

# Unit 3 - Making Contributions

Content Area: **Social Studies**  
Course(s): **Social Studies 1**  
Time Period: **January**  
Length: **12 weeks**  
Status: **Published**

## Unit Overview

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Our world is in need of problem solvers who are equipped to meet the challenges of today's society. In this third unit of study, children will experience what it means to solve problems. They will discuss the need to find ways to bring awareness to the acceptance of others and that people need to be recognized for their different abilities. Through this unit, we examine resources people need to survive and how to create solutions to preserve and protect resources. Students begin to realize how our actions affect others as well as our environment, and understand the importance of making good choices. Children learn how to be responsible members of their community and of respect the world in which they live.

Unit 3 will cover the following topics:

1. Abilities Awareness
2. Earth Day
3. Arbor Day
4. Mother's Day/Father's Day
5. Memorial Day - National Symbols
6. Summer Safety

## Vocabulary

ability	awareness	empathy	Earth	reduce
reuse	recycle	roots	trunk	bark
symbol	monument	helmet	hydrate	

## Standards

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SOC.6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.
SOC.6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
SOC.6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

SOC.6.1.2.CivicsDP.3	Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.
SOC.6.1.2.CivicsPR.1	Determine what makes a good rule or law.
SOC.6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
SOC.6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
SOC.6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
SOC.6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
SOC.6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
SOC.6.1.2.GeoPP.1	Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
SOC.6.1.2.GeoSV.2	Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).
SOC.6.1.2.HistoryCC.3	Make inferences about how past events, individuals, and innovations affect our current lives.
SOC.6.1.2.HistoryUP.3	Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.
SOC.6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

## Essential Questions

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- How are we unique?
- How can we help fix some of the problems in our environment?
- How does the past shape our lives?
- What are customs and traditions? Why are these important to families?
- What are some ways people can solve problems to meet their needs?
- What jobs are part of a community?
- Why is it important to recognize certain holidays?
- Why is it important to take care of the environment?
- Why should we respect people that may be different than us?

## Learning Targets

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- I can ask relevant questions about historical and cultural events.
- I can compare and contrast everyday life across time and place.
- I can compare the customs and traditions of various groups of people.
- I can describe different people and the different places they live.

- I can describe how the present is connected to the past.
- I can explain how events of the past and their connection to events of the present.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain the ways diverse individuals are all part of the same community.
- I can explain ways that mothers take care of themselves and their young.

## Unit Assessments

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- ARC Graphic Organizers
- Class Discussions
- Teacher/Student Observation
- Writing Responses

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC.7	Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

## Differentiation for Student Needs

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- Allow oral responses
- Chunk larger assignments into more manageable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids