
Social Studies: Pre-Kindergarten Foundational Standards

Standards Introduction: The standards for the students in pre-kindergarten through second grade include the basic concepts of the individual, family, and neighborhood. Instruction centers on the similar and different ways that individuals and groups address human needs and concerns. Students learn vocabulary associated with time such as past, present, future, and long ago. Students use maps and globes to identify and locate some places and geographic features. They learn the concepts of self-control, fairness, and leadership. Citizenship education emphasizes following rules and respecting the rights of people. Students build time lines, identify the purposes of government, and use economic concepts. They also explore ways that language, art, music, and other cultural elements lead to global understanding.

SK – Skills

The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills: **SK1a:** follow directions.
SK1b: acquire information through listening and observing.
SK1c: arrange events and ideas in sequence.
SK1d: construct simple picture maps and graphs.
SK1e: participate in making rules and guidelines.
SK1f: participate in simulations using technology.

Strand/Theme:
SS1 Citizenship

Preschool children are just beginning to learn the social skills required for participation in group activities. In order for preschool children to work in cooperative group situations, they must develop characteristics that reflect compromise, sharing, and respect for others:

Standard: **SS1a:** The student demonstrates appropriate social interactions that include, sharing, compromise, and respect for others.

Strand/Theme:
SS2 Culture

Young children entering preschool recognize roles and customs within their own families and may assume all families are similar. Children's cultural values, customs and traditions from home should be nurtured and preserved to enable children to feel positive about themselves while they learn about others.

Standard: **SS2a:** The student recognizes various types of families, shelters, food, clothing and customs.

Strand/Theme:
SS3 Time, Continuity, and Change

Preschool children can begin to learn about time in relation to themselves, and learn to appreciate stories about other times and places if the topics are relevant to their own experiences.

Standard: **SS3a:** The student tells others about the daily routine and participates in planning for future events.

Strand/Theme:

SS4 Space and Place

Preschool children come to understand geographical thinking by becoming aware of their location in space, the characteristics of where they live, and their location in relation to other places.

Standard:

SS4a: The student identifies familiar places in their classroom, school, and community.

Strand/Theme:

SS5 Individual Development and Identity

During the preschool years, children learn to autonomously manage their behavior and develop personal strategies for self-motivation and persistence.

Standard:

SS5a: The student demonstrates self-direction and independence.

Strand/Theme:

SS6 Individuals, Groups, and Institutions

Children entering preschool may possess limited exposure to group experiences and are often unaware of group expectations. During the preschool years, children demonstrate a growing awareness of how to interact in group and institutional settings through active participation in their classroom community.

Standards:

SS6a: The student uses multiple strategies to resolve conflicts.

SS6b: The student follows classroom rules and expectations.

Strand/Theme:

SS7 Production, Distribution, and Consumption

Preschool children begin to develop a capacity to see themselves as consumers of classroom resources. Students use resources in the classroom and understand how they are used to make things.

Standard:

SS7a: The student distributes resources according to the goal of the task.

Strand/Theme:

SS8 Power, Authority, and Governance

Preschool children develop an increasing awareness of rights and responsibilities in specific contexts, as they interact with others. They become aware of the limits and boundaries of acceptable behavior and learn the possible consequences of their actions as they participate in activities with a variety of individuals.

Standard:

SS8a: The student self-regulates their behavior within different activities and environments.

Strand/Theme:

SS9 Science, Technology, and Society

Preschool children have a concrete understanding of how people effect their environment. With adult guidance and support, they can begin to look at the ways people take care of the world around them. Preschool students are aware of technology in their environment. As children interact with technology that is available in their homes, and classrooms, they begin to understand how technology affects their lives.

Standards:

SS9a: The student cares for their environment by cleaning and organizing their classroom.

SS9b: The student uses technology that is available within their classroom.

Strand/Theme:

SS10 Global Connections

Preschool children notice and are interested in similarities and differences between themselves and others. When adults provide opportunities for children to make connections between themselves and others in their immediate environment, children develop social competence and learn to read social situations and react appropriately.

Standard:

SS10a: The student works and plays with a variety of children.