

# Social Studies

It is important for young children to acquire knowledge about our social system as they prepare for adult society. Through participating in the school or classroom activities, they learn about expected behaviors. Students gain further knowledge by thinking about their peers and other people, and by considering the rules, routines, and processes with which they are engaged in the classroom, at home, and in the community. In a society that is increasingly culturally diverse, understanding the customs and practices of groups different from their own is important for young students as they participate in the classroom and community.

**Goal: Students will demonstrate understanding about political systems, history, geography, economics, and diverse populations (People of the Nations of the World) as they discuss their own families, classroom setting, and community.**

Social Studies Objectives – The student will demonstrate the ability to:

- a. Identify similarities and differences in personal and family characteristics (WSS V A I) by:
  - Identifying self as a member of group(s) sharing similar characteristics such as gender, hair color, height, etc.. (CS 7.1PK3)
  - Expressing knowledge about self as a member of family, school, neighborhood, and community (CS 7.2 PK .2)
  - Identifying that people and families change over time (CS 1.1PK4)
  - Identifying major family events such as celebrations and holidays (CS 1.1PK.5)
  - Enjoying different poems, songs, and stories about a variety of people (WSS ex)
  - Describing how one’s family members express themselves through music, art, religion, and literature (CS 7.2PK1)
  - Identifying similarities and differences of people from other cultures (CS 7.1PK 1).
- b. Begin to understand family needs, roles, and relationships (WSS V B I)(CS6.8 PK1) by:
  - Role-playing a variety of family members in the dramatic play area
  - Bringing in props from family members’ work and using them during dramatic play
  - Exploring differences in classmate’s family structure.
- c. Describe some people’s jobs and what is required to perform them (WSS V B 2) by:
  - Giving examples of people’s jobs (CS 5.7PK2)
  - Experimenting with occupational tools and props such as a cash register, postal scale, stethoscope, fire fighter’s hat, police officer’s whistle
  - Identifying community members who provide services (CS 6.1PK2)
  - Discussing people and groups that contribute to others (CS 1.1PK10)
  - Identifying examples of services provided by the community (CS 5.6PK1)
  - Demonstrating buying and selling in informal settings (CS 5.3PK1)
  - Understanding that currency is used for buying and selling (CS 5.5PK1).

- d. Begin to be aware of technology and how it affects life (WSS V B 3) (CS 5.4PK 4) by:
- Identifying technology tools such as a telephone, television, microwave oven, computer, plane, factory machinery, transportation vehicle, and communication device
  - Using technology tools such as a tape player to listen to a story, a computer to play a game, a telephone to call a friend
  - Comparing using technology and conventional ways to complete a task or activity (email/letter, computer games/board games, cell phones/rotary phones).
- e. Demonstrate awareness of rules (WSS V C 1) by:
- Helping to make classroom rules
  - Following rules (CS 6.1PK2)
  - Stating rules
  - Demonstrating active and courteous listening skills (CS 6.8PK2)
  - Learning from mistakes (CS 1.1PK6)
  - Making classroom decisions by voting (CS6.7PK1).
- f. Show awareness of what it means to be a leader (WSS V C 2) by:
- Showing some leadership qualities while pretending to be parents or caregivers, teachers, principals, or band directors
  - Identifying leaders in the school and in the community
  - Discussing people related to the American political system (CS 6.2PK4)
- Other: Identifying United States symbols such as the American flag (CS 6.2PK1).
- g. Describe the location of things in the environment (WSS V D 1) by:
- Showing and telling where common items belong in the classroom and at home
  - Identifying community buildings including fire station, stores, restaurant, school, churches, and hospital
  - Identifying human activities associated with specific locations (CS 4.1 PK 4)
  - Identifying features of places (e.g., permanent versus things that can be moved, human-made versus natural)(CS 4.1 PK 3)
  - Identifying and discussing the purpose of basic geographic models such as maps and globes.
- h. Show awareness of the environment (WSS V D 2) by:
- Noticing new displays or materials in the classroom
  - Putting things where they belong in the classroom
  - Identifying characteristics of the school and community environment (CS 4.3PK2)
  - Identifying transportation and communication tools in the local community (CS 4.3PK7)
  - Discussing environmental concerns of the community (e.g., trash in the pond)(CS 4.4 PK2)