

## Curriculum Unit Overview

**Curriculum Area:** Social Studies

**Grade Level:** Pre-K

**Unit Summary:** Over the course of this year, students will have the opportunity to discover the world around them through developing an awareness of themselves, other people and cultures, and community and become contributing active members of the classroom community.

### Learning Targets

**Curriculum aligned with Standards:** New Jersey Preschool Teaching and Learning Standards 2014

**21<sup>st</sup> Century Skills:** Critical Thinking & Problem Solving X, Creativity and Innovation X, Collaboration, Teamwork and Leadership X, Cross-Cultural Understanding and Interpersonal Communications X, Communication and Media Fluency X, Accountability, Productivity and Ethics X

**Interdisciplinary Connection:** Math=MA, English=ELA, Science=SCI, Social Studies=SS, Physical Education=PE, Art=ART, Music=MU, Technology=TECH, World Language=WL

### Standards:

**Standard 6.1: Children identify unique characteristics of themselves, their families, and others.**

- 6.1.1 Describe characteristics of oneself, one's family, and others.
- 6.1.2 Demonstrate an understanding of family roles and traditions.
- 6.1.3 Express individuality and cultural diversity (e.g., through dramatic play)

**Standard 6.2: Children become contributing members of the classroom community.**

- 6.2.1 Demonstrate understanding of rules by following most classroom routines.
- 6.2.2 Demonstrates responsibility by initiating simple classroom tasks and jobs.
- 6.2.3 Demonstrate appropriate behavior when collaborating with others.

**Standard 6.3: Children demonstrate knowledge of neighborhood and community.**

- 6.3.1. Develop and awareness of the physical features of the neighborhoods/community
- 6.3.2 Identify, discuss, and role-play the duties of a range of community workers.

**Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community.**

- 6.4.1 Learn about and respect other cultures within the classroom and community.

### Unit Essential Questions

*Students will wonder...*

- How am I the same/different from my classmates?
- How are people and families the same/different?
- Why is it important to follow the classroom rules?
- What is a community?
- Why is it important to be an active part of your community?

### Unit Enduring Understandings

*Students will understand that...*

- People are different in many ways.
- People have different roles and functions in a community.
- They can participate in making classroom decisions.
- There are features and locations in their environment that need to be recognized and used.
- The concepts of past, present, and future are important to understand.
- Taking care of their environment is important.

## Unit Learning Targets

### *Students will know:*

- **Diversity:** Children understand that people have diverse characteristics, interests, and abilities.
- **Community roles:** Children recognize that people have different roles and functions in the community.
- **Decision making:** Children participate in making classroom decisions.
- **Geography:** Children recognize and interpret features and locations in their environment.
- **History:** Children understand past, present, and future.
- **Ecology:** Children understand the importance of taking care of their environment.

### *Students will be able to:*

- Children see similarities and differences in personal attributes (including gender, culture, age, religion, family structure, ability levels, and appearance) as natural and positive. They are interested in how people are the same and/or different from themselves and their families.
- Children know about familiar roles in the communities they belong to (e.g., family, school, neighborhood). They understand that people depend upon one another. Children know that people need money to buy goods and services.
- Children understand that everyone has the right to share ideas and be heard. They participate as leaders and followers. With adult guidance, they join in class discussions, help make decisions, and share ideas to resolve group problems.
- Children identify familiar landmarks (e.g., home, school, park) and navigate simple routes between them. They match objects and events to their locations (e.g., scissors/art area; outside time/playground) and represent physical features (e.g., buildings, roads, bridges) in their play. Children use simple maps to describe and locate things in their environment (e.g., classroom areas, playground features).
- Children talk about what happened in the past (e.g., “Yesterday, when I was a baby...”) and what will occur in the future (e.g., “When I’m bigger, I’ll go to my sister’s school”). They describe a sequence of events (e.g., “First I painted a picture, and then I built a tower”).
- Children share responsibility for taking care of their environment inside and outside the classroom (e.g., picking up litter, watering plants, sorting things into recycling bins). They understand that their actions affect the well-being of the environment.

## Evidence of Learning

### **Suggested Assessments**

*Students learning is documented through anecdotal records and the Children’s Observation Record (COR)*

#### **Developmental Range:**

The children will approach each activity at different developmental levels:

#### **Earlier:**

Student requires adult supervision throughout the activity. Student needs to be redirected back to activity several times. For small group activities, student explores materials. For large group activities, student observes others or participates with adult

### **Suggested Assessment Activities**

#### PERFORMANCE TASK (S):

**Small Group:** Exploring the House Area (Adapted from High/Scope Step by Step ...First 30 Days)  
Students will learn about their classroom by exploring the different interest areas and the materials that belong in each space. After seeing a few items from the House Area (e.g. cooking items, dress-up clothes) and the class sign for the House Area, the children will explore the area and all the materials that they find there. Teachers will assist children by supporting their actions, offering activities, and encouraging students to explore materials. When Small Group time is done, assist children with cleaning up materials by showing them the labels where each item belongs. Repeat with each interest area in the classroom until all the children have been introduced to their learning environment.

assistance. Student uses little or no language and requires prompts to follow directions.

**Middle:**

Student requires some adult supervision and can do an activity independently for brief periods. Student needs some verbal prompts to be redirected back to the activity. For small group activities, student uses materials in a purposeful way, copies actions of other students, or starts using materials purposely with verbal suggestion from adult. For large group activities, student participates with some verbal prompt from adult or copies actions of other students. Student uses some language to describe, request, suggest, and comment during activities.

**Later:**

Student can independently participate in activities after the adult introduces them. Student needs to be redirected a few times or does not need redirection. For small group activities, student uses materials in purposeful and complex ways. Student is able to assist peers with their materials. For large group activities, student participates independently and offers suggestions during the activity. Student uses sentences to describe what they are doing, ask questions, and participate in conversations.

The students should be able to:

- Recognize locations in their classroom
- Interpret features of each interest area
- Demonstrate ability to take care of their classroom
- Effectively utilize each interest area and classroom materials

**Large Group:**

After all the classroom interest areas have been introduced and explored, students will extend their knowledge of their environment by pretending to be “detectives” solving the “case of the missing materials”. Each child will have a map of the classroom, magnifying glass, and assigned materials to find. The map will show where the items are hidden and each child will find their items and bring them back to the large group area. Then each student will look at their map and decide where each item belongs and return them to the correct areas within the classroom. The students should be able to:

- Discuss what items they found, where they found it, and where they returned it by showing it on their map
- Demonstrate knowledge of the classroom environment.
- Explore map skills

*For large group activities, student observes others or participates with adult assistance. Student uses little or no language and requires prompts to follow directions.*

Other performance tasks that address Social Studies KDI’s and can be incorporated throughout classroom procedure/routine may include:

- Have a Family Day once a week that involves each child sharing his/her family photo at Message Board time. Tell children to draw their family doing a special family tradition. Have children dictate their family tradition and work together to create a class book. Put it in the Reading/Writing Area for children to “read” during work Time. (KDI: Diversity)
- Choose daily classroom helpers to complete different roles and responsibilities in the classroom community (i.e. line leader, pledge leader) KDI: (Community roles)
- Conduct class votes to help make classroom decisions. KDI: (Decision making)
- Use a classroom map for recall time. Each child will drive a toy car to every area where they worked and recall details about what they did in each area. (KDI: Geography)
- Ask children to recall what they did on their “home days” or plan/share what they will do on their “home days”. (KDI: History)
- Assist children with planning, building, and maintaining a classroom community garden. (KDI: Ecology)

**OTHER EVIDENCE:**

- Teacher observations (anecdotal notes) throughout daily routine
- COR Reports

- Work samples
- Classroom participation

**Learning Activities:**

- Message Board
- Planning/Recall Activities
- Work Time
- Teacher created materials
- Games
- Large Group Time
- Small group time
- Planning/ recall time
- Transition activities
- Snack time /Meal time conversations
- Children's literature involving: community, community roles, families, people and diversity, feelings and emotions

**Modifications and/or Accommodations:**

- **Special Education:** Utilize a multi-sensory (VAKT) approach during instruction, provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.), modify test content and/or format, allow students to retake test for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.
- **English Language Learners:** Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionary, and modified assessment and/or rubric.
- **Students at Risk of School Failure:** Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic, provide individual instruction as needed, modify assessments and/or rubrics, repeat instructions as needed.
- **Gifted Students:** Create an enhanced set of introductory activities, integrate active teaching/learning opportunities, incorporate authentic components, propose interest-based extension activities, and connect student to related talent development opportunities.

**Teacher Resources:***Suggested Learning Resources:*

- Educating Young Children (High/Scope Press)
- Essentials of Active Learning in Preschool (High/Scope Press)
- Small-Group Times to Scaffold Early Learning (High/Scope Press)
- 50 Large-Group Activities for Active Learners (High/Scope Press)
- Lesson Plans for the First 30 Days (High/Scope Press)
- [www.highscope.org](http://www.highscope.org)