

# Unit: Social Studies Family Life Skills-6.3

Content Area: **Social Studies**  
Course(s):  
Time Period: **Trimester 1**  
Length: **Ongoing**  
Status: **Published**

## Brief Summary of Unit

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This unit is designed to help children learn and build an awareness about occupations and jobs of helpers in their community. Children will develop a better understanding of what makes up a community and helpers in their neighborhood.

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

## Standards

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The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

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| SOC.PK.6.3   | Children demonstrate knowledge of neighborhood and community.                |
| SOC.PK.6.3.1 | Develop an awareness of the physical features of the neighborhood/community. |
| SOC.PK.6.3.2 | Identify, discuss, and role-play the duties of a range of community workers. |

## Transfer

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## Essential Questions

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- How do community helpers make communities better places to live in?

- What are the roles of community helpers?
- What is a community helper?
- What is a home?
- What makes a community?

## **Essential Understandings**

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- A community can be small with only a few buildings and homes or large with many buildings and homes.
- Community helpers are people who provide a service in their community.
- Community helpers may wear certain uniforms, use certain tools, drive specific types of vehicles.
- Students will know what kind of jobs are in their community.

## **Students Will Know**

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- Characteristics of jobs in their community.
- Identify community helpers based on their uniform, tools they use and vehicles they drive.
- Names of community helpers in their neighborhood.
- People can live in different types of homes.
- The duties of different community helpers.
- They live in a community.
- Vocabulary related to community helpers.

## **Students Will Be Skilled At**

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- Identifying the roles of community helpers.
- Identifying various community helpers
- Imitating the roles of various community helpers.

## **Evidence/Performance Tasks**

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This course is designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

- Identify a variety of community helpers and their characteristics.
- Identify the type of home they live in.
- The children will demonstrate an understanding of community helpers and their roles by engaging in

pretend play.

## Learning Plan

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- Invite visitors with community service roles into the class (i.e. business owner, nurse, doctor, firefighter, police officer, dentist, etc.).
- Involve children in discussions about the homes they live in and the different types of homes in the community (i.e. by taking neighborhood walks).
- Involve children in first-hand experiences in their community (i.e. field trips in the school or neighborhood) and discuss and involve children in mapping its physical features.
- Provide dress up clothes in the House Area for role playing.
- Provide field trips and tours of different places in the community (i.e. firehouse, post office, library, farm, etc.)
- Provide materials, literature, and activities that explore different types of homes (i.e. apartment buildings, single-family houses, multi-family houses).
- Set up learning centers with books, activities, and materials for play based on children's experiences with their community (i.e. visit the supermarket then create a classroom store; visit the school office then create a classroom office).
- Sing songs and recite fingerplays related to community helpers.
- Take children on walking tours of the school and playground.
- Using community business signs and community helper buildings, set up a community to use for role playing.
- Utilize toys/props related to neighborhoods/community helpers to help students make connections with their learning (i.e. doll house, fire house, community helper vehicles, mailbox and letters, etc.).
- Work with children to make representations of different kinds of homes (building with blocks, legos, bricks, etc.)

## Suggested Strategies for Modifications

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This link includes content specific accommodations and modifications for all populations:

[https://docs.google.com/spreadsheets/d/1vp4\\_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit](https://docs.google.com/spreadsheets/d/1vp4_sVkiJlcevefjdpDEpUQYy5Jja39vzPvk-fFJrjE/edit)

- Model scenarios involving community helpers and individual family members through play.
- Incorporate accommodations and modifications of the students' IEPs
- Provide additional materials, pictures and visual aids for students on an "as needed" basis.