Unit 5: Past and Present/Geography

Content Area: **Social Studies**
Course(s):
Time Period: **Full Year**
Length: **May-June**
Status: **Published**

Unit Overview

This unit introduces preschool children to the ideas of time and place by exploring differences between the past and the present and learning about where people live and move. Children compare familiar experiences (such as toys, homes, and transportation) from long ago and today, while also beginning to understand basic geographic concepts. Through stories, pictures, maps, and hands-on activities, students develop awareness of their surroundings and how people, places, and time are connected.

Enduring Understandings

• Totowa is a town located in New Jersey.

• New Jersey is a state located in the United States.

• The United States is located in North America. (all the above will also e located on a map)

• Clothing, hairstyles, transportation, etc.

Essential Questions

• What is Totowa and where is it located?

• What is New Jersey and where is it located?

• What is the United States and where is it located?

• How has the world changed from when your parents were your age?

Learning Objectives

- Identify simple differences between the past and the present
- Talk about changes in daily life, toys, homes, or transportation
- Recognize familiar places such as home, school, and neighborhood

- Understand that maps and globes show places on Earth
- Use basic location words (near, far, up, down)

Standards: Content

6.3.1	Develop an awareness of the physical features of the neighborhood/community.
6.3.2	Identify, discuss, and role-play the duties of a range of community workers.
6.4.1	Learn about and respect other cultures within the classroom and community.

Standards: Interdisciplinary

0.1.1	Express individuality by making independent decisions about which materials to use.
0.1.2	Express ideas for activities and initiate discussions.
0.1.3	Actively engage in activities and interactions with teachers and peers.
0.1.4	Discuss their own actions and efforts.
0.2.1	Make independent choices and plans from a broad range of diverse interest centers.
0.2.2	Demonstrate self-help skills (e.g., clean up, pour juice, use soap when washing hands, put away belongings).
0.2.3	Move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.
0.2.4	Attend to tasks for a period of time.
0.3.1	Recognize and describe a wide range of feelings, including sadness, anger, fear, and happiness.
0.3.2	Empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).
0.3.3	Channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safe spot” to relax, expressive activities).
0.4.1	Engage appropriately with peers and teachers in classroom activities.
0.4.2	Demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands).
0.4.4	Respect the rights of others (e.g., “This painting belongs to Carlos.”).
0.4.5	Express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”).
0.4.6	Demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).
0.5.3	Demonstrate how to enter into play when a group of children are already involved in play.
0.5.4	Take turns.
SL.PK.5	Use drawings or visual displays to add to descriptions to provide additional detail.

SL.PK.6	With guidance and support, speak audibly and express thoughts, feelings, and ideas.
L.PK.1.a	Print many alphabet letters.
L.PK.1.b	Use frequently occurring nouns and verbs.
L.PK.1.c	Form regular plural nouns.
L.PK.1.d	Understand and use question words (e.g., who, what, where, when, why, how).
L.PK.1.e	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, by, with).
L.PK.1.f	Begin to speak in complete sentences.
L.PK.1.g	Understands and can follow simple multi-step directions.
L.PK.2.c	Attempt to write a letter or letters by using scribble-writing, letter-like forms, letter-strings, and invented spelling during writing activities throughout the day.
L.PK.4	Begin to determine the meaning of new words and phrases introduced through preschool reading and content.

Assessment Evidence

Formative	• Student participation • Whole group instruction/discussion • Small group instruction/discussion • Completed projects • Classroom Observations • Question and answer • Completed classwork
Summative	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Alternative & Benchmark	● Work samples and portfolios ● Unit Projects ● Student photographs and video clips
Assessment Evidence Resource	

Instructional Resources

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		