



**DERBY**  
**PUBLIC SCHOOLS**

# Social Studies Grade Pre-K

## Derby's Instructional Core Beliefs

Derby Public Schools believes curriculum outlines what students will know and be able to do as a result of their experiences in Our classrooms. Teachers continue to develop effective ways to implement the “what” of the curriculum with “how” can be more effective for student learning. They engage is

- *Curriculum establishes what learners will know and be able to do through assured experiences.*
- *The curriculum is built on a series of learning progressions.*
- *The district's model for High-Quality Instruction involves equitable access to well planned tasks that grow relationships, risk taking and agency for learning in all students. Learning is developed through all of us and is cultivated through personalized actionable feedback, a growth mindset, and developmental relationships among all learners.*
- *Assessment is a co-created process in a learning environment that enables participants to understand how learners are thinking, what they know, and what skills need to be developed and refined.*


**Derby's Vision of HQI**

**[Derby's Portrait of the Graduate](#)**

**References**



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<b>Content Area: Social Studies</b>	<b>Course: SS Grade Pre-K</b>	<b>Grade Level: Pre-Kindergarten</b>
	<b>Vision of the Graduate</b> <ul style="list-style-type: none"> <li>• The Citizen</li> <li>• The Critical Thinker</li> <li>• The Communicator</li> <li>• The Problem Solver</li> <li>• The Collaborator</li> </ul>	
<b>Unit Titles</b>	<b>Length of Unit</b>	
<ul style="list-style-type: none"> <li>• Foundations for Learning in Community</li> </ul>	<ul style="list-style-type: none"> <li>• 4-6 weeks</li> </ul>	
<ul style="list-style-type: none"> <li>• Supporting Emergent Citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	



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### **Course Level Overview**

Pre-Kindergarten Social Studies is the start of the study of our family. The curriculum focuses on learning as a community followed by the study of being good citizens. Students learn about important people and places in our community.

Students will engage deeply in the study of our world in four main units:

- Foundations for Learning in Community
- Supporting Emergent Citizens

<b>Unit Title</b>	Foundations for Learning in a Community	<b>Length of Unit</b>	6-8 weeks
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<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do we engage preschoolers in rich discussions about rules in large groups, small groups, and individually?</li> <li>• How do we provide experiences for preschoolers to compare, connect, and respond to in our daily routines and in our community?</li> </ul>
<b>Standards*</b>	<p><u>PK Standards: Social Studies:</u>  <b>Power, Authority and Governance</b>  SS.48.4 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom</p> <p><b>Culture</b>  SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)</p> <p><b>People Places and Environment</b>  SS.48.7 Participate in jobs and responsibilities at home, classroom and community</p>
<b>Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• School is a place where people work, talk, and play together.</li> <li>• You can learn many new things about your world at school.</li> <li>• You can talk to show your thinking.</li> <li>• A rich environment stimulates children's thinking</li> </ul>
<b>Key Vocabulary</b>	classroom, community, centers, calendar, rules, greetings, names, number(s), objects, combined, how many, calendar, space, grow, time, home, family

Standards based on CT Early Learning and Development Standards

More information can be found at: <http://www.ct.gov/oec/lib/oec/earlycare/elds/sections/standards.pdf>

<b>Unit Title</b>	Foundations for Learning in a Community	<b>Length of Unit</b>	6-8 weeks
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• self as part of a family</li> <li>• self as part of a community</li> <li>• jobs at home and school</li> <li>• some basic rules for home, school and community</li> </ul>	<ul style="list-style-type: none"> <li>• with support, help organize the environment</li> <li>• talk and reason with partners</li> <li>• with support, share an environment with others</li> <li>• with support, engage in jobs in the classroom community</li> <li>• describe parts of the classroom environment</li> <li>• ask questions about my environment and my community</li> </ul>

<b>Assessments:</b>	PAF (Preschool Assessment Framework) Performance Standards: <ul style="list-style-type: none"> <li>• COG 9 Understands and interacts within the classroom with adults and peers</li> <li>• P&amp;S 3 Participates in teacher-led activities</li> <li>• P&amp;S 7 Interacts cooperatively with peers</li> <li>• P&amp;S 4 Manages transitions, follows routines, and rules</li> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ <i>CT Preschool Curriculum Frameworks</i></li> <li>❖ <i>CT Preschool Assessment Frameworks</i></li> </ul>

Unit Title	Supporting Emergent Citizens	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do activities (e.g. playing, learning rules, sharing) help develop a community?</li> <li>• How do we provide preschoolers with ample time to engage in learning about their communities (home, school and local community)?</li> <li>• How do we provide preschoolers ample time to engage and inquire in conversations with peers and adults?</li> </ul>		
<b>Standards</b>	<p><u>PK Standards: Social Studies:</u></p> <p><b>Culture</b>  SS 48.1 Identify physical characteristics of self.  SS.48.3 Identify cultural characteristics of self, family and community (Language, foods, modes of transportation, shelter, etc.)</p> <p><b>People, Places Environment</b>  SS. 48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have a responsibility to care for them  SS48.6 Describe, draw or construct aspects of the geography of the classroom or home</p> <p><b>Economic Systems and Resources</b>  SS.48.8 Demonstrate an awareness of a variety of jobs in the community  SS. 48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play</p> <p><b>Time, Continuity and Change</b>  SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (Using terms like time of day, yesterday, today and tomorrow).</p>		
<b>Strands &amp; Concepts</b>	Self and Family, People and Our Environment, Jobs and Neighbors, Our Communities		
<b>Key Vocabulary</b>	jobs, environment, buy, sell, community, map, buy, sell, home, school, town, neighborhood,		

<b>Unit Title</b>	Supporting Emergent Citizens	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• ways to compare and contrast</li> <li>• the concept of first and last</li> <li>• family members over generations</li> <li>• ways to participate in a community</li> <li>• with support, some maps (classroom, school, town)</li> <li>• people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• with support, recall events over time (yesterday, today...)</li> <li>• with support, describe familiar events</li> <li>• with support, create or build maps of their community (class, school, home, town)</li> <li>• with support, begin to understand generations of families</li> <li>• with support, begin to understand commerce through exploring roles of buying and selling</li> <li>• with support, understand the variety of jobs in the community</li> <li>• with support, begin to understand change over time</li> </ul>

<b>Assessments:</b>	PAF Performance Standard: <ul style="list-style-type: none"> <li>• P&amp;S 5 Uses words to express emotions or feelings</li> <li>• COG 9 Understands and participates in conversations</li> <li>• CRE 1 Builds and constructs to represent own ideas</li> <li>• CRE 3. Represents experiences and fantasies in pretend play</li> <li>• P&amp;S 4 Manages transitions, follows routines, and rules</li> </ul>
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ <i>Region 14 Preschool Implementation Guide</i></li> <li>❖ <i>CT Preschool Curriculum Frameworks</i></li> <li>❖ <i>CT Preschool Assessment Frameworks</i></li> </ul>