

PreK-Kindergarten “My World”

Define the Year:

The PreK-K comprehensive social studies curriculum is framed thematically; teachers may address the learning goals by integrating them into daily learning experiences and approaches (e.g. Responsive Classroom) , aligning them with other subjects in a “crosswalk” (e.g. guidance curriculum), or by creating actual units of study. These themes were designed to guide students through learning experiences that focus on self-awareness, a sense of inquiry and wonder, and eagerness to make sense of the world around them. From this centric perspective, very young students can explore the domains of social studies in meaningful, developmentally appropriate ways. Students learn about differences among the past, present, and future and that as time passes, things can change. Students will develop a sense of space and place. Students will discuss the importance of rules and appropriate behaviors in and out of the classroom. Students will have opportunities to practice decision making. Students will also look at how people work, buy, and sell goods in familiar contexts. Throughout the year, they use their inquiry skills to collect, chart, and analyze information they helps them make sense of social studies. Preschool learning experiences have been aligned with kindergarten learning experiences using the Vermont Early Learning Standards, focusing on the domains of Social and Emotional Development and Social Studies.

Define the Themes:

Unified Thematic Focus 1: My World

Unified Thematic Focus 2: Making Choices in My World

CCSU Comprehensive Curriculum for Social Studies

Pre-K-K, Unified Thematic Focus 1: My World

Using this thematic focus, students will demonstrate understanding that their world is made up of many different groups and places. Those groups and places, including the ones they belong to and live in, can change over time. Students will also understand how the both people in their lives (including the classroom) and they themselves can make positive contributions to groups acting as members or citizens.

Domains: History, Physical Geography, Cultural Geography, Civics, Government, and Society

Overarching Essential Questions: What is my world? How does my world change? How do I contribute as a citizen?

Inquiry Focus: Why do we ask questions? How can we find answers to our questions?

Domain Essential Questions: What is the past? Why is it important to understand how my world changes? Where am I? How are we alike? How are we different? Why do we have rules?

Concepts to Emphasize: past, present, future, same, different, group, safe, respect (respectful), rules

Pre-K-K, Unified Thematic Focus 1: My World

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CCSU Power Standard #2 - History: Students connect the past, present, and future through understanding and interpreting periods of change and continuity in history. (Aligns with Vermont Standards: 6.4, 6.6)

Vermont Early Learning Standards Aligned Pre-school Standards

People and the Past

Children demonstrate an understanding of past events and their connection to the present and future.

(VFSLO 1.19, 4.3, 4.6, 6.4-6, 6.13, 6.19)

- Begins to understand that there are different stages of time (e.g., yesterday, today, tomorrow, past, present, future.)
- Begins to be aware of how we measure time (e.g., clocks, calendars).
- Is aware of changes in self and others over time.
- Describes basic similarities and differences of people's lives throughout time.

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.5, 4.6, 6.4, 6.5, 6.6	<p>H&SSPK-K:10 Students show understanding of past, present, and future time by...</p> <ul style="list-style-type: none"> • Placing events from their lives in their correct sequence. • Constructing a time line of events in their own lives. • Differentiating between broad categories of historical time (e.g., long, long ago; yesterday, today, tomorrow; past, present, and future). • Identifying an important event in their lives. 	<p>Focus: Students show understanding of past, present, and future time.</p> <p>1) History shows us patterns of change in our world.</p> <ul style="list-style-type: none"> a) What do we mean when we say things are in the past or from long ago? b) How are some things different today from things from long ago? 	

	<p>H&SSPK-K:8 Students connect the past with the present by...</p> <ul style="list-style-type: none"> • Recognizing objects from long ago and today (e.g., a slate was used long ago and a computer is used today). • Describing ways that family life has both changed and stayed the same over time (e.g., chores in the past vs. chores today). • Identifying how events and people have shaped their families (e.g., How does life change when one starts school?). 	<p>Focus: Students connect the past with the present (and future).</p> <p>2) The past influences our world in the present and the future.</p> <ol style="list-style-type: none"> a) What things are different now than they were in long ago? b) What things have stayed the same? c) Why do things some things change when other things stay the same? 	<p>Sort objects from the past and today. (2a)</p>
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CCSU Power Standard #3 – Physical Geography: Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

**Vermont Early Learning Standards
 Aligned Pre-school Standards**

Spaces and Geography

Children will demonstrate an understanding of and appreciation for their physical environment.
 (VFSLO 3.3, 4.5, 6.7, 6.8)

- Matches objects to their usual geographic location (e.g., dishes go in the sink, cars go on the street, cows live in the barn).
- Begins to create simple representations of their physical environment (e.g., making “maps” of building, murals of the neighborhoods, shoebox houses).
- Begins to use words to indicate spatial relationships (e.g., behind, near, far).
- Begins to understand how people can move from place to place.
- Describes different features of the Vermont landscape.

People and Their Environment

Children demonstrate an awareness of and appreciation for people’s relationship to the environment.
 (VFSLO 3.9, 3.13, 3.15, 4.6, 6.7-8)

- Shows an interest in the environments where they live (e.g., classroom, neighborhoods, play yards, state)
- Participates in activities that demonstrate care and respect for their environment.
- Demonstrates an understanding of roles played by people within the community.
- Describes the reciprocal relationship between people and the environment.

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
4.3, 4.6, 6.7, 6.8, 6.13	<p>H&SSPK-K:11 Students interpret geography and solve geographic problems by...</p> <ul style="list-style-type: none"> • Verbalizing their names and addresses. • Recognizing that neighborhood spaces are defined by boundaries – yard, playground, sidewalk, roads. • Describing or identifying a map or globe. • Using vocabulary which defines location in space (e.g., near, far, above, below). • Using a simple map to find something. • Creating a simple map showing the student in relation to some other meaningful place (e.g., using a flannel board to show the location of the student’s desk in the classroom). 	<p>Focus: Students interpret geography and solve geographic problems.</p> <p>3) We live in a world that geography can help us to study and describe.</p> <ul style="list-style-type: none"> a) What are some ways we find out where things are (location)? b) In what ways could we use those tools to find things in our classroom, our school, our neighborhood, our community, or our state? 	<p>Identify a map and a globe as representational of actual places. (3a)</p>
	<p>H&SSPK-K:12 Students show understanding of human interaction with the environment over time by...</p> <ul style="list-style-type: none"> • Identifying ways in which they take care of or hurt the environment (e.g., recycling vs. littering, planting trees and flowers). • Identifying ways in which they adapt to their physical environment (e.g., dressing for seasonal weather, outdoor play opportunities). 	<p>Focus: Students show understanding of human interaction with the environment over time.</p> <p>4) Our environment represents the surroundings in which we live.</p> <ul style="list-style-type: none"> a) What surrounds us? (What can we find in the world around us?) b) What are some features of our surroundings? c) How do the features of where we live affect how we live there? <p>5) Human beings interact with their environment and influence it in positive and negative ways.</p> <ul style="list-style-type: none"> a) How do people take care of the earth? b) What are some things people do that might hurt the earth? 	

CCSU Power Standard #4 – Cultural Geography: Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Vermont Early Learning Standards
No pre-school standards align with this power standard

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p>H&SSPK-K:13 Students analyze how and why cultures continue and change over time by...</p> <ul style="list-style-type: none"> • Identifying ways culture is expressed in their families (e.g., celebrations, food, and traditions). • Understanding and approaching that he or she is alike and different from other people in many different ways (e.g., personal physical characteristics, likes and dislikes). 	<p>Focus: Students analyze how and why cultures continue and change over time:</p> <p>6) Culture in our family and community includes the beliefs, traditions, and behaviors we find among members of a group.</p> <ul style="list-style-type: none"> a) Why is it important to learn about how people live? b) What are some of the ways we are the same and different from other people? c) How do we celebrate within our families and our communities? In what ways are those celebrations the same? In what ways are they different? 	<p>No power indicators at this level. (4a)</p>

CCSU Power Standard #5 – Civics, Government, and Society: Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

**Vermont Early Learning Standards
Aligned Pre-school Standards**

Sense of Community

Children increasingly demonstrate a sense of belonging to the classroom/program, family and community.

(VFSLO 3.3, 3.10-3.13, 4.1-4.4, 6.9, 6.12, D.3)

- Begin to understand the rights of others.
- Demonstrate a growing understanding and appreciation of the relationships, people and places that make up their communities.
- Participate in the maintenance of the classroom environment.
- Demonstrate progress toward an understanding and valuing of similarities and differences among people, including gender, race, culture, special needs, language and family membership.
- Recognize the needs of others and offer help.

Interactions with Others

Children develop successful relationships with other members of their learning community.

(VFSLO 3.3, 3.10-3.13, 4.1-4.4, 6.9, 6.12, D.3)

- Play, work and interact easily with one or more children and/or adults.
- Develop friendships with peers.
- Demonstrate empathy and caring for others.
- Develop ability to take turns and to interact without being overly submissive or directive.
- Participate in resolving conflicts and disagreements with others.

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.9, 6.10, 6.11, 6.12, 4.1, 3.7, 3.11, 3.13	<p>H&SSPK-K:14 Students act as citizens by...</p> <ul style="list-style-type: none"> • Identifying various groups that they belong to (e.g., I'm a part of a family, I'm a part of a class, I'm a part of a school, etc.). • Demonstrating positive interaction with group members (e.g., sharing play space). • Contributing to the life of the class and the school. 	<p>Focus: Students act as citizens.</p> <p>7) We are members of groups.</p> <ul style="list-style-type: none"> a) What groups do we belong to? b) What does it mean to be responsible in a group. 	<p>Identify groups to which you belong. (5a)</p>

	<p>H&SSPK-K:15 Students show understanding of various forms of government by...</p> <ul style="list-style-type: none"> • Identifying the need for rules in a variety of settings, and demonstrating appropriate behavior in a variety of settings (e.g., classroom, playground, field trip). • Explaining that rules are established for the benefit of individuals and groups. • Identifying authority figures who make, apply, and enforce rules (e.g., at home, in the family, school personnel, police, firefighters, etc.), and how these people help to meet the needs of the people in the community. 	<p>Focus: Students show understanding of various forms of government by...</p> <p>8) Rules and leaders serve a purpose.</p> <ul style="list-style-type: none"> a) How do rules help us to be safe in our classroom? b) Which people help us make and follow our rules? 	
	<p>H&SSPK-K:16 Students examine how different societies address issues of human interdependence by...</p> <ul style="list-style-type: none"> • Practicing communication skills with individuals and groups. • Identifying feelings that might lead to conflict (e.g., what happens when two people want the same thing?) 	<p>Focus: Students examine how different societies address issues of human interdependence by...</p> <p>9) As citizens, we communicate with others positively and respectfully.</p> <ul style="list-style-type: none"> a) What does it mean to be respectful? b) In what ways can we show respect with our words? c) In what ways can we show respect with our actions? d) Why is it important to show respect to other people? <p>10) We can learn to identify feelings and situations that can lead to conflict.</p> <ul style="list-style-type: none"> a) How can our feelings lead to problems sometimes? b) How can we solve problems of hurt feelings in our classroom? 	

CCSU Comprehensive Curriculum for Social Studies

Pre-K-K, Unified Thematic Focus 2: Making Choices in My World

Using this thematic focus, students will participate in decision making (choices) that reflects an awareness of the production and consumption of familiar goods and services. An emphasis is placed on an understanding of how people make choices and that choices involve trade-offs. The trade-offs occur because there are differences between what people want and what they need. Students will explore how and why people pay money to obtain goods and services. Students will explore how people work to earn money.

Domain: Economics

Overarching Essential Questions: What things do we want and need? How do we get them?

Inquiry Focus: Why do we ask questions? How can we find answers to our questions?

Domain Essential Questions: Why do people work? Why do people choose? What are wants? Why can't we have everything that we want? How do we decide what to choose?

Concepts to Emphasize: job, buy, sell, buyer, seller

Pre-K-K, Unified Thematic Focus 2: Making Choices in My World

Domain: Economics

Concepts to Emphasize: job, buy , sell, buyer, seller

CCSU Power Standard #6 – Economics: Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Early Learning Standards Aligned Pre-school Standards

People and How They Live

Children demonstrate skills related to understanding, communication, sharing, cooperation, and participation with others in a community.

(VFSLO 1.18, 2.2, 3.8, 3.10-15, 4.1-4, 6.4-6, 6.7, 6.12-15, 6.18-19)

- Begins to understand family structure and roles.
- Begins to have an awareness of technology and how it affects us.
- Begins to have awareness of money and how it is used to buy things.
- Describes some jobs and what is required to perform them.
- Begins to understand rules, why they exist, how they are made, and who enforces them.
- Recognizes own characteristics and similarities and differences to others.

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
3.8, 3.9, 6.15, 6.16, 6.17	<p>H&SSPK-K:18 Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ul style="list-style-type: none"> • Participating in activities as a buyer or seller (e.g., bake sale, school store, etc.). • Identifying economic activities that use resources in the local region (e.g., farmers' markets). • Identifying jobs people do in the home and school. 	<p>Students show an understanding of the interaction/interdependence between humans, the environment, and the economy by...</p> <ol style="list-style-type: none"> 1) People participate in buying and selling. <ol style="list-style-type: none"> a) Where are places you go to buy items? b) What items might you buy? c) What is a buyer? d) What is a seller? 2) People have jobs. <ol style="list-style-type: none"> a) Why do people have jobs? b) How are jobs important to us? 	<p>Explain why people make choices. (6a)</p>