

**Social Studies**

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## FOUNDATIONS OF SOCIAL STUDIES

Social studies are the study of people, relationships, and cultures. The primary purpose of social studies is to help people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. It includes learning about and comparing how people lived in the past and how they live today, how people work and get along with others, how to become a good citizen, and how people are affected by and affect their environment.

Early Childhood social studies curriculum assists young children to acquire the foundations of knowledge, attitudes, and skills in social studies – citizenship education. The subject matter for social studies includes history, geography, and civics to help children understand their American heritage and to increase their participation in our democratic society, (Maxim, 2006).

Today, an inquiry-based teaching strategy is commonly implemented to provide social studies content in early childhood classrooms. This strategy promotes investigations to answer complex questions of big ideas and questions that require critical thinking, (Zarrillo, 2004). These big ideas are related to self, family, and community, and possibly, immigration, transportation, banking, and heritage (Mindes, 2005).

In 1994, the National Council for Social Studies presented the following ten large themes of social studies content, to be offered in a developmental sequence:

- Culture;
- Time continuity and change;
- People, places, and environments;
- Individual development and identity;
- Individuals, groups, and institutions;
- Power, authority, and governance;
- Production, distribution, and consumption;
- Science, technology, and society;
- Global connections; and
- Civic ideals and practices.

In early childhood, educators can consider the ten broad themes of social studies to use an inquiry-based approach to promote curiosity, problem-solving, and an appreciation of investigation. Further, educators may choose to implement social studies curriculum using one of the following categories: social learning and self-concept development; academic content of the history of a community/state; classroom community development; and foundations of civic engagement/participation.

Young children begin their understanding of themselves and others in their family home. Family, culture, and community provide the backdrop for how children understand the world around them and later the expanded world, as they move out into early education and formal school environments.

Social studies for infants and toddlers helps young children learn through their senses and experiences about physical location (body awareness) and physical time, social-emotional competence, and personal responsibility. For young children, social studies is a combination of curriculum and instruction that takes into account self development and appropriate practices, citizenship and democratic principles, and key understandings of the social sciences: history, geography, government, and economics. These concepts are built around the child's personal experiences and understanding the relationship of self and others.

Young children are beginning to understand how people relate to the earth, how people change the environment, how weather changes the character of a place, and how one place relates to another through the movement of people, things, and ideas. Through discussion and experiences with stories and older people, young children begin to gain an understanding of the past. Young children must become aware of personal time (usually between 4 and 7 years of age) before understanding historical time. Time understandings should be a major consideration in how historical topics are introduced to young children.

A young child's social competence is an important part of development. This means being inclined to seek out or enjoy the company of others. It is the willingness to interact with adults and others. Social competence is related to learning about others and their cultures and getting along with others. The quality of a young child's social competence can be a predictor of later social and academic competence (Pellegrini & Glickman, 1990).

The following sections social studies curriculum guidance will assist adults with ideas to help young children learn about their world and their environment – both physical and social. Please acknowledge that children grow and develop at widely different paces and some adaptations may be needed.

## KEY FINDINGS

- **Children are curious.**
- **Children are active, hands-on learners.**
- **Children respond well to discovery learning/project-oriented approach which promotes opportunities for them to explore their ever-expanding social world, e.g. family, school, neighborhood, transportation, heritage, etc.**
- **Young children acquire social knowledge through the relationship they have with each other and with the adults in the classroom, within their families, and in the community.**
- **Through play – in the housekeeping center, outdoors, in a neighbor's back yard – children make sense of their immediate world by trying on roles, imagining the real and the unreal, and in other ways explore the social world of their child care center or school and community.**
- **Children make connections to big ideas through using literacy skills of listening, reading, and writing about families.**

## GLOSSARY:

**Inquiry-based:** Seeking information by questioning; investigating.

**Social-studies:** the study of how people live and organize themselves in society, embracing geography, history, economics, and other subjects.

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## Social Studies Standard Area History

- ❖ **COMMON CORE STATE STANDARD STATE STANDARD:** None  
Indiana Academic Standards for Social Studies can be found here:  
<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>
- ❖ **ISTAR-KR Standard Area:**
  - Social Emotional** – Sense of self and others, Responsibility
  - Standard Area:** Mathematics: Time
  - Standard Area:** Comprehension, Receptive and Expressive Language

Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. It is very difficult to understand hours or days. The daily experiences that are recurring, sequential, and part of a regular routine are important for children to begin understanding time. Discussions about daily schedules and what happens first, second, and so on are very important at this stage. Many children show curiosity about things from the past before formal school, and this curiosity can be used to begin the foundation for historical understanding. There is a difference between learning dates and understanding how to order moments in time. Young children should have opportunities to hear and share stories about the past and visuals to help support the development of historical knowledge. These opportunities should include the child’s own past as well as the stories and experiences of others. Young children can also be introduced to family celebrations and holidays in connection with family history and values. How people dress and what type of tools and technology they use are two clues young children may use to begin to understand history and the past.

### Young Children are Learning When They:

- SS.1.1 Listen to stories about people and places.
- SS.1.2 Direct attention to familiar objects and people.
- SS.1.3 Recall immediate stories/events and begin to develop sequence of happenings.
- SS.1.4 Recall details from immediate past. (At about one year, the child may remember things for 1-2 days.)
- SS.1.5 Use own vocabulary to relate experiences (e.g., any event happening in the past is referred to as happening yesterday).
- SS.1.6 Retell a story or event in sequential order.

### A child can be supported by an adult who:

- Presents pictures in sequential order.
- Reads and tells stories and nursery rhymes and discusses them with child.
- Encourages the child to recall information about the immediate past.
- Talks with the child about what is happening during the day and week.
- Uses the names of the days of the week in context (e.g., “On Monday, we go to the library.”).
- Asks the child to recall what happened yesterday or last night.
- Uses the correct terms when talking about time and order (e.g., first/last, before/after).

## How it looks in everyday activities:

Sally's mother Patricia enjoys scrap booking. She has spent many hours selecting photographs and designing pages to mark memorable occasions.

One afternoon Patricia is working on a book about a family vacation. Sally watches and starts to ask some questions about what her mother is doing. Patricia says, "I have lots of books that show pictures of fun things our family has done."

Sally pages through an older book and wonders, "How come I'm not in any of these pictures?" Patricia explains that this book is from before Sally was born. Sally wonders why Patricia has saved all these old things. Patricia answers, "I like to remember things that happened in the past. These things help me remember."

Sally asks to make her own book, only about her. Patricia agrees that this would be fun. Together they look through a box of memorabilia that Patricia has saved. They find pictures, cards, and artwork Sally made in preschool. "Mom," Sally says excitedly, "I remember this picture I made for you in Sunday school!" Sally likes seeing the old pictures and talking about places she has visited and people she has known.

## *Development of a skill in one area is related to and influences other developmental areas:*

### **Social/Emotional:**

- Identifies oneself as a member of a specific family.
- Speaks with pride about one's heritage and personal history.

### **Cognitive:**

- Talks about past, present, and future.
- Asks and responds to questions.
- Recalls a sequence of events.
- Demonstrates an interest in exploring.
- Arranges objects in a series.

### **Physical:**

- Describes how one grows and develops.
- Uses small motor skills to complete a task.
- Coordinates eye and hand movements.

### **Communication/Literacy:**

- Gathers artifacts to tell a story.
- Communicates with an adult.
- Learns how to construct a book.



### **Young Children are Learning When They:**

- SS.1.7 Verbalize the days of the week and names of the months.
- SS.1.8 Recall information about the immediate past.
- SS.1.9 Anticipate a sequence during daily activities.
- SS.1.10 Sequence recurring events (e.g., “After I eat lunch, I take a rest.”).
- SS.1.11 Construct a sense of time.
- SS.1.12 Use terms relative to time sequence (e.g., beginning/ending, before/after, early/late, night/day, first/next/last, morning/afternoon/evening).
- SS.1.13 Put pictures in sequential order.
- SS.1.14 Retell a story or event in sequential order.
- SS.1.15 Distinguish between past, present, and future.
- SS.1.16 Verbalize the days of the week and names of the months.
- SS.1.17 Gauge time using their own vocabulary (e.g., number of ‘sleeps’ instead of days).
- SS.1.18 Cooperate with a routine.
- SS.1.19 React to new situations based on memory of a previous event.
- SS.1.20 Recognize when caregiver is not present.
- SS.1.21 Identify other people and their roles.
- SS.1.22 Recognize the beginning of an event (e.g., come to table when food is placed there).
- SS.1.23 Notice likeness and differences in others.
- SS.1.24 Relate new experiences to past experiences.
- SS.1.25 Show anticipation for regularly scheduled events.
- SS.1.26 Describe daily routine (e.g., home and/or school).

### **A child can be supported by an adult who:**

- Reads stories and discusses what happened in the beginning, middle, and end.
- Answers questions the child may have concerning how people lived in the past.
- Points out differences in dress, customs, tools, and transportation as may be seen in movies, books, or historical sites.
- Provides many examples of and allows the child an opportunity to manipulate the tools people used in the past.
- Encourages family members to talk with the child about family history and culture.
- Cooks recipes reflecting the family’s past culture or other cultures.
- Labels events and routines using the words today, tomorrow, next, later, and long ago.
- Uses calendars to talk about what happened in the past and will happen in the future.
- Provides access to clocks, watches, timers, and calendars so the child can model after adults and pretend to measure time.
- Uses the correct terms when talking about clock time (e.g., minutes, seconds, hours).
- Establishes a routine and discusses ideas with child.
- Reacts to child’s actions and understands a young child’s cues (communication).
- Talks to child about what happened “last night” and “this morning.”
- Assists the child in periods of transition (e.g., bedtime, naptime, attending preschool or child care).
- Includes child in family celebrations, holidays, and family history (stories, songs).
- Provides a routine for the child.

## SOCIAL STUDIES STANDARD AREA CIVICS AND GOVERNMENT

### ❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Social Studies can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>

### ❖ ISTAR-KR Standard Area:

**Social Emotional** – Sense of self and others, Interpersonal, Problem Solving, Responsibility

**Personal Care** – Self-feeding

**English/Language Arts** – Comprehension, Receptive and Expressive Language

***At a young age, children can begin to understand that every person is responsible to themselves as well as to others, and that all choices have consequences.***

***Participating in a democracy involves making informed choices. Young children who have many opportunities to make choices in their own lives when given options are growing in this important process skill. Understanding the need for and being able to follow rules is an important developmental step for young children.***

### Young Children are Learning When They:

SS.2.1 Listen to stories about helping.

SS.2.2 Pay attention to conversations.

SS.2.3 Listen and talk about stories that illustrate the concept of being responsible.

SS.2.4 Identify the U.S. and state flags.

SS.2.5 Say the name of the current President.

SS.2.6 Help feed themselves.

SS.2.7 Around two, show self as “doer” (e.g., explore everything, be assertive in preferences, and increase range of self-help skills).

SS.2.8 Participate in games and follow the rules.

### A child can be supported by an adult who:

- Reads and discusses stories, songs, and poems that reinforce cooperation and sharing between peers.
- Provides the child time to interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry, music, stories, and conversation.
- Does for, does with, and watches as the child learns to do things independently.
- Provides the child time to interpret and represent experiences through drawing, writing, art, creative movement, pretend play, puppetry, music, stories, and conversation.

## How it looks in everyday activities:

Maria provides child care for her sister Louisa's son Juan, age 30 months. Today she has set up a play date with Juan's friend Cody. "What do you think Cody will like to play with?" Aunt Maria asks Juan. Juan thinks and says "Trucks and cars," which are his favorites too. Aunt Maria and Juan get out a variety of cars, trucks, and a garage to play with. Maria realizes that it can be hard for two year olds to share, so she makes sure to have several duplicate toys and she puts away Juan's very favorite truck for another time.

While Juan and Cody push the cars around the track, Aunt Maria prepares a snack for the boys. She helps the boys put the cars and trucks away before calling them to the table for a snack. Aunt Maria says to the boys, "After a snack, maybe you would like to play outside for a while." The boys look at each other with excitement. "Swings," says Juan and "Slide," Cody adds. The plan is made.

## *Development of a skill in one area is related to and influences other developmental areas:*

### Social/Emotional:

- Tolerates being physically near others.
- Plays alongside another child.

### Communication/Literacy:

- Initiates communication.
- Follows simple directions.

### Self-Help:

- Participates in clean up routine.

### Physical:

- Uses fine motor skills.



## Young Children are Learning When They:

- SS.2.9 Watch people.
- SS.2.10 Around one year, offer toys or objects to others but expect them to be returned.
- SS.2.11 Show interest in other children.
- SS.2.12 Communicates “no.”
- SS.2.13 Assist with simple chores on a daily basis.
- SS.2.14 Develop the process of “play” from playing alone to playing alongside, then playing with someone else around age three.
- SS.2.15 Follow simple directions.
- SS.2.16 Respond positively to options rather than commands.
- SS.2.17 Push away something not wanted.
- SS.2.18 Follow simple directions.
- SS.2.19 Respond positively to options rather than commands.
- SS.2.20 Talk about the importance and reason for rules.
- SS.2.21 Tell the consequences of not following rules.
- SS.2.22 Remind other children about the rules and things children shouldn’t do to others and why (one should not bite because it hurts).
- SS.2.23 Tell the consequences of behaviors and choices.
- SS.2.24 Set own consequences for some behaviors.
- SS.2.25 Identify and follow different rules in different places (e.g., school rules may be different from home).
- SS.2.26 Show self-control by following rules in different places.
- SS.2.27 Start sharing some objects with others.
- SS.2.28 By age four, compromise, share, and take turns.
- SS.2.29 Show greater ability to control intense feelings (e.g., anger, frustration).
- SS.2.30 Make choices after considering alternatives.

## A child can be supported by an adult who:

- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing and modeling the behaviors you want to encourage (e.g., say please or lend a helping hand).
- Supports individuality by providing choices whenever possible (e.g., “You have to change your shirt, but you can choose the red one or the green one”).
- Asks for the child’s help with daily tasks, and accepts their offer of help.
- Allows time for the child to discuss behavior and circumstances.
- Does for, does with, and watches as the child learns to do things independently.
- Establishes limits for child’s behavior to provide a physically and emotionally safe environment.
- Develops positive rules with the child for understanding and ownership.
- Talks about the reason for rules.
- Develops positive rules with the child for understanding and ownership.
- States rules in a positive manner to promote positive thinking instead of negative thinking (e.g., instead of “No running.” say “We use walking feet.”).
- Reviews positive rules daily with the child.
- Gives the child options rather than commands.
- Offers easy-to-follow directions.
- Allows time for the child to discuss behavior and consequences.
- Helps the child verbalize thoughts.
- Demonstrates how the child can use words instead of force to obtain something.
- Models sharing.
- Provides opportunities for the child to make choices.
- Takes photos of the child helping others, caring for her room, or taking care of daily needs and displays them around the room.

## SOCIAL STUDIES STANDARD AREA GEOGRAPHY

### ❖ COMMON CORE STATE STANDARD: NONE

Indiana Academic Standards for Social Studies can be found here:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-socialstudies/2007-ss-grade0k.pdf>

**Location (Spatial Awareness)** *One of the first tools geographers use is location. This tells us where something is. Young children are geographers. They dig in the sand, pour water, and watch rain fall. They try to find out about the nature of the world and their place in it. Young children learn that they relate to other people and things. To help children learn location, they need to develop body awareness including its size and level when upright, crawling or stooping, or on the floor, the different body parts and how their body moves in different directions like forward, backward, or sideways. When they know how their body moves, they will have the basics for learning directions and locations later in life. The more opportunities children have to run and move about, the greater their ability to keep track of position and location.*

### ❖ ISTAR-KR Standard Area:

**Mathematics** – Location, Counting

**Physical** – Sensory Integration

**Social Emotional** - Problem Solving, Responsibility

**English/Language Arts** – Symbol Awareness, Receptive and Expressive Language

**Places** - *Young children first begin by learning about their home environment. Just like people, places have a lot in common, but no two are exactly alike. Children will begin noticing how their homes and buildings look. When children learn about trees, streets, and their homes, they see that they live someplace special.*

### ❖ ISTAR-KR Standard Area:

**English/Language Arts** – Comprehension, Expressive Language

**Mathematics** – Sorting/Classifying, Computation

**Physical** – Sensory Integration

**Physical Systems** *Young children are fascinated with weather. We experience weather everyday. Young children become aware of the weather and how it affects people. Weather is an important part of learning about our world.*

### ❖ ISTAR-KR Standard Area:

**English/Language Arts** – Comprehension, Expressive Language

**Mathematics** – Sorting/Classifying, Computation

**Physical** – Sensory Integration

**Human Systems** *Parents are children’s first teachers and their positive relationship forms a solid basis for all other social interactions. Young children begin to understand that they live in a family that may include parents, siblings, extended family members such as grandparents, and even pets. As they spend time in their neighborhoods and community settings such as places of worship, young children will begin to learn that families have different people, foods, rules and routines.*

❖ **ISTAR-KR Standard Area:**

**English/Language Arts** – Symbol Awareness, Comprehension, Writes for a Purpose

**Social Emotional** – Sense of self and others, Problem Solving

**Physical** – Sensory Integration

**Environment and Society** *Young children want to be an active part of their family and community. At home, they may enjoy helping with a simple chore, such as helping to feed a pet, putting clothes in a hamper, or picking up toys. They can also begin to recognize the need to care for the environment by learning about recycling or helping to clean up a community area, such as a park.*

❖ **ISTAR-KR Standard Area:**

**Social Emotional** – Responsibility

**Mathematics** – Sorting/Classifying

**Young Children are Learning When They:**

- SS.3.1 Around 2 or 3, point out signs that indicate location.
- SS.3.2 Become familiar with the idea that maps help people locate themselves in space.
- SS.3.3 Recognize that streets have signs and houses have numbers to help identify locations.
- SS.3.4 Use a simple map (e.g., diagram of the house, street on which the child lives).
- SS.3.5 Recognize where the child is while traveling in the car.
- SS.3.6 Describe features of familiar places (e.g., buildings, stores).
- SS.3.7 Talk about how to get from one common place to another.

**A child can be supported by an adult who:**

- Asks the child questions about what you both are seeing.
- Comments daily on the weather and points out changes.
- Names items in the home and in the environment during nurturing routines.
- Points out where objects are in pictures when reading books (e.g., “The doll is on the bed.”).
- Uses directional terms (e.g., “We will turn left at the next street”, “The kitchen is sunny in the afternoon because the window faces west”).
- Increases the child’s vocabulary by using pictures from books and magazines that associate with different places on the earth.

### **Young Children are Learning When They:**

- SS.3.8 Discuss different types and modes of transportation to get from one location to another and why certain vehicles are more suitable.
- SS.3.9 Listen and respond to stories about other areas (e.g., deserts, mountains).
- SS.3.10 Draw pictures representing the seasonal changes.
- SS.3.11 Draw pictures of their family.
- SS.3.12 Design posters for recycling and post in the home/school.
- SS.3.13 Observe weather, location of familiar places, and different ways of travel while on neighborhood/community walks.
- SS.3.14 Identify and locate familiar places.
- SS.3.15 By age two, distinguish between near and far.
- SS.3.16 Notice features of immediate surroundings (e.g., bedroom, yard).
- SS.3.17 Use blocks to represent roads and buildings.
- SS.3.18 Ask questions about everything the child sees and finds.
- SS.3.19 Identify and locate familiar places (e.g., home, store, grandparent's house).
- SS.3.20 Point out and name various rooms in the house from the outside.
- SS.3.21 Pretend blocks represent buildings and make signs for the roads and buildings.

### **A child can be supported by an adult who:**

- Describes environment with sensory words (e.g., hard/soft, rough/smooth, water/land).
- Talks about the stores and buildings visited and what is in them.
- Describes characteristics of earth's features using a variety of vocabulary words.
- Provides the child with many materials and opportunities to draw and 'write' about local trips and experiences.
- Discusses the weather in other locations with the child (e.g., "Remember how warm it was in Florida over Christmas vacation?").
- Talks about ways your child is the same or different from other children.
- Assists the child in making a family book with pictures and drawings of members.
- Guide the child in giving out information to others about recycling and how it helps our environment.
- Plays simple games using various directional words (e.g., up, down, forward, backward).
- When traveling, uses directional terms (e.g., "We will turn left at the next street").
- Teaches positional words when doing household tasks ("Please put your toys INTO the yellow basket.")
- Allows the child to assist you when using maps or globes.
- Uses songs to teach geography (London Bridge).
- Uses positional words like above and below in a natural way when giving directions to the child.
- Uses words that describe features such as color, size, and shape.
- Reads and uses maps and globes.

## Young Children are Learning When They:

- SS.3.22 Recognize familiar places.
- SS.3.23 Describes simple features of familiar places.
- SS.3.24 Give the name of home city or town.
- SS.3.25 Give information about home (e.g., street name, house description).
- SS.3.26 Use words such as hard and soft, rough and smooth, and water and land.
- SS.3.27 Match objects to location such as stove to kitchen, bed to bedroom.
- SS.3.28 Identify various natural features.
- SS.3.29 State the name of his city or town.
- SS.3.30 Identify common community symbols (e.g., signs, street markers, lights).
- SS.3.31 Create representations of the surrounding neighborhood and community (e.g., blocks, drawings).
- SS.3.32 Talk about weather and its relationship to appropriate clothing/activities.
- SS.3.33 Show comfort and discomfort with the temperature of the room or when outdoors.
- SS.3.34 Talk about and be curious about the weather (e.g., temperature, rain, snow, climate inside and outside).
- SS.3.35 Notice that people wear different types of clothing depending on the weather.
- SS.3.36 Determine what type of clothing to wear based on the weather.
- SS.3.37 Identify seasons by temperature or other characteristics (e.g., snow, leaves changing).
- SS.3.38 Recognize people live in different types of homes (e.g., apartments, etc)
- SS.3.39 Identify and describe people who live in different places for different reasons (e.g., farms, cities, small towns).

## A child can be supported by an adult who:

- Plays simple games using various directional words (e.g., up, down, forward, backward).
- When traveling, uses directional terms (e.g., “We will turn left at the next street”).
- Teaches positional words when doing household tasks (“Please put your toys INTO the yellow basket.”)
- Allows the child to assist you when using maps or globes.
- Uses left and right in connection with real situations. (To make it easier, place a string or bracelet on one of the child’s hands.)
- Before traveling, shares the trip on the map with the child by pointing out the route and places where they might stop.
- Points out signs that indicate location (e.g., entrance and exit signs, stairs, escalators, elevators).
- Supplies materials such as floor maps, road maps, strips and circles of paper with blocks.
- Helps the child make a simple map of the neighborhood, house, or school.
- Discusses some of the basic natural features of the earth in the child’s immediate environment (e.g., river, pond, woods, fields).
- Provides the child many opportunities to explore and experience the natural world.
- Provides the child with materials and opportunities to draw what the child sees in and around the home environment.
- Takes the child for a walk in different types of weather (e.g., windy, cold, hot, rainy, snowy) and discusses the experience and how it felt to be outside.
- Watches the weather forecast on TV or in the paper with the child.
- Talks about the different cloud formations and helps the child predict what clouds tell us about the weather.

## **Young Children are Learning When They:**

- SS.3.40 Follow simple directions.
- SS.3.41 Name and locate eyes, ears, or nose when asked.
- SS.3.42 Explore things with mouth, hands, fingers, and toes.
- SS.3.43 Show fear of falling off high places such as stairs.
- SS.3.44 Recognize the faces and voices of the key people (e.g., parents, grandparents, brothers and sisters, child care givers) in their lives.
- SS.3.45 Prefer to look at faces of key people.
- SS.3.46 Demonstrate fear, caution, or curiosity with new people depending on age and temperament style.
- SS.3.47 Protest separation from primary caregiver between age 12 and 18 months.
- SS.3.48 Pretend to take care of a doll by feeding and other activities.
- SS.3.49 Play the role of different family members through dramatic play.
- SS.3.50 Recognize things that do not belong in the environment (litter).
- SS.3.51 Place trash in the wastebasket.
- SS.3.52 Help clean up after doing an activity.
- SS.3.53 Help with routines that keep the house neat.
- SS.3.54 Alert others to a messy environment.
- SS.3.55 Name some bad things that people do to our environment.
- SS.3.56 Name body parts and point to the location of each.
- SS.3.57 Discuss negative and positive aspects of areas and why people might want to be there.
- SS.3.58 Pretend to take care of a doll by feeding and other activities.

## **A child can be supported by an adult who:**

- Provides a safe and comfortable space for the child to explore environment.
- Provides activities that encourage the child to explore the space around him or her (reaching, batting, tummy time, stroller rides).
- Provides an environment rich with sounds, smells, sights, and tastes.
- Talks about clothing choices with the child based on the weather.
- Notices child's comfort with the environment (e.g., is child hot or cold, sweating or shivering).
- Says good-bye when leaving the child rather than sneaking out.
- Points family members out from photos.
- Helps the child identify and name family members and their relationships and roles.
- Assists the child in making a family book with pictures and drawings of members.
- Tapes recordings of grandparents reading the child's favorite stories.
- Talks with the child about caring for the environment.
- Helps the child understand environmental vocabulary (e.g., litter, purpose of trash cans).
- Assists the child with keeping room or space neat.
- Gives the child help in sorting items to recycle.
- Shows the child examples of clean and safe environments and compares them to areas not so safe and clean.
- Takes the child for walks around the neighborhood and points out signs and landmarks that indicate locations.
- Discusses how things look in different types of weather (e.g., when the sun is shining, when it is foggy).
- Provides many opportunities for the child to explore family relationships through dramatic play and conversation.

### **Young Children are Learning When They:**

- SS.3.59 Discuss members of the family and their roles.
- SS.3.60 Ask questions about families.
- SS.3.61 Talk about how he is the same and/or different from other children.
- SS.3.62 List things that do and do not belong in the environment (e.g., litter, smoke)
- SS.3.63 Discuss the need for a clean environment.
- SS.3.64 Help with home and class routines that keep the house/classroom clean and safe.
- SS.3.65 Help parents/adults with recycling empty containers at home/school.
- SS.3.66 Finds ways to maneuver around an obstacle that is in the way of obtaining something desired.
- SS.3.67 Play the role of different family members through dramatic play.
- SS.3.68 Move in directions on command (e.g., forward, backward, sideways).

### **A child can be supported by an adult who:**

- Helps the child identify and name family members and their relationships and roles.
- Talks about the child’s unique qualities and those qualities that make him similar to other children.
- Assists the child in making a family book with pictures and drawings of members.
- Talks with the child about the environment and what people can do to protect it.
- Shows the child examples of clean and safe environments and areas that are not so clean or safe.
- Gives the child responsibility for keeping a room or space clean or tidy.
- Explains how recycling empty containers and papers helps our environment.
- Gives the child help in sorting recycle items from home/school.
- Guides the child in giving out information to others about recycling and how it helps our environment.
- Describes how smoking is hazardous to the health of children and adults.
- Travels in different ways with the child (bus, car, train).
- Allows a lot of opportunities for the child to run about and explore the environment.
- Allows the child to climb, jump, run, roll, to physically experience space.
- Plays simple games such as “Mother May I” and “Simon Says,” asking the child to move in various directions: forward, backward, sideways, up and down, and right and left.

## How it looks in everyday activities:

Zack, age 22 months, looked out the window and saw the clean white snow falling hard on the trees and ground. His big sister Gracie yelled, “Mom do we have school today??” “I don’t think so,” Mommy answered, “but let’s turn on the television and check for school closings.” The weatherman was standing in front of a map, pointing to red and blue lines. He talked about the weather that day and what to expect the next day. Gracie cheered when she saw the name of her school scroll across the bottom of the screen. “It’s a snow day, Zack,” she crowed. “Snow day!” Zack repeated, matching his sister’s happiness.

After breakfast Zack and Gracie got ready to go outside in the snow. They put on warm clothes and boots. Zack did not want to wear his hat, but Mommy explained how cold the snow would feel, so he put it on. Outside Zack touched the cold snow. Gracie showed him how to make and throw a snow ball. “Watch me,” Gracie said, lying in the snow and moving her arms and legs. “I’m making a snow angel.” Zack watched and tried to do the same. His nose was bright red and his teeth started to chatter, but Zack did not want to go in. Finally, Mommy insisted and they went inside to warm up. While drinking his hot chocolate with marshmallows Zack said “Good snow day.”

## *Development of a skill in one area is related to and influences other developmental areas:*

### **Social/Emotional:**

- Child and adult are interacting and playing with each other.

### **Communication/Literacy:**

- Learns listening skills from adult comments.
- Asking questions and talks about changing seasons, trees, and animals.

### **Physical:**

- Walking and running.

## **SOCIAL STUDIES STANDARD AREA ECONOMICS**

### **❖ ISTAR-KR Standard Area:**

**Social Emotional** – Sense of self and others, Problem Solving, Approaches to Learning

At a young age, children can begin to understand how families work together to meet their basic needs and wants for trust, safety, nurturance, food, and fun. Through senses and experiences, young children gain a beginning understanding of the role of money in purchasing and the connection between work and money.

Adults play an important role in helping highlight these connections for very young children through their consistent behavior and responses. Adults have a significant role in drawing a child’s attention to these processes and clarifying any misconceptions. While the interest and ability to grasp economic concepts varies widely from child to child, some of the following ideas can be introduced in the preschool years.

- **Scarcity-** The condition of not being able to have all the goods and services that we want.
- **Choice-** What someone must make when faced with two or more alternative uses for a resource.
- **Goods-** Objects that can be held or touched that can satisfy people’s wants.
- **Services-** Activities that can satisfy people’s wants.

### **Young Children are Learning When They:**

- SS.4.1 Play store or restaurant with play or real money, receipts, credit cards, telephones.
- SS.4.2 Role play different types of occupations.
- SS.4.3 Assist and use money in purchasing goods.
- SS.4.4 Are aware that adults work in order to earn enough money to buy the food, clothing, and housing that a family needs.
- SS.4.5 Save money for a future purpose.

### **A child can be supported by an adult who:**

- Reads many books about different types of occupations.
- Uses the names of coins and currency and provides opportunities for becoming familiar with coins and currency.
- Involves the child in using real coins and currency in everyday situations.
- Provides the child with a bank for saving coins.
- Provides materials (e.g., cash registers, wallets, purses, checkbooks, credit cards, receipts) and clothing for dramatic play.
- Uses the names of coins and currency, their real and relative worth, and provides an opportunity for the child to handle and become familiar with coins and currency.

### **Young Children are Learning When They:**

- SS.4.6 Choose between two or more alternatives.
- SS.4.7 Prefer objects that can be held or touched and that can satisfy people's wants.
- SS.4.8 Demonstrate awareness of activities that can satisfy people's wants.
- SS.4.9 Recognize that things have to be paid for with money and that sometimes you can't buy what you want because you don't have enough money.

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### **How it looks in everyday activities:**

While Jerome takes his afternoon nap, his mother LaDonna makes a grocery list. She knows that he will be ready for an outing when he wakes up. As she gets his coat on, LaDonna talks to her son about the store and what they need to purchase.

LaDonna buckles Jerome into the cart and then takes her time walking up and down the aisles. She points out the things she will choose, so Jerome can look and see all the different things at the grocery. "Jerome, we need some fruit for lunch tomorrow," LaDonna says. "I think Daddy will like an orange." As Jerome nods in agreement, she hands him an orange so he can feel the bumpy rind and smell the citrus aroma. Later, LaDonna holds up two different types of cereal and helps Jerome choose one.

At the checkout, LaDonna lets Jerome put some items on the counter. The cashier is friendly and Jerome smiles shyly at her. As the total is rung up, LaDonna points out the numbers on the cash register and says, "That's how much money we need to pay the lady." Jerome looks interested as LaDonna takes the cash from her purse and receives her change.

### **A child can be supported by an adult who:**

- Supplies the child with materials for role playing of different occupations.
- Takes the child to work and lets the child see you producing goods or services.
- Discusses with the child the origin of items in the home (e.g., milk-cow, wooden table-tree, egg-chicken).
- Creates opportunity for the child to choose and discusses consequences of choices.

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### ***Development of a skill in one area is related to and influences other developmental areas:***

#### **Social/Emotional:**

- Makes a choice between two objects.
- Responds appropriately to a social greeting.
- Participates in a family routine.

#### **Communication/Literacy:**

- Increases vocabulary.
- Responds to adult language.

## **SOCIAL STUDIES STANDARD AREA INDIVIDUALS, SOCIETY AND CULTURE**

### **❖ ISTAR-KR Standard Area:**

**Social Emotional** – Sense of self and others, Problem Solving, Approaches to Learning, Interpersonal Skills, Responsibility

**English/Language Arts** – Comprehension, Receptive and Expressive Language

**Mathematics** - Computation

**Getting Along** *Young children thrive with routine, structure, and rules. Parents and other caregivers help young children learn boundaries by teaching expected behavior in the family and community. Providing opportunities to participate in many different settings (home, places of worship, stores, libraries) and events (shopping, taking a class, seeing a parade) helps young children develop a repertoire of appropriate behaviors.*

### **Cultural Diversity**

*Infants and toddlers are extremely egocentric and primarily relate only to their own experiences. They have a limited but growing ability to consider the needs and wants of others. Parents and other caregivers who talk in positive ways about characteristics of individuals and groups will help the young child start to notice and appreciate, with pleasure, the similarities and differences between themselves and others.*

*Three and four year olds are still quite egocentric and relate to their own experiences. They begin to notice similarities and differences between themselves and others.*

### **Young Children are Learning When They:**

- SS.5.1 Use words to express feelings.
- SS.5.2 Use thinking skills to resolve conflicts.
- SS.5.3 Demonstrate early pretending with objects
- SS.5.4 Use words to express family relationships, such as mother or grandpa
- SS.5.5 Realize that different families live in different types of housing.
- SS.5.6 Recognize community helpers.
- SS.5.7 Comment on or ask questions about physical differences.

### **A child can be supported by an adult who:**

- Discusses with the child physical characteristics and how they can be similar and different.
- Gives support to a child's interest in different cultures by providing opportunities to learn about different language, foods, and activities.

## How it looks in everyday activities:

Ms. Cathy and Ms. Shelly work in the toddler room of a community based childcare program. The young children in the room are just starting to experience feelings of independence and a desire to do things for themselves. Marshal, a new walker and new to the toddler room, walks then drops and crawls closer to Barbie. She is playing with a large truck, pushing it back and forth and making “vroom” sounds. Marshal watches Barbie closely, and Ms. Shelly watches Marshal. Ms. Shelly whispers to Ms. Cathy, who is holding Bernard, “I think Marshal is thinking about trying to take that truck from Barbie.” “I hope not,” Ms. Cathy replies, “Barbie will fight back.”

Ms. Shelly gets another large truck and pushes it over toward Marshal. “Marshal, I think you want to play trucks with Barbie,” she says. She pushes the truck next to Barbie, modeling how to make the “vroom” sounds. Marshal watches her and the truck. Ms. Shelly waits for Marshal to make a request in some way, such as a gesture or even a word. When he reaches a hand out to the truck she says, “Yes, you want a truck,” as she pushes the truck to him. Marshal pushes the truck and approximates the “vroom” sound. He smiles as he pushes his truck next to Barbie. Barbie notices Marshal next to her and says, “Truck.” Both toddlers smile and continue to play side by side. The teacher continues to walk around the room, observing the children and looking for opportunities to support positive social actions.

## *Development of a skill in one area is related to and influences other developmental areas:*

### Social/Emotional:

- Engages in side by side play.
- Responds to a social overture.

### Communication/Literacy:

- Uses a gesture to make a request.
- Attends to an adult’s communication.

### Physical:

- Moves from crawl to stand to walk.
- Operates a toy while sitting.

### **Young Children are Learning When They:**

- SS.5.8 Recognize gender differences.
- SS.5.9 Ask questions about physical differences.
- SS.5.10 Take turns in interactions with others.
- SS.5.11 Share belongings with others.
- SS.5.12 Value the importance of caring for others.
- SS.5.13 Work and play cooperatively with others.
- SS.5.14 Use words to express feelings.
- SS.5.15 Use thinking skills to resolve conflicts.
- SS.5.16 Recognize differences between people of different cultures and abilities.
- SS.5.17 Realize that other children are more alike than different.
- SS.5.18 Recognize community helpers.
- SS.5.19 Say please and thank you.
- SS.5.20 Learn social skills.
- SS.5.21 Notice that some people talk differently from others.
- SS.5.22 Identify differences between people of different cultures, backgrounds, and abilities.
- SS.5.23 Notice people's skin and explore the differences.
- SS.5.24 Discuss how grandparents and older people look and act different from children.
- SS.5.25 Express enjoyment and pleasure when hearing poems, stories, and songs about a variety of people and cultures.
- SS.5.26 Use interpersonal skills of sharing and taking turns in interactions with others.

### **A child can be supported by an adult who:**

- Sets and enforces limits and boundaries.
- Rewards positive behaviors.
- Provides opportunities to be with extended family members.
- Listens to expressions of feelings.
- Gives opportunities to make appropriate choices.
- Models caring and kindness for all people.
- Models treating others with respect and fairness.
- Uses holidays to provide opportunities for the child to learn about the customs of people around the world.
- Offers the child opportunities to taste different ethnic foods.
- Shares stories, songs, and poems about different cultures.
- Discusses with the child physical characteristics and how they can be similar and different (e.g., many people have hair, but different color, length, texture).
- Provides opportunities for discussing the child's physical changes (e.g., creates a height graph and compares sizes).
- Offers play experiences for the child to move and talk with others to establish friendships.
- Provides the child with accurate and compassionate answers to help the child develop a sense of respect for the physical differences of others.
- Provides opportunities for the child to engage in gender non-stereotypic activities.
- Provides art materials, books, photos, and dramatic-play props that celebrate the beauty of diverse cultures.
- Appreciates the values, beliefs, and background experiences the child and the child's family bring.
- Talks about how family members love and support each other.

## **How it looks in everyday activities:**

Mr. Matthews and his son Nelson were driving to the airport to pick up Mrs. Matthews, who was returning from a business trip to Mexico. “Nelson, do you know Mommy was in another country where they speak Spanish?” Mr. Matthews asked. “Like Dora?” Nelson wondered, thinking of one of his favorite children’s programs. “Right. They speak Spanish in Mexico like Dora does.” Mr. Matthews agreed. “And other things are different, like foods and music,” he explained.

The conversation continued when Mrs. Matthews arrived. Mrs. Matthews told Nelson there are lots of countries and people speak many languages and have many different customs. She showed him some money that she had brought from Mexico and said, “Can you remember when I went to France a few months ago? The people there speak French and I brought some different money and other things.” Nelson listened but seemed confused. As they were driving, Mr. Matthews remembered that there was an Ethnic Expo going on nearby. Since they planned to go out for dinner anyway, they decided to stop there to see if they could try some different foods and help Nelson understand about different countries.

At the Expo, there were many booths with different foods, a stage with music from many countries, and people dressed in colorful traditional outfits. The family saw a booth with Mexican food and decided to try it. Nelson enjoyed his burrito. Nelson tried on a sombrero and hit a piñata. The family walked around, trying some Greek and Chinese foods as well. Nelson played a game from Russia and listened to music from Africa. On the way home Nelson asked, “Mommy can I come on your next trip?”

## ***Development of a skill in one area is related to and influences other developmental areas:***

### **Social/Emotional:**

- Try unfamiliar activities and foods.
- Express enjoyment when experiencing different art, music, and foods.

### **Communication/Literacy:**

- Learn and use new vocabulary.

### **Cognitive:**

- Link ideas and experiences from the past with new things.