



Grade 1 Unit 2 - The Family Unit

Unit Focus

In "The Family Unit," students will explore their heritage, culture, and family traditions. Historically, students will ask and answer questions about the general family structure, history of their own family, and changes to their family throughout time. As family members, students learn about the diversity of families and cultures and how other families are the same and different from their own families. Examples of different traditions and celebrations can be identified as examples. Through alternative perspectives, students gain appreciation and respect for families' differences. Students, as family members, will bring in the thread of the first unit about being a member of a community and discuss their family as a "micro-community." As members, they will also seek to define and understand what their role is in their family. They will discuss and explore how family roles have been defined and have changed throughout history. As another link from Unit 1, they will be revisiting the importance of being an "active" and "respectful" participant in their family "community", as well as respecting the differences in other families. Additionally, embedded in the unit will be a concept which focuses on the celebration of certain holidays and how they connect to both family heritage and their communities.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>Performance Standards <i>Social Studies : 1</i> 1010686 <i>DIMENSION 1: DEVELOPING QUESTIONS & PLANNING INQUIRY</i></p> <ul style="list-style-type: none"> • INQ.K--2.3 Identify facts and concepts associated with a supporting question. <p>1010692 <i>DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS & TOOLS</i> 1010713 <i>History</i></p> <ul style="list-style-type: none"> • HIST.1.1 Compare life in the past to life in the present. • HIST.1.3 Compare perspectives of people in the past to those in the present. • HIST.1.5 Explain how historical sources can be used to study the past. <p>1010722 <i>DIMENSION 3: EVALUATING SOURCES & USING EVIDENCE</i></p> <ul style="list-style-type: none"> • INQ.K--2.6 Gather relevant information from one or two sources while using the origin and structure to guide the selection. <p>1010725 <i>DIMENSION 4: COMMUNICATING</i></p>	<p>T1 Respectfully and responsibly work with others through the exchange and evaluation of ideas to achieve a common objective <i>(Alternate Perspectives)</i></p> <p>T2 Pose and pursue questions to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence <i>(Analyzing)</i></p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Students are family members, investigating and interpreting their family and other families from a variety of perspectives.</p> <p>U2 Understanding our family history helps us to better understand ourselves and our broader connection to traditions and how we live.</p> <p>U3 A family is a community and its health relies on members' active and appropriate participation.</p>	<p>Q1 When understanding how families are similar or different, why are alternative perspectives important?</p> <p>Q2 What is my family history and how does my family heritage impact my current family life?</p> <p>Q3 Why is it important for me to be an active participant in my family?</p>

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

CONCLUSIONS & TAKING INFORMED ACTION

- INQ.K--2.11 Construct explanations using correct sequence and relevant information.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.

ACQUISITION OF KNOWLEDGE AND SKILL

KNOWLEDGE

SKILLS

K1 No one family is exactly alike and can have similar and different structures, backgrounds, heritage, and traditions.

K2 Throughout history/time, changes occur in a family structure and to roles among family members

K3 Families are like communities and require active, contributing members

K4 vocabulary: family community, heritage, traditions, diverse/diversity, similar, different, ancestor, active, virtue

S1 identifying facts and concepts associated with a supporting question

S2 comparing life in the past to life today

S3 asking and answering questions about individual community members that have shaped rules and behaviors

S4 explaining how historical sources can be used to study the past

S5 gathering relevant information from one or two sources

S6 explaining how family structure, heritage, and traditions have many definitions