



Recommended P1 / Grade 1 Curriculum Framework

<b>Content: SOCIAL STUDIES: P1 / Grade 1</b>						
<b>Topic: All About Me and My Family (Weeks 5-8)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>SS-E-5.2.3</b> Change over time. (suggested link: All about me and how I have changed over time.)</p> <p><b>SS-E-1.3.3</b> Sources of Authority (family rules and responsibilities).</p> <p><b>SS-E-1.3.1</b> Rights and responsibilities within families and peer groups.</p> <p><b>POS-SS-P-CS-4</b> Students will understand how human needs are met through social groups and institutions.</p> <p><b>POS-SS-P-CS-2</b> Students will understand that diverse groups celebrate heritage and culture in a variety of ways.</p> <p><b>SS-E-2.3.1</b> Self-identity and self-awareness including personal growth and change and as a part of various groups</p>	<p><b>POS-SS-P-H-1</b> Students will distinguish among past, present, and future, and describe change over time.</p> <p><b>POS-SS-P-GC-2</b> Students will understand and begin to apply rights and responsibilities in relation to the community. (Family, school)</p> <p><b>Government and Civics</b>  <b>A.E.2.14:</b> Students should understand the democratic principles of justice, equality, responsibility and freedom.  <b>A.E 2.15</b> Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>Recognize oneself as part of a group and demonstrate cooperation with others.</li> </ul>					

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<p>and institutions. (i.e., family and school)</p> <p><b>SS-E-2.1.2</b> Role of the family in the transmission of culture.</p>	<ul style="list-style-type: none"> <li>Identify sources of authority.</li> <li>Describe elements of familiar political systems (e.g., home, school).</li> </ul> <p><b>Culture and Society</b>  <b>A.E.2.16</b> Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationship among individuals and among groups.  <b>A.E. 2.17</b> Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and our world.</p> <p><u><b>Demonstrators</b></u></p> <ul style="list-style-type: none"> <li>Recognizes family similarities and differences.</li> <li>Explore the uniqueness of the individual.</li> <li>Recognize roles within various social groupings.</li> <li>Recognize and respect the right of others to display unique characteristics.</li> </ul> <p><b>Historical Perspective</b>  <b>AE. 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and</p>					

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	issues to develop historical perspective.  <b>Demonstrators</b> <ul style="list-style-type: none"><li>• Recognize continuity and change.</li><li>• Distinguish between past, present, and future.</li></ul>					