

Course Title:	Preschool Cross-Disciplinary Curriculum
Grade(s):	Preschool

Course Description
Our preschool program provides quality learning experiences addressing all areas of child development: physical, social/emotional, communication, cognitive, and adaptive/self-help. These experiences support and encourage the development of independence, responsibility, and confidence, all of which are essential for ongoing success in kindergarten. The preschool curriculum is designed to actively engage each child in developmentally age appropriate activities based on the CT Early Learning and Development Standards (CT ELDS). Our skilled teachers implement the curriculum in ways that are exciting and challenging, as well as supportive of each child's own learning style. Our preschool room arrangement allows children easy access to educational toys, materials, and books. Each classroom is organized for areas for play, art, creativity, and reading in addition to larger spaces for group activities. Learning outcomes based on the CT ELDS across all Developmental Domains are embedded throughout the preschool day. Additionally, specific Science and Social Studies Learning outcomes are found in each unit.
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Welcome to School	Essential Questions: - How does our classroom stay clean and safe? - Why do we have rules? Big ideas: - We all help to keep our classroom clean and safe.	2 weeks (August/September)

	• There are rules at school that help keep us safe. <u>Priority Standards:</u> 3-4 years SS.48.7 Participate in jobs and responsibilities at home, classroom or community SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom 4-5 years SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets) SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	
Unit 2: Fall	Essential Questions: • How can we describe and sort plants? • What happens to plants across their lifespan? Big ideas: • We can describe and sort plants based on their features. • Plants can change and grow across their lifespan. <u>Priority Standards:</u> 3-4 years S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults 4-5 years S.60.7 Group and classify living things based upon features, providing evidence to	4 weeks (September/October)

	support groupings S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death)	
Unit 3: Community Helpers	Essential questions: • How can we represent what our community looks like? • What tools are used in the community and who uses them? • What are community helpers? • How do people exchange goods and services? Big ideas: • We can represent characteristics of our community by making maps and models. • Community helpers use tools to help them do their jobs. • Community helpers are people who do a job that helps the people in the community. • People use money to purchase goods and services. <u>Priority Standards:</u> 3-4 years SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home SS.48.10 Understand the use of tools, including technology, for a variety of purposes SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	4 weeks (October/November)

	4-5 years SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, buildings, bodies of water, etc.) SS.60.9 Begin to be aware of technology and how it affects life SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	
Unit 4: Families	Essential Questions: • What is a family? • How can I describe myself and my family? • How is my family similar or different to others? Big ideas: • I have different characteristics that make me who I am. • We are all part of a family made up of a variety of members. • Families are alike and different in many ways. <u>Priority Standards:</u> 3-4 years SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers) 4-5 years SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	3 weeks (November/ December)

Unit 5: Celebrations Around the World	Essential Questions: • How are celebrations in my family and community similar and different from other families and communities? Big ideas: • Celebrations can have many similarities and differences between families and communities. <u>Priority Standards:</u> 3-4 years SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.) 4-5 years SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	3 weeks (December)
Unit 6: Winter	Essential Questions: • How do animals get food, water, and shelter? • How does the weather change during the winter and does that affect my environment? Big ideas: • Animals depend on the environment to get food, water, and shelter. • During the winter the weather gets colder/snowy and this impacts the environment around us in different ways. <u>Priority Standards:</u> 3-4 years S.48.7 Explore how animals depend upon the environment for food, water and shelter	4 weeks (January)

	S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) 4-5 years S.60.9 Provide examples of how animals depend on plants and other animals for food S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth's features (e.g., The stream has greater water flow after snow melts.)	
Unit 7: Friendship	Essential Questions: • How can I describe myself? • What do friends do? Big ideas: • I have different characteristics that make me who I am. • Friends can play together and help each other. <u>Priority Standards:</u> 3-4 years SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SE.48.14 Interact with a variety of children in the program 4-5 years SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families SE.60.18 Seek help from peers and offer assistance when it is appropriate	4 weeks (February)
Unit 8: Force and Motion	Essential Questions: • How can an object's speed and direction be changed? • How can we solve problems in our environment? • How are the materials that we use for different things similar and different from each other?	4 weeks (March)

	Big ideas: • A force can change an object's speed or direction. • We can solve problems by talking about them and developing solutions. • Materials are alike and different based on their function, and how well they perform their job depends on their properties. <u>Priority Standards:</u> 3-4 years S.48.4 Identify a problem and, with adult assistance design a solution (e.g., device or process) to address that problem S.48.8 Investigate how objects' speed and direction can be varied S.48.9 Compare and contrast attributes of common materials related to their function (e.g., flexibility, transparency, strength) 4-5 years S.60.10 Make predictions and conduct simple experiments to change direction, speed and distance objects move S.60.11 Determine cause and effect of push/pull/collision that make objects, start, stop and change direction S.60.6 Identify a problem and, with adult assistance, design a solution, test and refine design elements S.60.12 Evaluate the appropriateness of a material for a given purpose based upon its properties	
Unit 9: Animal Life Cycles	Essential Questions: • How can we describe and sort animals? • What happens to animals across their lifespan? Big ideas: • We can describe and sort animals based on their features. • Animals can change and grow across their lifespan. <u>Priority Standards:</u> 3-4 years S.48.6 Recognize changes in living things over their lifespan by observing similarities and differences between babies and adults	4 weeks (April)

	S.48.5 Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups 4-5 years S.60.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death) S.60.7 Group and classify living things based upon features, providing evidence to support groupings	
Unit 10: Plants	Essential Questions: • How do questioning and defining problems help us to understand concepts? • How do we know if an action has an effect on an object? • How can we support our ideas? • How does weather affect the plants in our environment? Big ideas: • We can ask questions and discuss problems to help us think about cause and effect and solve problems. • We can change our actions on purpose to see what happens. <u>Priority Standards:</u> 3-4 years S.48.1 Ask more detailed questions including the relationship between two things or cause and effect relationships S.48.2 Intentionally vary actions in order to observe the effect of these actions on materials S.48.3 Cite examples to support their ideas (e.g., "I think the plant will die because when I forgot to water my plant it died.") S.48.10 Observe, record, and note patterns regarding weather and the effects on the immediate environment (e.g., Rain over a period of days causes flooding. Sunny days cause the flower bed to dry out.) 4-5 years S.60.1 Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't	4 weeks (May)

	allowed to stand on the chairs.”) S.60.2 Engage in collaborative investigations to describe phenomena or to explore cause and effect relationships S.60.4 Give evidence from observations or investigations S.60.14 Give examples of ways in which weather variables (hot/cold temperatures, amount and intensity of precipitation, wind speed) affect us and/or cause changes to earth’s features (e.g., The stream has greater water flow after snow melts.)	
Unit 11: End of Year Celebration	Essential Questions: • How do we grow and change over time? Big ideas: • We grow in many ways over time (academically, emotionally, physically, socially). <u>Priority Standards:</u> 3-4 years SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed 4-5 years SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history	2 weeks (June)