

**Stratford Public Schools Social Studies Curriculum  
Grade 1 – Unit 3**

<p><b>Unit Name: All About Me</b></p>	<p><b>Est. # of Weeks: approximately 3-4 weeks</b></p>
<p><b>Synopsis:</b> This unit will cover family, relationships, and the community.</p>	
<p><b>STUDENT LEARNING GOALS</b></p>	
<p><b><u>Content-Specific Powered Standards</u></b>  <b><u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</u></b>          1.2 – Describe the importance of significant events in local and Connecticut history and their connections to United States history.          1.4 – Demonstrate an understanding of geographical space and place.          1.5 – Describe the interaction of humans and the environment.          1.6 – Describe patterns of human movement across time and place.          1.13 Understand the characteristics of and interactions among culture, social systems and institutions.  <b><u>Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.</u></b>          2.2 – Interpret information from a variety of primary and secondary sources (maps, charts, graphs, images and print materials).          2.4 – Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.          2.5 – Create relevant social studies materials such as maps, charts or displays.  <b><u>Civic competence in addressing historical issues and current problems requires the use of information, skills and empathic awareness.</u></b>          3.2 – Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.</p>	<p><b>Interdisciplinary Standards (as appropriate)</b></p> <hr style="border-top: 1px dashed black;"/> <p><b>Key Vocabulary</b>          Location, address, neighborhood, map, key, man made, natural, travel, transportation, culture.</p>

<p><b>Enduring Understandings</b></p> <p>Individuals and their distinct roles make up a community.</p> <p>Each individual and family has cultural characteristics and beliefs that make them unique.</p>	<p><b>Essential Questions</b></p> <p>How do you demonstrate awareness of your community?</p> <p>What characteristics make you and your family unique?</p>
<p><b>Learning Objectives / Grade Level Expectations</b></p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> <li>▪ Recall the phone number, address and location of one’s home and street.</li> <li>▪ Identify and explain the significance of important locations in one’s neighborhood.</li> <li>▪ Explain the difference between man-made and natural geographic features.</li> <li>▪ Identify the man-made changes in one’s town or neighborhood.</li> <li>▪ Explain how one travels to and from school and other places in the community.</li> <li>▪ Describe where (town, state, country) members of one’s extended family live.</li> <li>▪ Identify characteristics of family and ancestry.</li> <li>▪ Identify cultural characteristics of self and family (e.g., food, language, religion, traditions).</li> <li>▪ Describe how family, school and church/synagogue/mosque contribute to a community.</li> </ul>	
<p><b>ASSESSMENT PLAN</b></p>	
<p><b>Summative Assessment(s) -attached</b></p> <ol style="list-style-type: none"> <li>1. Transportation/man made and natural features assessment.</li> <li>2. In pairs, students will compare and contrast family traditions.</li> </ol>	<p><b>Formative and Diagnostic Assessment(s)</b></p> <p>KWL Chart  Informal Teacher Observations  Participation in discussions/activities</p>