
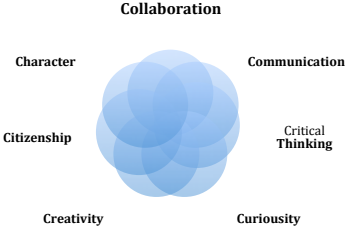


Content Area: Social Studies	Social Studies	Grade Level: Preschool
	<p>R14 Big Six Learning Drivers</p> 	
Unit Titles	Length of Unit/Contact Hours	
<ul style="list-style-type: none"> • Foundations for Learning in Community 	<ul style="list-style-type: none"> • 6-8 weeks 	
<ul style="list-style-type: none"> • Supporting Emergent Citizens 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Grade Level Expectations (Progress Reporting)
Self, Family, and Community	<ul style="list-style-type: none"> • Families come in many different ways • Families are part of a community • Families are the same and different • I am part of a community
People and the Environment	<ul style="list-style-type: none"> • People take care of an environment • There are basic rules in home, community and classroom.
Economic Systems and Resources	<ul style="list-style-type: none"> • Know a variety of jobs that can be found in a community • Know that things can be bought and sold (in play) • Understand that people can use tools for a job
Change Over Time	<ul style="list-style-type: none"> • Understand the beginning of how time is measured • Understand how things grow and change over time (including themselves)

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Unit Title	Foundations for Learning in a Community	Length of Unit	6-8 weeks
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Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do we engage preschoolers in rich discussions about rules in large groups, small groups, and individually? • How do we provide experiences for preschoolers to compare, connect, and respond to in our daily routines and in our community?
Standards*	<p><u>PK Standards: Social Studies:</u> Power, Authority and Governance SS.48.4 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom</p> <p>Culture SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)</p> <p>People Places and Environment SS.48.7 Participate in jobs and responsibilities at home, classroom and community</p>
Strands & Concepts	<ul style="list-style-type: none"> • School is a place where people work, talk, and play together. • You can learn many new things about your world at school. • You can talk to show your thinking. • A rich environment stimulates children’s thinking
Key Vocabulary	classroom, community, centers, calendar, rules, greetings, names, number(s), objects, combined, how many, calendar, space, grow, time, home, family

Standards based on CT Early Learning and Development Standards

More information can be found at: <http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/standards.pdf>

Unit Title	Foundations for Learning in a Community	Length of Unit	6-8 weeks
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> ● self as part of a family ● self as part of a community ● jobs at home and school ● some basic rules for home, school and community 	<ul style="list-style-type: none"> ● with support, help organize the environment ● talk and reason with partners ● with support, share an environment with others ● with support, engage in jobs in the classroom community ● describe parts of the classroom environment ● ask questions about my environment and my community

Assessments:	PAF (Preschool Assessment Framework) Performance Standards: <ul style="list-style-type: none"> ● COG 9 Understands and interacts within the classroom with adults and peers ● P&S 3 Participates in teacher-led activities ● P&S 7 Interacts cooperatively with peers ● P&S 4 Manages transitions, follows routines, and rules
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>CT Preschool Curriculum Frameworks</i> ❖ <i>CT Preschool Assessment Frameworks</i>

Unit Title	Supporting Emergent Citizens	Length of Unit	Ongoing
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do activities (e.g. playing, learning rules, sharing) help develop a community? • How do we provide preschoolers with ample time to engage in learning about their communities (home, school and local community)? • How do we provide preschoolers ample time to engage and inquire in conversations with peers and adults? 		
Standards	<p><u>PK Standards: Social Studies:</u></p> <p>Culture SS 48.1 Identify physical characteristics of self. SS.48.3 Identify cultural characteristics of self, family and community (Language, foods, modes of transportation, shelter, etc.)</p> <p>People, Places Environment SS. 48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have a responsibility to care for them SS48.6 Describe, draw or construct aspects of the geography of the classroom or home</p> <p>Economic Systems and Resources SS.48.8 Demonstrate an awareness of a variety of jobs in the community SS. 48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play</p> <p>Time, Continuity and Change SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (Using terms like time of day, yesterday, today and tomorrow).</p>		
Strands & Concepts	Self and Family, People and Our Environment, Jobs and Neighbors, Our Communities		
Key Vocabulary	jobs, environment, buy, sell, community, map, buy, sell, home, school, town neighborhood,		

Unit Title	Supporting Emergent Citizens	Length of Unit	Ongoing
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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • ways to compare and contrast • the concept of first and last • family members over generations • ways to participate in a community • with support, some maps (classroom, school, town) • people in the community 	<ul style="list-style-type: none"> • with support, recall events over time (yesterday, today...) • with support, describe familiar events • with support, create or build maps of their community (class, school, home, town) • with support, begin to understand generations of families • with support, begin to understand commerce through exploring roles of buying and selling • with support, understand the variety of jobs in the community • with support, begin to understand change over time

Assessments:	PAF Performance Standard: <ul style="list-style-type: none"> • P&S 5 Uses words to express emotions or feelings • COG 9 Understands and participates in conversations • CRE 1 Builds and constructs to represent own ideas • CRE 3. Represents experiences and fantasies in pretend play • P&S 4 Manages transitions, follows routines, and rules
Teacher Resources:	<ul style="list-style-type: none"> ❖ <i>Region 14 Preschool Implementation Guide</i> ❖ <i>CT Preschool Curriculum Frameworks</i> ❖ <i>CT Preschool Assessment Frameworks</i> ❖ <i>Bethlehem/Woodbury Historical Societies</i>