

Pre-Kindergarten: Exploring the Social World

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p><u>Competencies:</u></p> <ul style="list-style-type: none"> Students will demonstrate the ability to interact with others in order to be a positive and responsible member of their community. <p><u>Framework descriptors:</u> Exploring the Social World</p> <ul style="list-style-type: none"> Show interest in caring for the classroom environment Participate in developing classroom rules Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.) With guidance from adults, can engage in problem-solving to resolve difference in perspectives Know basic personal information Are aware of own family relationships and show curiosity about others' families Notice similarities and differences in people, families, and social groups Recognize some people, places, and occupations in their communities Act out family roles and occupations in dramatic play Show interest in issues of friendship and fairness 	Transfer	
	<p><i>Students will be able to independently use their learning to act as responsible members of their community.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> everyone has similarities and differences that can be based on their family structure, where they live or their history. their community (both school and home) are an important part of who they are. it is important to follow rules and care for your community. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Do we need rules? Who are you and where do you come from?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that individuals have likes, dislikes, talents and skills. that there are similarities and differences among others. that students have basic rights (as members of a family, classroom, community and nation. that each member of a classroom deserves to be heard and they deserve respect. that all families have a history or past. that rules are important because they keep people safe and healthy. that students can help to create classroom rules. that students have responsibilities at home and in the classroom. the importance of sharing and turn taking. that classmates and teachers work together to solve problems. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> describing roles and responsibilities. identifying members of a family. describing some of the holidays, dances, foods, costumes and/or special events, related to his/her own culture. identifying people, places and occupations in their community.. naming the street, neighborhood, city or and town where he/she lives. identifying routines and common occurrences in life. demonstrating interests in current events that relate to family, culture and community. respecting their classmates and classroom. following rules and reminding others of the rules. collaborating with others to make decisions with adult guidance, if needed.

	<ul style="list-style-type: none"> ● that events happen in a certain order and can be retold in that order. ● that people within a community are alike and different (e.g. eat different foods, wear different clothing; speak different languages). ● that they can act out family roles and different occupations during dramatic play. <p><i>vocabulary:</i> community, culture, similarities, differences, family, sharing, responsibility, sequence, occupation, roles , rules, rights, fair, respect, cooperation,</p>	
Content Area Literacy Standards	21st Century Skills	
<i>not applicable</i>	<ul style="list-style-type: none"> ● <i>interact effectively with others</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>solve problems</i> ● <i>make judgments and decisions</i> ● <i>being flexible</i> 	