

# Unit: Social Studies Family Life Skills-6.1

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

## Brief Summary of Unit

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At the preschool level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

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.

AL.PK.9.2.2	Use the imagination to solve problems, use materials, role play, write stories, move the body, or create works of art (e.g., create pretend spinach out of torn green construction paper to serve for dinner).
SOC.PK.6.1	Children identify unique characteristics of themselves, their families, and others.
SOC.PK.6.1.1	Describe characteristics of oneself, one's family, and others.
SOC.PK.6.1.2	Demonstrate an understanding of family roles and traditions.
SOC.PK.6.1.3	Express individuality and cultural diversity (e.g., through dramatic play).

## Transfer

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## Essential Questions

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- What are my family traditions?
- What are the characteristics that make me the same or different as others around me?
- What is my family made up of?

## Essential Understandings

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- Students will be able to identify and describe characteristics of themselves and their family by identifying things such as gender, eye color, hair color, etc.
- Students will understand that families are all different.
- Students will develop an understanding of traditions.
- Students will express their diversity through dramatic play.

## Students Will Know

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- People have traditions.
- There are different kinds of families.
- They are an individual with unique characteristics.
- What a family is.

## Students Will Be Skilled At

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- Describing themselves
- Listening to others describe their traditions
- Recognizing characteristics of peers
- Talking about their family

## 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.

- Students will answer if they are a boy or girl.
- Students will demonstrate an understanding of differences.
- Students will describe individual differences such as hair color, eye color, etc.

## Learning Plan

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- Encourage children to appreciate individual differences by providing diverse materials, literature, and activities (e.g., mirrors, graphs, height charts; multicultural paints, papers, and crayons).
- Encourage children to use materials and supplies in a nonstereotypical manner (e.g., “Both men and women cook and wear aprons.”)
- Engage in one-on-one and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender).
- Incorporate books, materials, and activities that support diversity with respect to race, ethnicity, culture, age, abilities, gender, and nonstereotypic roles (e.g., music, literature, dramatic play props, puzzles, displays).
- Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions. • Invite family members to come to the classroom to share foods, talents, and traditions. • Support and recognize differences in family structures, routines, and traditions through discussions, literature, and activities (e.g., placing diverse articles of clothing in housekeeping area).
- Use language to identify family members, roles, traditions, and artifacts (e.g., “Your Uncle Leo is your daddy’s brother.” “Rabiye’s mother wears a burka.” “Some grandmothers go to work, just like Tony’s. Others stay at home and work.”).
- Create art projects that allow students to express their individual characteristics
- Have discussions about gender
- Incorporate music/songs that reinforce diversity.
- Invite family members into classroom to share traditions and customs
- Read stories that allow children to become aware of individual differences
- Use materials that reflect family traditions during dramatic play.
- Utilize mirrors and pictures to engage in small group conversations about similarities and differences

## Materials

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The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: [CORE BOOK LIST](#)

- Books- We Are All Alike, We Are All Different, I Like Me, Here Are My Hands, From Head to Toe
- Classroom charts
- Dramatic play props such as dress up clothing, puppets, etc.
- Family Pictures
- Mirrors
- Scholastic Clifford Magazine

## 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)

- One on one practice/support
- Repetition
- Visual supports