Unit 1: Families and Friends / Fall Holidays

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Marking Period 1**
Length: **Throughout the marking period**
Status: **Published**

Unit Overview

In the Families and Friends unit the children will learn that families are alike and different, that adults and children have different roles at home and at school, and that children can be good citizens by following rules, sharing, and helping others. They will also learn that there are special days in the autumn that many citizens of our country recognize / celebrate.

Standards

SOC.6.1.4.A.7	Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.4.D.2	Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.
SOC.6.1.4.D.4	Explain how key events led to the creation of the United States and the state of New Jersey.
SOC.6.1.P	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.P.A.1	Demonstrate an understanding of rules by following most classroom routines.
SOC.6.1.P.A.2	Demonstrate responsibility by initiating simple classroom tasks and jobs.
SOC.6.1.P.A.3	Demonstrate appropriate behavior when collaborating with others.
SOC.6.1.P.D.1	Describe characteristics of oneself, one's family, and others.
SOC.6.1.P.D.2	Demonstrate an understanding of family roles and traditions.
SOC.6.3.4	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.4.A.1	Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

Essential Questions

- 1. How are all the people in the world like a big family?
- 2. What does a child need to learn from his / her family and friends to be a responsible member of the community?
- 3. Why are Constitution Day, Columbus Day, Election Day, Veterans Day, and Thanksgiving important?

Application of Knowledge and Skills...

Students will know that...

- 1. Individuals and families have unique characteristics.
- 2. Citizenship begins with becoming a contributing member of the classroom community.
- 3. Beginning strategies to reach consensus and resolve conflict.
- 4. In a representative Democracy, individuals elect representatives to act on behalf of the people.
- 5. Key historical events, documents, and individuals led to the development of this nation.
- 6. Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and nation.

Students will be skilled at...

- A. Identify ways that people are alike and different.
- B. Identify roles of children and adults in a family.
- C. Identify roles of children and adults at school.
- D. Identify leaders at home and at school.
- E. Identify responsibilities at home and at school.
- F. Identify rules at home and at school.
- G. Identify things that are learned at home and at school.
- H. Identify important fall events / holidays.

Assessments

- Diagnostic: Group Questions for each subunit: How are all the people in the world like a big family? What do you learn from your family and friends? Tell me about (as they are taught) Constitution Day / Columbus Day / Election Day / Veteran's Day / Thanksgiving Day
- Formative: Quick Check for each subunit: (similarities and differences, roles, rules, special days) - thumbs up / thumbs down; white board; signal cards (yes, no, unsure); ticket to leave
- Summative: Benchmark test: written test
- Summative: Unit Review: 3 column chart; graphic organizer

Activities

- Calendar and Holiday: Read the names of the months of the year and days of the week. What are the days of the week? Which days do you go to school? Pantomime something you do on holidays.

- Daily Message: 1. What do you do with your family?
- Daily Message: 2. What do you do at school?
- Daily Writing Prompt: 1. Think of a time when your family did something together. Draw a picture. Write / dictate words to tell about your picture.
- Daily Writing Prompt: 2. Make a list of rules for crossing the street.
- Daily Writing Prompt: 3. Draw pictures and write / dictate words about having fun with friends.
- Look at Map: Display a map of North America. Where is the United States on this map? What rooms can you find on a map of the schoo
- Make a Mobile: 1. Make a mobile to show your home and what your family does together
- Make a Mobile: 2. Make a mobile for a special holiday.

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials

- Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Extra Support: Teaching and Learning: Make a chart with headings such as What We Learn, Where We Learn, Who Teaches Us.

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher

- ELL: Family Portrait: 1. Beginning - Reread the words. Have children say the words and point to the corresponding family members. ELL: Family Portrait: 2. Intermediate - Have children tell about the picture using the sentence frame This is my ___. ELL: Family Portrait: 3. Advanced - Have children work in pairs to tell about their family portraits. ELL: Family Portrait: Use family photographs to introduce family, mother, father, sister, brother, aunt, uncle, grandmother, grandfather. Write the words and have the children draw pictures of their families.

- Content specific vocabulary important for ELL students to understand include: citizen, immigrant, conflict

Content specific modifications to extend learning for gifted students may include:

- Rules of the Game: Choose a game. Take turns explaining rules until all the rules are reviewed. Play the game. Afterward ask: Did you all follow the rules? Did following the rules help? What would happen to the game if people did not follow the rules?

Integrated/Cross-Disciplinary Instruction

Friendship Song

Make new firends but keep the old.

One is silver and the other gold.

A circle is round, it has no end.

That's how long I will be your friend.

A fire burns bright, it warms the heart.

We've been friends from the very start.

- Create shared writing stories related to the unit's topics.
- Language Arts: Have each child draw a picture to illustrate the sentence At school we learn ___.
- Math: Count the number of friends in photographs.
- Music: Sing Friendship Song
- Utilized balanced literacy read alouds techniques during Big Book read alouds.

Resources

- Books about Families: Families by Ann Morris, Back to School by Maya Ajmera and Joahn Ivanko, The Relatives Came by Cynthia Rylant
- Books about Holidays: Christopher Columbus by Kimberly Weinberger, The First Thanksgiving by Garnet Jackson, The Story of the Pilgrims by Katharine Ross, The Very First Thanksgiving Day by Rhonda Gowler Greene, Thanks for Thanksgiving by Julie Markes, On the Mayflower by Kate Waters
- BrainPop Jr.
- Discovery Education
- Houghton Mifflin accompanying assessment book
- Houghton Mifflin accompanying Big Books
- Houghton Mifflin accompanying Flip Chart
- Leveled Readers: School Days Long Ago and Today, Follow the Leader, A Cat at School
- Scholastic - "Let's Find Out" - paper and online resources
- Teacher's Manual: Houghton Mifflin Social Studies My World

21st Century Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.