Megan Fantozzi

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***Curriculum Design Standards***

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 The proposed pro-social behavior unit encompasses a wide range of Ohio Early Learning Content Standards representative of several content areas. The following list details the specific content standards and pre-kindergarten grade level indicators which correlate with each subunit of study.

**Subunit One: Emotional Regulation**

* **Language Arts Standard: Communication: Oral and Visual for Early Childhood**
	+ Indicator #1: Attend to speakers, stories, poems, and songs.
	+ Indicator #4: Speak clearly and understandably to express ideas, feelings, and needs.
* **Social Studies Standard: Economics for Early Childhood**
	+ Indicator #4: Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).
* **Social Studies Standard: Government for Early Childhood**
	+ Indicator #1: Interact and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).
	+ Indicator #2: Interact with familiar and appropriate adults for assistance when needed (e.g., family member, teacher, police, firefighter).

**Subunit Two: Kindness**

* **Language Arts Standard: Communication: Oral and Visual for Early Childhood**
	+ Indicator #1: Attend to speakers, stories, poems, and songs.
* **Social Studies Standard: Citizenship Rights and Responsibilities for Early Childhood**
	+ Indicator #1: Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising.

**Subunit Three: Responsibility**

* **Language Arts Standard: Communication: Oral and Visual for Early Childhood**
	+ Indicator #1: Attend to speakers, stories, poems, and songs.
* **Social Studies Standard: Government for Early Childhood**
	+ Indicator #3: Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
	+ Indicator #5: Participate in creating and following classroom rules and routines.
* **Social Studies Standard: Citizenship Rights and Responsibilities for Early Childhood**
	+ Indicator #3: Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).
	+ Indicator #4: Demonstrate awareness of the outcomes of one’s own choices (e.g., picking up toys helps create a safe environment).

**Subunit Four: Respect**

* **Language Arts Standard: Communication: Oral and Visual for Early Childhood**
	+ Indicator #1: Attend to speakers, stories, poems, and songs.
* **Social Studies Standard: People in Societies for Early Childhood**
	+ Indicator #2: Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).
* **Social Studies Standard: Economics for Early Childhood**
	+ Indicator #1: Recognize that people have many wants within the context of family and classroom.
	+ Indicator #2: Understand how sharing classroom materials will meet everyone’s wants (e.g., turn taking at the water table, distributing crayons equitably).
* **Social Studies Standard: Citizenship Rights and Responsibilities for Early Childhood**
	+ Indicator #1: Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.

**Subunit Five: Cooperation**

* **Language Arts Standard: Communication: Oral and Visual for Early Childhood**
	+ Indicator #1: Attend to speakers, stories, poems, and songs.
	+ Indicator #5: Initiate and sustain a conversation through turn taking.
* **Social Studies Standard: People in Societies for Early Childhood**
	+ Indicator #1: Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).
* **Social Studies Standard: Government for Early Childhood**
	+ Indicator #3: Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
* **Social Studies Standard: Citizenship Rights and Responsibilities for Early Childhood**
	+ Indicator #1: Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.
	+ Indicator #2: Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).