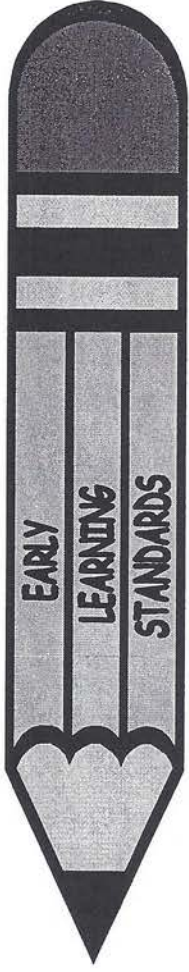


SOCIAL STUDIES



for Pre-Kindergarten



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The foundation for social studies and history learning begins with children's personal experiences and their initial understanding of themselves in relation to their families and homes. Gradually, children expand their understanding to include their schools, neighborhoods, communities and the larger world. As their perception grows, they further expand this scope to understand how systems work together. Adults facilitate children's social studies skill development by helping them engage in active investigations, individually and in groups, that build on familiar experiences.

Standard: Develop an understanding of self within a community

Indicator	Examples	Supportive Practices
SS 1.1 Identify similarities and differences of personal characteristics	The child will: <ul style="list-style-type: none"> • Make self-portraits that include body parts, clothing, etc 	The adult will: <ul style="list-style-type: none"> • Give children classroom jobs and responsibilities such as feeding fish, or handing out paper towels
SS 1.2 Demonstrate an appreciation of one's own characteristics and those of others and others' cultures	<ul style="list-style-type: none"> • Show understanding and respect for diverse customs and practices 	<ul style="list-style-type: none"> • Provide opportunities for children to participate in decision-making
SS 1.3 Display an awareness of his/her role as a member of a group, such as the family or the class	<ul style="list-style-type: none"> • Share information about family customs and practices 	<ul style="list-style-type: none"> • Discuss differences in dress, customs, tools and transportation as seen in books, movies, pictures, etc
SS 1.4 Show understanding of how individuals work together to achieve group goals	<ul style="list-style-type: none"> • Participate in group decision-making 	<ul style="list-style-type: none"> • Include multicultural materials throughout the classroom, including books, dolls, dress-up materials and props, art materials, posters
SS 1.5 Recognize how things are spatially related to one another	<ul style="list-style-type: none"> • Participate in classroom or family responsibilities 	<ul style="list-style-type: none"> • Talk with children about their family members
SS 1.6 Describe the characteristics of where s/he lives and visits	<ul style="list-style-type: none"> • Describe family-shared experiences 	<ul style="list-style-type: none"> • Provide activities that require cooperative play
SS 1.7 Identify location and direction	<ul style="list-style-type: none"> • Work cooperatively with other children to achieve an outcome 	<ul style="list-style-type: none"> • Invite parents or community members to share information about their culture
SS 1.8 Develop a beginning understanding of maps as representations of actual places	<ul style="list-style-type: none"> • Role play various family roles, such as rocking a baby or cooking a meal • Make drawings of family members and describe their characteristics • Use words to indicate directionality, size and position such as left, right, first, last, little, big, top, bottom • Use a simple map • Answer questions about a trip or, a place s/he's visited or a place s/he's lived 	<ul style="list-style-type: none"> • Provide opportunities for children to explore their environment, indoors and outdoors • Take children for walks around the neighborhood, pointing out signs and landmarks

Standard: Develop an understanding of self within a community (continued)

Indicator	Examples	Supportive Practices
	<p>The child will:</p> <ul style="list-style-type: none"> Identify and locate familiar places Use blocks to represent buildings, roads, houses, etc Include representations of roads, bodies of water and buildings in play Discuss various forms of transportation and how they are suitable for certain types of travel (for example, walk to the store in the neighborhood and fly to a different country) Give information about the place s/he lives Match objects to the place they belong (bed in the bedroom, sun in the sky, tree in the forest, etc) 	<p>The adult will:</p> <ul style="list-style-type: none"> Encourage the child to move in various ways, including climbing, jumping and rolling so they experience position in space Use positional words like above and below when giving directions Point out where objects are located Use left and right and other directional terms Display books that have pictures of different places on earth and different homes such as apartments, houses, etc Display maps and globes and pictures of construction sites Encourage children to consider how they will get from one place to another Include various types of vehicles in the block corner, including cars, trucks, planes, trains, buses, fire engines, etc

Standard: Develop understanding of past, present and future

Indicator	Examples	Supportive Practices
SS 2.1 Demonstrate understanding of the sequence of events	<p>The child will:</p> <ul style="list-style-type: none"> Use words to describe time, including yesterday, today and tomorrow Put pictures in sequential order 	<p>The adult will:</p> <ul style="list-style-type: none"> Talk about what is happening during the day and the week
SS 2.2 Understand how things, people and places change over time	<ul style="list-style-type: none"> Show anticipation for regularly-scheduled events Describe a daily routine 	<ul style="list-style-type: none"> Use the names of the days of the week Establish and maintain a consistent routine
SS 2.3 Demonstrate an ability to connect new ideas to past experiences	<ul style="list-style-type: none"> Recall information from the immediate past Predict how events today or in the recent past affect the near future (if it rains today, we can't go outside to play) Sequence pictures of self from birth to present Talk about what s/he likes to do now, what s/he might like to do in the future and why Describe a special activity s/he likes to do and how it is done 	<ul style="list-style-type: none"> Ask children to recall what happened last night or yesterday Use calendars to talk about what happened in the past and what will happen in the future Provide access to clocks, timers, watches Discuss what happens in the beginning, middle and end of stories Label events and routines using language such as today, tomorrow, next, later, long ago Include materials, such as dinosaurs or robots, from the past and future for play and discussion Invite grandparents to talk about their experiences Display pictures and books that show children in different stages of growth

Standard: Develop an understanding of the role of consumers

Indicator	Examples	Supportive Practices
SS 3.1 Demonstrate knowledge about community workers and their roles	<p>The child will:</p> <ul style="list-style-type: none"> recognize community workers through their uniforms or equipment describe the work that community workers do describe the jobs people do and how they work together 	<p>The adult will:</p> <ul style="list-style-type: none"> Invite community helpers into the classroom to talk about their jobs Arrange field trips to community service agencies and businesses, such as the fire house, post office, grocery store, pet store, and beauty shop
SS 3.2 Demonstrate an awareness of the uses of money	<ul style="list-style-type: none"> Use pretend money while engaging in dramatic play activities 	<ul style="list-style-type: none"> Add community worker props to play areas, including hats, uniforms, mailbag, doctor kit, restaurant menus, etc
SS 3.3 Develop an understanding of how goods and services are produced and distributed	<ul style="list-style-type: none"> Recognize that goods are purchased with money Begin to understand limitations for purchases (Don't always have enough money to buy something) Recognize that coins have different values Recognize and discuss the role and influence of advertising Begin to be able to determine when they need more of something that isn't available, but may be available elsewhere (concept of sharing) Participate in play that is related to business, such as lemonade stand, store, beauty salon, etc. 	<ul style="list-style-type: none"> Read books (information and fiction) that support people working together in hospitals or schools Set up dramatic play opportunities that involve the use of pretend money, including the bank, grocery store, or restaurant Use the names of coins and currency and provide an opportunity for children to handle real money Introduce the purpose of a bank, creating opportunities for children to use banking in their classroom experience Develop a classroom "store" where children have the opportunity to make purchases from a selection of materials from a variety of crackers and juices