class book demonstrating their own personal experience with cooperation</li> </ul>			
<ul style="list-style-type: none"> <li>Able to explain how they cooperated.</li> </ul>			
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Cooperative, equal participation among group members.</li> </ul>			
<ul style="list-style-type: none"> <li>Expressive and dramatic</li> </ul>			
<ul style="list-style-type: none"> <li>Actively participate in class discussion</li> </ul>			
<b>TOTALS</b>			