

# **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><b>Children identify unique characteristics of themselves and others.</b></p> <div style="text-align: center;">  <p><b>I am Unique</b></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 <b>similarities and differences</b> 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 <b>compare and contrast individual traits</b>.</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>

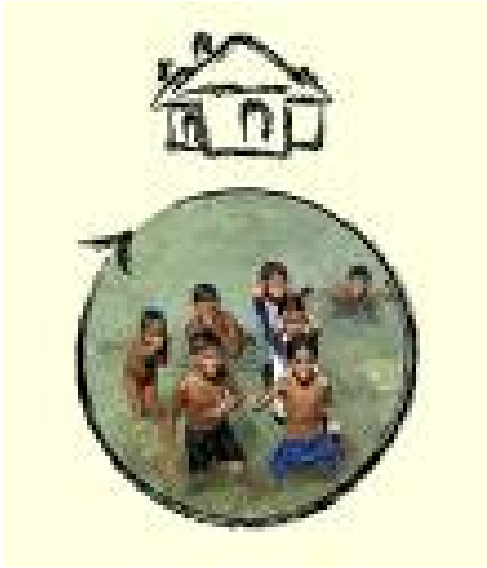
## UNIT TWO: All About Families

EXPECTATION	OUTCOMES	PRACTICES
<p><b>Children communicate about their family, family roles and family traditions</b></p> <div style="text-align: center;">  <p><b>Each One Has A Place</b></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="176 228 791 337"><b>Children become contributing active members of the classroom community.</b></p>  <p data-bbox="373 948 590 976" style="text-align: center;"><b>Classroom Project</b></p>	<p data-bbox="848 245 1224 354">Understands rules and will follow most classroom rules.</p> <p data-bbox="848 375 1251 444">Performs assigned jobs and responsibilities.</p> <p data-bbox="848 466 1192 535">Takes responsibility for simple classroom tasks.</p> <p data-bbox="848 557 1220 662">Identifies other children in the classroom and uses names in conversations.</p> <p data-bbox="848 683 1362 789">Works together (e.g., pair, triads and small groups) to complete projects and activities.</p>	<p data-bbox="1423 245 1906 428">Involve children in developing a few simple <b>rules</b> with an emphasis on positive rules (e.g., "walking feet" instead of "no running").</p> <p data-bbox="1423 449 1900 737">Establish <b>classroom routines</b> 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 <b>children's names</b> frequently incorporating them into songs, rhymes and activities.</p> <p data-bbox="1423 885 1900 1068">Plan activities and routines that encourage <b>cooperation and collaboration</b> (e.g., classroom murals, pair-painting, buddy-system).</p>

# UNIT FOUR: All About My Neighborhood and Community

EXPECTATION	OUTCOMES	PRACTICES
<p>Children will demonstrate knowledge of neighborhood and community.</p>  <p><b>The Old Swimming Hole</b></p>	<p>Differentiates among types of homes. Creates representations of different homes (e.g., draw, build block structure, use boxes, make 3-D structures).</p> <p>Identifies and discusses the duties of a variety of common community occupations (e.g., nurse, postmaster, secretary, clerk). Dramatizes community roles and activities.</p> <p>Identifies tools used for different occupations (e.g., cash register, adding machine, stethoscope, etc.).</p>	<p>Provide materials, literature, and activities that explore different types of homes (e.g., apartments, buildings, motels, house, multi-family dwellings).</p> <p>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>Invite visitors with community service roles into the class.</p> <p>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"><b>Children participate in activities that reflect the cultures within their classroom and their community...</b></p>  <p data-bbox="401 1019 594 1047"><b>Who Goes First?</b></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="869 414 1325 451">Participates in cultural activities.</p>	<p data-bbox="1499 251 1982 435">Explore <b>cultures</b> represented in the classroom and community and integrate information, literature, and activities into play activities and the daily curriculum.</p> <p data-bbox="1499 454 1990 630">Invite family and other community members to tell stories and provide activities about their <b>cultures and traditions</b> to the children.</p>