

Pre K

Becoming Part of a Community



Social Studies

Fairfield Public Schools

Pre K

PreK- Becoming Part of a Community (4/18/2016) DRAFT

Description:

In preschool students will engage in activities that will help build awareness of themselves as an integral part of a group. By understanding their families and recognizing their place in a community through storytelling, literature, maps, music and play, preschool children will strengthen their individuality within their community.

Ideas of citizenship are based upon meaningful daily events and a classroom environment that ensures that children are aware of and respect other person's interests, preferences and cultural background. When children participate in activities that bring the community into the classroom, they feel good about themselves and find out how different groups of children live. Negotiating rules, responsibilities and challenging issues in a vibrant learning environment can expose children to a community based on kindness, equality and justice.

Overview

Central Understandings

1. Students will understand that change and growth occur over a sequence of time
2. Students will develop spatial understanding, perspectives, and connections to the world while gaining perspective about themselves and their families.
3. Students will understand that people work and that money has a purpose.
4. Students will understand that individuals have unique talents but also work with others in groups.
5. Students will understand that rules have a purpose and allow groups to work together effectively

Compelling Questions

HISTORY:

- How are families different? (Foods, art, culture, languages, individuals)
- What changes occur within families? (past, present, and future)

CIVICS:

- Why do we have rules with in our family and school communities?
- What are responsibilities and why is it important to participate in a community?

ECONOMICS:

- Why do people have jobs?
- How does technology affect us and the jobs people have?
- What are the differences between needs and wants?
- How does money relate to fulfilling our needs and wants?

GEOGRAPHY:

- How can maps help us to learn about our environment?

Becoming Part of a Community: Year at a Glance (Units)

Quarter 1: History
Quarter 2: Geography
Quarter 3: Economics
Quarter 4: Geography

Course Standards

The Connecticut Early Learning and Development Standards

<http://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>

Colorado Preschool Social Studies Academic Standards

https://www.cde.state.co.us/sites/default/files/documents/cpp/download/standards/prek_socstudies_in_high_quality_settings.pdf

Unit 1: History

Unit Objectives:

Develop an understanding of how people view, construct and interpret history

Skill Objectives:

Change and sequence over time

Select examples from pictures that illustrate past, present and future

Sequence a simple set of activities or events

Identify an example of change over time

Unit Compelling and Supporting Questions

Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

How have you grown and changed over time?

What are important events in your past, your families past, or the past of an adult you know?

Supporting Questions

What are some tools that help us record change and sequence? (clocks, calendars, timelines)

How can we describe past events?

How can we organize past events using chronology?

Standards Emphasized in the Unit

SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)

SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community

SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed

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

The Connecticut Early Learning and Development Standards

<http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/socialstudies.pdf>

Unit 2: Geography

Unit Objectives:

Develop spatial understanding, perspectives and connections to the world

Skill Objectives:

Use positional phrasing such as over, under, here, there, up and down.

Identify common places such as home, school, gym, and playground.

Use pictures to locate familiar places

Use nonlinguistic representations to show understanding of geographical terms

Themes Emphasized and Unit Compelling Questions

Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

How do you describe your surroundings?

What is the importance of location?

How are different people and places related to one and other?

Supporting Questions

What words are used to describe your surroundings? (Under, next to, inside of, etc.)

What patterns and connections can be seen between people and specific places? (a cook works in a kitchen, people walk dogs in a park, children learn in a school)

Standards Emphasized in the Unit

SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home

SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)

The Connecticut Early Learning and Development Standards

<http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/socialstudies.pdf>

Unit 3: Economics

Unit Objectives:

Understand the allocations of scarce resources in societies through analysis of individual choice, market interaction, and public policy

Skill Objectives:

People work to meet wants and needs
Recognize coins and currency as money
Discuss why we need money

Unit Compelling and Supporting Questions

Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

What might happen if no one worked?
What do we buy and why?
How do people use income?
Why do you save income?

Supporting Questions:

What are your needs and wants?
What is money used for?
What is the difference between spending and saving?

Standards Emphasized in the Unit

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.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play
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
SS.48.10 Understand the use of tools, including technology, for a variety of purposes

The Connecticut Early Learning and Development Standards

<http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/socialstudies.pdf>

Unit 4: Civics

Unit Objectives:

- Analyze and practice rights, roles and responsibilities of citizens

Skill Objectives

Recognize groups, leaders, and roles

Explain how groups have rules

Recognize personal boundaries and interact positively with others

Unit Compelling and Supporting Questions

Compelling Questions:

Students will apply disciplinary concepts to investigate compelling questions such as:

What makes an individual unique?

Why would a person want to belong to a group?

How can differences amongst group members make groups better?

Supporting Questions:

What kind of groups are there?

What are some of the reasons people make groups? (play a sport, learn something together, clean up a neighborhood)

What are some roles people have within groups?

Standards Emphasized in the Unit

SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom

SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom

SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them

SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling

SS.48.7 Participate in jobs and responsibilities at home, classroom or community

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)

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