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Subject:   Social Studies  

<b><u>Unit 1</u></b> <b><u>Family</u></b>
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<b>Essential Question #1</b>	<b>Who is in your immediate family?</b>
<b>Essential Question #2</b>	<b>Who is in your extended family?</b>
<b>Essential Question #3</b>	<b>How are families different?</b>
<b>Essential Question #4</b>	<b>What are your family's traditions?</b>
<b>Essential Question #5</b>	

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**Essential Question # 1**  
**Who is in your immediate family?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify family members	<b>K</b>
<b>Objective/Skill #2</b>	Identify family roles and responsibilities	<b>K, C,</b>
<b>Objective/Skill #3</b>	Understand how family members are inter-dependent	<b>C, A</b>
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Make a family tree
- Draw a family portrait
- Students create a job chart for jobs to be completed at home along with a job journal
- Read

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**Essential Question # 2**  
**Who is in your extended family?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify extended family members	<b>K, C</b>
<b>Objective/Skill #2</b>	Identify extended family roles and responsibilities	<b>K, C</b>
<b>Objective/Skill #3</b>	Demonstrate an understanding that families live in other places and at different times	<b>C, An</b>
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Create a timeline to show family's history
- Write a biography on someone in your family

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**Essential Question # 3**  
**How are families different?**

		CT LEVEL
<b>Objective/Skill #1</b>	Define family group	<b>K, C</b>
<b>Objective/Skill #2</b>	Explain why people need homes	<b>C</b>
<b>Objective/Skill #3</b>	Compare and contrast students' homes	<b>C, A</b>
<b>Objective/Skill #4</b>	Examine homes around the world	<b>An</b>
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Read Theo. LeSieg's Come Over to My House
- Read Anne Morris' Houses and Homes
- Student build a model of a home or their home
- Read the Three Little Pigs to determine how the pigs' home met their needs

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**Essential Question # 4**  
**What are your family's traditions?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify and compare family traditions	<b>K, An</b>
<b>Objective/Skill #2</b>	Identify foods related to holidays and celebrations	<b>K, An</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Students bring in recipes that reflect their heritage to make a cookbook
- Read Ann Morris' Bread, Bread, Bread

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<h1><u>Unit 1</u> <u>Holidays</u></h1>
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Essential Question #1	Why do we celebrate holidays?
Essential Question #2	How are holidays celebrated?
Essential Question #3	
Essential Question #4	
Essential Question #5	

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Unit: Holidays

**Essential Question # 1**  
**Why do we celebrate holidays?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify the purpose of the holiday	<b>K, C</b>
<b>Objective/Skill #2</b>	Identify the symbols of the holiday	<b>K, C,</b>
<b>Objective/Skill #3</b>	Locate the place/origin of the holiday	<b>K, AP</b>
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Make hands on craft related to the holiday
- Read books, poems, weekly reader articles, or songs about the holiday
- Write and illustrate important information about the holiday
- Locate the place/origin of the holiday on a map

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**Unit: Holidays**

**Essential Question # 2**  
**How are the holidays celebrated?**

		CT LEVEL
<b>Objective/Skill #1</b>	Students will compare and contrast holiday celebrations	<b>AN, K, C</b>
<b>Objective/Skill #2</b>	Demonstrate understanding of cultural differences	<b>AP, K, C,</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Research different holiday celebrations
- Role play different customs of the holiday
- Write and illustrate an understanding of different holiday celebrations



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<b><u>Unit 1</u></b> <b><u>Community</u></b>
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<b>Essential Question #1</b>	<b>Why do we have rules and what are they?</b>
<b>Essential Question #2</b>	<b>What makes up a community and what are the important places?</b>
<b>Essential Question #3</b>	<b>Who is in our community and how do they depend on each other?</b>
<b>Essential Question #4</b>	<b>Why must community have rules?</b>
<b>Essential Question #5</b>	

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Unit: Community

**Essential Question # 1**  
**Why do we have rules and what are they?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify and understand school/classroom rules and the consequences of not following them	<b>AN, K, C</b>
<b>Objective/Skill #2</b>	Demonstrate an understanding of classroom routines	<b>AP, K, C,</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- Discuss/recite classroom rules
- Use Second Step program (role-play)
- Use Character Ed. posters
- Recite the pledge, attendance, folders, reading bags, job chart, etc.

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**Essential Question # 2**  
**What makes up a community and what are the important places?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify landmarks of the community	<b>AN, K, C</b>
<b>Objective/Skill #2</b>	Identify how the geography of our community influences the economics	<b>AP, K, C,</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

- Activities that you may opt to use with objectives/skills being taught above**
- Discuss/recite classroom rules
  - Use Second Step program (role-play)
  - Use Character Ed. posters
  - Recite the pledge, attendance, folders, reading bags, job chart, etc.

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**Essential Question # 3**  
**Who is in our community and how do they depend on each other?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify the people in our community	<b>K, C</b>
<b>Objective/Skill #2</b>	Describe the role the people play in the community	<b>AP, K, C,</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

- Activities that you may opt to use with objectives/skills being taught above**
- List or illustrate community people
  - Take field trips to community (fire station, bank, museum, etc.)
  - Have community helpers visit the classroom (dentist, nurse, etc.)
  - Role play community helpers

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**Essential Question # 4**  
**Why must community have rules?**

		CT LEVEL
<b>Objective/Skill #1</b>	Identify the rules in your community	<b>K, C</b>
<b>Objective/Skill #2</b>	Demonstrate understanding of consequences of breaking community rules	<b>A, Ap</b>
<b>Objective/Skill #3</b>		
<b>Objective/Skill #4</b>		
<b>Objective/Skill #5</b>		

**Activities that you may opt to use with objectives/skills being taught above**

- List rules of your community
- List consequences
- Discuss alternatives