

**Content Area: CDOS****Grade Level: Early Childhood (K-2)**

| <b>Essential Thinking Skills and Behaviors</b>   | <b>Examples of Meaningful Experiences</b>   |
|--|---|
| Engage with ...  | Maintaining work space  |
| Differentiate between...   |   |
| Conceptualize...   |   |
| Functionally use ...   | Accompanying adults on community outing* <ul style="list-style-type: none"> <li>• Introductions to environment</li> </ul>                                 |
| Problem solve to ...   |   |
| Self regulate through informed choice-making   | Role playing – Community workers <ul style="list-style-type: none"> <li>• Delivering mail</li> <li>• Talking care of house</li> <li>• Shopping</li> </ul> |
| Self regulate through demonstrating behavior that is safe, healthy, conducive to learning and conducive to positive social interaction |   |
| Self regulate by applying decision-making strategies to change conditions when desired/needed  | Participating in snack time routines  |
| Socially interact by controlling his/her environment through requesting of/directing others  |   |
| Socially interact by controlling his/her environment through rejecting from/protesting to others                                       |   |
| Socially interact by gaining the attention of another  |   |
| Socially interact by communicating social greetings/partings   |   |
| Socially interact by commenting on an action/object/person   |   |
| Socially interact by self-identifying  |   |
| Socially interact by cooperating with others through turn-taking   |   |
| Socially interact by cooperating with others through following rules/directions  |   |
| Socially interact by cooperating with others through sharing   |   |
| Socially interact by cooperating with others through accepting help from/helping others  |   |
| Performing a sequence of skill steps for...  |   |

\*If community-based sites cannot be arranged, then school-based environments may be substituted e.g. library, cafeteria, lobby/hall, labs, multimedia center.

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| <b>Environments and Accompanying Social Contexts</b>   | <b>Materials</b>   |
|--|--|
| Classroom  | Uniforms <ul style="list-style-type: none"><li>• Community workers</li></ul>   |
| Classroom centers <ul style="list-style-type: none"><li>• Blocks</li><li>• Dramatic play/dress up</li><li>• Library//listening/computer</li><li>• Plants/animals</li><li>• House</li></ul> |  |
| Local Stores   | Household tools <ul style="list-style-type: none"><li>• Duster</li><li>• Broom</li><li>• Sponge</li></ul>                                    |
| Parks  |  |
| Zoos   | Household Tools ( Play and Actual) <ul style="list-style-type: none"><li>• Refrigerator</li><li>• Sink</li><li>• Dresser (Storage)</li></ul> |
| School bus   |  |
|  | Play building materials <ul style="list-style-type: none"><li>• Workbench</li></ul>  |
|  |  |
|  | Early Emergent Books with themes related to jobs/roles   |
|  |  |