

BRSU Social Studies Curriculum

Unit Title:	Families
Grade:	1
Pacing Guide:	Trimester 1

Enduring Understandings:

- ▶ Human beings live in groups called families.
- ▶ The definition, function, and make up of families vary.
- ▶ All families have basic needs.

Essential Questions:

What is a family?

Focusing questions:

- a. Who comprises a family unit?
- b. How are families alike and different? (including structure, traditions/customs)

In what ways are the individuals of a family interdependent?

Focusing questions:

- a. What are the roles and responsibilities of the members of the family unit?
- b. How does a family influence the way a person thinks and acts?

What are the basic needs of a family?

Focusing questions:

- a. How are rules an important part of family life?
- b. How does a family use its resources to meet basic needs and wants?

Vermont Grade Expectations:

H&SS 1-2: 10	History Students show understanding of past, present, and future time by... <ul style="list-style-type: none">• Identifying an important event in their lives and/or schools, and discussing changes that resulted (e.g., after the new baby arrived, I had to share a bedroom with my sister).
H&SS 1-2: 14	Government and Society Students act as citizens by... <ul style="list-style-type: none">• Describing what it means to be a responsible member of a group.• Describing what his/her role is as a member of various groups.• Participating in setting and following the rules of the group, school, community.

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<p>H&SS 1-2:16</p>	<p>Government and Society</p>
	<p>Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Identifying how the groups to which a person belongs (family, friends, team, community) influence how she or he thinks and acts. • Identifying examples of interdependence among individuals and groups (e.g., family, sports team).
<p>H&SS 1-2:20</p>	<p>Economics</p>
	<p>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> • Families have different structures, customs, and traditions • What it means to be a responsible member of a family group • Their own role in their family structure • Roles and responsibilities of other family members • Family structures change over time • Difference between basic needs and wants 	<ul style="list-style-type: none"> • Make connections between their own family's structures, customs, and traditions and those of others. • Describe what it means to be a responsible member of their family. • Describe and illustrate their role in their family and those of their family members. • Identify basic needs of their family and recognize how they are different from their wants.

Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Picture sort of basic needs and wants. 	<ul style="list-style-type: none"> • Successfully categorize and explain needs and wants.

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Suggested Learning Experiences:

- ▶ Read and discuss a variety of fiction and non-fiction texts and sources individually or as a group.
- ▶ “Interview” people to find out certain information.
- ▶ Create Venn Diagrams showing how students have changed or stayed the same over time.
- ▶ Invite family members to come in and talk.

Terms/concepts	Resources
ancestors responsibility needs/wants nuclear and extended family terms (e.g., father, sister, grandmother, uncle)	Family involvement with collecting and recording information Trade books On-line resources

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Unit Title:	Families in Another Time: Pilgrims
Grade:	1
Pacing Guide:	Trimester 2

Enduring Understandings:

- ▶ Human beings live in groups called families.
- ▶ The definition, structure, makeup, and function of families both change and stay the same across time periods.
- ▶ Families over time have had similar basic needs.

Essential Questions:

How are families of today the same/different as families in the past?

Focusing questions:

- a. How was the daily family life same/different for a Pilgrim child from a child of today?
- b. How were Pilgrim homes the same/different from present day homes?

How were the basic needs/wants of families in the past the same or different from families today?

Focusing questions:

- a. How did families in the past use their resources to meet their basic needs/wants and how does this compare with the present?
- b. What role has school played in families over time?

Vermont Grade Expectations:

Inquiry	
H&SS 1-2: 1	Students initiate and inquiry by... <ul style="list-style-type: none">• Asking questions based on what they have seen, what they have heard, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?)
H&SS 1-2: 3	Students design research by... <ul style="list-style-type: none">• Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).
H&SS 1-2: 4	Students conduct research by... <ul style="list-style-type: none">• Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table).

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<p>H&SS 1-2: 5</p> <p>H&SS 1-2: 6</p>	<p>Inquiry</p> <p>Students develop reasonable explanations that support the research statement by...</p> <ul style="list-style-type: none"> • Organizing and displaying information (e.g., table, chart, graph). • Classifying information and justifying groupings based on observations, prior knowledge, or experience. <p>Students make connections to research by...</p> <ul style="list-style-type: none"> • Discussing if their findings answered their research question.
<p>H&SS 1-2: 8</p> <p>H&SS 1-2: 9</p> <p>H&SS 1-2: 10</p>	<p>History</p> <p>Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Classifying objects from long ago and today (e.g., sorting pictures or objects into two groups: “long ago” and “today”). i • Exploring objects and looking closely at similarities, differences, patterns, and change. i • Describing ways that school life has both changed and stayed the same over time (e.g., a one-room schoolhouse vs. modern schools). i <p>Students show understanding of how humans interpret history by...</p> <ul style="list-style-type: none"> • Collecting information about the past (e.g., through interviews, photos and artifacts). i • Differentiating among fact, opinion, and interpretation of classroom situations, stories, and other media. i <p>Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Placing events that occurred within the school or community setting in their correct sequence. • Constructing a time line of events in the history of their own or another family, or of the school or community.
<p>H&SS 1-2: 20</p>	<p>Economics</p> <p>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

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Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> • Who made up the Pilgrim family units. • The role of each member in meeting basic family needs. • How family homes have changed over time. • How daily family life impacted the importance and attendance of school. • The differences between the life of a child today and the life of a child in Pilgrim times. 	<ul style="list-style-type: none"> • In small groups, generate questions and resources in order to: <ul style="list-style-type: none"> • Identify the role of family members past/present. • Identify basic needs and how they were met in Pilgrim time compared with today. • In small groups, organize and classify gathered information in order to: <ul style="list-style-type: none"> • Compare similarities and differences of family homes past/present. • Discuss differences and similarities of family and school life past/present. • As a class, discuss findings by: Analyzing how his/her life would have been different if he/she had been born in Pilgrim times.

Potential Assessments:	Performance Indicators:
<ul style="list-style-type: none"> • Support or defend: Being a Pilgrim child was easier/harder than it is today. 	<ul style="list-style-type: none"> • Students can identify 1-3 differences from past to present and explain their significance (e.g., telephone, internet)

Suggested Learning Experiences:

- ▶ Match game: match artifacts with modern objects
- ▶ Past/present comparison of games, school-life, family life, etc.
- ▶ Household chores from Pilgrim period: learn about a chore, tell class about it and demonstrate
- ▶ Act out roles of family members: What do they do? How does this role compare to today?
- ▶ Self-sufficiency: How did families fulfill their needs in Pilgrim times vs. today?

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Terms/concepts	Resources
Compare Similarities/differences Role Change Past/present Basic needs/wants	Plimoth Plantation http://www.plimoth.org Trade books <i>Sarah Morton's Day</i> <i>Samuel Eaton's Day</i> <i>Tapenum's Day</i>

BRSU Social Studies Curriculum

Unit Title:	Families in Another Culture
Grade:	1
Pacing Guide:	Trimester 3

Enduring Understandings:

- ▶ Human beings live in groups called families.
- ▶ The definition, structure, makeup, and function of families both change and stay the same across world cultures.
- ▶ Families in all cultures have similar basic needs/wants.

Essential Questions:

How does the family structure in another culture compare to ours?

Focusing questions:

- a. Where is this culture located?
- b. How is daily family life the same/different?
- c. What role does education play in the child’s life?
- d. What are the homes like?

How are basic needs/wants of families met in another culture?

Focusing questions:

- a. How do families within this culture use their resources to meet their basic needs/wants?

How do families express their culture ?

Focusing questions:

- a. What are some celebrations and traditions of families within this culture?

Vermont Grade Expectations:

	Inquiry
H&SS 1-2: 1	<p>Students initiate an inquiry by...</p> <ul style="list-style-type: none"> • Asking questions based on what they have seen, what they have read, what they have listened to, and/or what they have researched as a class (e.g., How is living in Vermont different than living in Florida?).
H&SS 1-2: 3	<p>Students design research by...</p> <ul style="list-style-type: none"> • Identifying resources for finding answers to their questions (e.g., books, videos, people, and the Internet).

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<p>H&SS 1-2: 4</p> <p>H&SS 1-2: 6</p> <p>H&SS 1-2: 7</p>	<p>Inquiry</p> <p>Students conduct research by...</p> <ul style="list-style-type: none"> • Following directions to complete an inquiry. • Asking questions and observing during the investigation process. • Recording observations with words, numbers, symbols, and/or pictures (e.g., drawing or labeling a diagram, creating a title for a drawing or diagram, recording data provided by the teacher in a table). <p>Students make connections to research by...</p> <ul style="list-style-type: none"> • Explaining the relevance of their findings to the research question. <p>Students communicate their findings by...</p> <ul style="list-style-type: none"> • Speaking, using pictures, (including captions) or creating a simple report or “painted essay” containing a focus statement, details, and conclusions.
<p>H&SS 1-2: 11</p> <p>H&SS 1-2: 13</p>	<p>Physical and Cultural Geography</p> <p>Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Identifying a map or globe and using terms related to location, direction, and distance (e.g., up/down, left/right, near/far, here/there, north, south, east, west). • Identifying and using basic elements of the map (e.g., cardinal directions and key). • Using appropriate geographic resources (e.g., aerial photos) to answer geographic questions. i <p>Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying ways culture is expressed in their communities, such as celebrations, legends, and traditions. • Describing the contributions of various cultural groups to the community. i
<p>H&SS 1-2: 16</p>	<p>Government and Society</p> <p>Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Identifying how the groups to which a person belongs (family, friends, team, community) influence how she or he thinks and acts.
<p>H&SS 1-2:20</p>	<p>Economics</p> <p>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</p> <ul style="list-style-type: none"> • Recognizing the differences between the basic needs and wants (e.g., food, clothing, shelter, and affection vs. toys and sweets).

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Essential Learnings: Students will...

know:	be able to:
<ul style="list-style-type: none"> • Where other cultures are located on a map of the world. • Family units in different cultures around the world have similarities and differences. • Families meet their daily needs and wants in different ways from culture to culture • Daily life differs from culture to culture. • Responsibilities of members of the family may vary from culture to culture. • Families in a different culture may have different kinds of homes. • The role of school may be different in other cultures. • Families from different cultures may have different customs, traditions and celebrations. 	<ul style="list-style-type: none"> • Locate the country of origin of the culture being studied. • Compare and contrast their own families with a family in another culture, noting how they meet their daily needs and wants, and what their daily lives are like. • Know that some family members might have responsibilities different from members in their own families. • Illustrate how their own home might differ or be the same as from a home in another culture. • Discussing the role of school in the life of a child from another culture and how it compares with their own. • Comparing and contrasting their own customs, traditions, and celebrations with those of another culture.

Potential Assessments:	Performance Indicators:
<p>Locate the USA and the other country/region on a map.</p> <p>Write a report about family life in the culture being studied.</p> <p>Choose a celebration/tradition from the other culture to compare with their own.</p>	<p>Student appropriately labels the USA and country/regional area being studied.</p> <p>Student writes a report according to VT/BRSU criteria.</p> <p>Student describes and explains the similarities and differences.</p>

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Suggested Learning Experiences:

- ▶ Using maps and globes, locate yourself in the USA and locate the country/region being studied.
- ▶ Role play family life in another culture.
- ▶ Act out traditional literature from another culture.

Terms/concepts	Resources
<ul style="list-style-type: none">• culture• compare• similarities/differences• role• traditions/celebrations• basic needs/wants	<ul style="list-style-type: none">• NYSTROM : www.nystromnet.com• Trade books• On-line resources