

PRE – KINDERGARTEN SOCIAL STUDIES




IT'S ALL ABOUT YOU!

Expectations, Practices and Outcomes


New Jersey Catholic Schools

2008 – 2009


UNIT ONE: All About Me: All About My Friends

EXPECTATION	OUTCOMES	PRACTICES
<p>Children identify unique characteristics of themselves and others.</p> <div style="text-align: center;">  <p>I am Unique</p> </div>	<p>Describe characteristics of self</p> <p>Compare characteristics of self with others</p> <p>Creates visual displays of individual characteristics and those of others</p> <p>Expresses individuality and diversity through dress-ups, dolls, puppets, etc.</p> <p>Discusses characteristics of children and adults in multicultural literature and photos.</p> <p>Selects materials and activities based on choice and not limited by bias.</p>	<p>Engage in individual and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender, etc.).</p> <p>Provide diverse materials, literature and activities (mirror, graphing, height chart, multicultural paints, papers, crayons, etc.) to compare and contrast individual traits.</p> <p>Incorporate books, materials and activities that support diversity, including ethnicity, culture, age, abilities, gender, race and non-stereotypic roles (e.g., multicultural and bilingual music and literature, dramatic play props, puzzles, displays, etc.).</p>

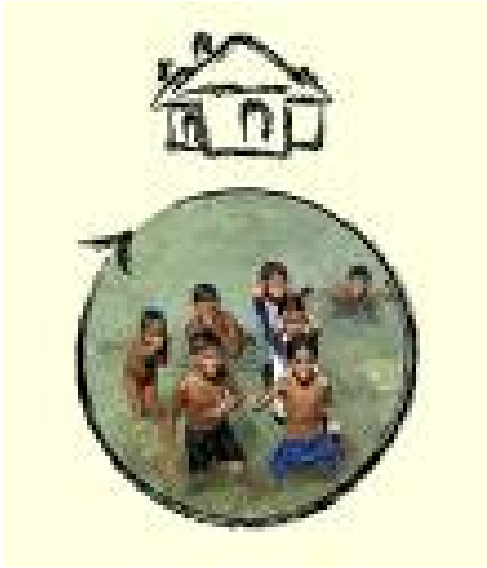
UNIT TWO: All About Families

EXPECTATION	OUTCOMES	PRACTICES
<p>Children communicate about their family, family roles and family traditions</p> <div style="text-align: center;">  <p>Each One Has A Place</p> </div>	<p>Talks with classmates and teachers about his/her family.</p> <p>Identifies, compares and contrasts family members from a photograph (e.g., "This is my mommy and she has brown hair.").</p> <p>Talks about family routines and activities (e.g., languages, foods, celebrations, music, meals, etc.).</p> <p>Dramatizes roles and responsibilities of different family members.</p> <p>Illustrates representations of families, roles and traditions through different media (e.g., paints, crayons, play dough, collage, cut-outs, etc.).</p>	<p>Find materials, photos, artifacts and props from diverse families that reflect family roles and traditions.</p> <p>Invite family members to come to classroom and share talents and traditions.</p> <p>Support and recognize differences in family structures, routines, and traditions through discussions, literature and activities (e.g., diverse articles of clothing in housekeeping area, etc.).</p> <p>Use language to identify family members, roles, traditions and artifacts (e.g., "Your Uncle Leo is your daddy's brother." "Rabiye's mother wears a burqua." "Some grandmothers go to work just like Tony's. Others stay at home and work.").</p>


UNIT THREE: All About My School Community

EXPECTATION	OUTCOMES	PRACTICES
<p data-bbox="184 230 783 337">Children become contributing active members of the classroom community.</p>  <p data-bbox="375 948 590 976" style="text-align: center;">Classroom Project</p>	<p data-bbox="850 248 1222 354">Understands rules and will follow most classroom rules.</p> <p data-bbox="850 375 1249 444">Performs assigned jobs and responsibilities.</p> <p data-bbox="850 466 1190 535">Takes responsibility for simple classroom tasks.</p> <p data-bbox="850 557 1218 662">Identifies other children in the classroom and uses names in conversations.</p> <p data-bbox="840 683 1362 789">Works together (e.g., pair, triads and small groups) to complete projects and activities.</p>	<p data-bbox="1423 248 1906 428">Involve children in developing a few simple rules with an emphasis on positive rules (e.g., "walking feet" instead of "no running").</p> <p data-bbox="1423 449 1900 737">Establish classroom routines and involve children in upkeep of classroom (e.g., taking care of the pet, cleaning up, watering the plants, washing hands before using the water table to avoid spreading germs, etc.).</p> <p data-bbox="1423 758 1902 863">Use children's names frequently incorporating them into songs, rhymes and activities.</p> <p data-bbox="1423 885 1900 1065">Plan activities and routines that encourage cooperation and collaboration (e.g., classroom murals, pair-painting, buddy-system).</p>

UNIT FOUR: All About My Neighborhood and Community

EXPECTATION	OUTCOMES	PRACTICES
<p data-bbox="184 272 747 342">Children will demonstrate knowledge of neighborhood and community.</p>  <p data-bbox="338 1068 623 1097">The Old Swimming Hole</p>	<p data-bbox="842 240 1377 423">Differentiates among types of homes. Creates representations of different homes (e.g., draw, build block structure, use boxes, make 3-D structures).</p> <p data-bbox="842 435 1377 574">Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk).</p> <p data-bbox="842 586 1314 651">Dramatizes community roles and activities.</p> <p data-bbox="800 662 1356 764">Identifies tools used for different occupations (e.g., cash register, adding machine, stethoscope, etc.).</p>	<p data-bbox="1451 240 1986 418">Provide materials, literature, and activities that explore different types of homes (e.g., apartments, buildings, motels, house, multi-family dwellings).</p> <p data-bbox="1451 430 1976 609">Involve children in first-hand experiences in their community (e.g., visits, tours, walking and field trips in the school, neighborhood and community).</p> <p data-bbox="1451 620 1976 685">Invite visitors with community service roles into the class.</p> <p data-bbox="1451 696 1976 982">Develop learning center with literature, activities and materials for play based on children's experiences with their community (e.g., visit the supermarket and create classroom store; visit the school office and create a classroom office, adding tools, props, etc.).</p>

UNIT Five: All About Our Lives and Experiences

EXPECTATION	OUTCOMES	PRACTICES
<p data-bbox="184 235 808 341">Children participate in activities that reflect the cultures within their classroom and their community...</p>  <p data-bbox="401 1019 592 1047">Who Goes First?</p>	<p data-bbox="869 251 1331 397">Identifies characteristics of other cultures in discussions and play (e.g., "Either a man or a woman can be the president.").</p> <p data-bbox="869 418 1325 446">Participates in cultural activities.</p>	<p data-bbox="1499 251 1982 430">Explore cultures represented in the classroom and community and integrate information, literature, and activities into play activities and the daily curriculum.</p> <p data-bbox="1499 456 1982 630">Invite family and other community members to tell stories and provide activities about their cultures and traditions to the children.</p>