

# Preschool Social Studies Academic Standards

In High Quality Early Childhood Care and Education Settings



# Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

## How to use this document

Colorado Preschool Program staff developed this document to help link the new Colorado preschool academic standards with the early childhood best practices that are already present in high quality early childhood care and education settings. While this document is intended for early childhood teachers in classroom settings that will be adopting the standards, we wanted to give some examples of how the standards might look in family childcare homes and in other early care configurations.

The preschool academic standards form the “what” of early childhood teaching – the objectives and goals for children to experience in their formative preschool years. To make a connection between early childhood best practices and the new academic standards expectations, we relied on the Building Blocks to the Colorado Content Standards, the Colorado Quality Standards for Early Childhood Care and Education, and Results Matter assessment tools for examples and descriptions. These sources provide the “steps for getting there” or the “how” of early childhood teaching. Young children require a much different environment than their elementary school counterparts. For each standard and its evidence objectives, we describe what should be in place to ensure children have opportunities to master the objectives and goals of the standards in enriching, developmentally appropriate ways. We also provide examples of children and adults in various settings showing the standards in action so that connections can be made from the small and large moments of early childhood experiences that build towards more formal learning.

As you go through each standard domain, you will see the standard table as it appears in CDE documentation with the 21<sup>st</sup> Century Skills and Readiness competencies. On the next page, you will see the evidence outcomes, the steps for getting there, and the examples from early childhood settings. Each pair of tables is color-coded to help match the pages. These sections are not meant to be inclusive; they are guidance to begin thinking about the preschool academic standards and how they link to early childhood best practices.

## Resources:

Preschool Standards & Assessments Crosswalk to Results Matter Systems, Building Blocks, and Head Start Early Learning Framework  
<http://www.cde.state.co.us/scripts/ECCCrosswalks/crosswalk.asp>

The Colorado Quality Standards for Early Childhood Care and Education Services  
<http://www.cde.state.co.us/cpp/qualitystandards.htm>

Building Blocks to the Colorado K-12 Content Standards (2007)  
<http://www.cde.state.co.us/cpp/download/CPPOcs/BuildingBlocksNov2010.pdf>

## Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

### Social and Emotional Development and Social Studies Academic Standards

**Children are dependent** upon their interactions with peers and adults to construct a sense of self and to view themselves as learners. As toddlers, children begin to notice differences among people. They willingly explore these differences as they mature. This natural curiosity about other people helps children to develop a strong sense of identity and provides teachers and families with opportunities to associate schools and programs with a child's home and community.

Ideas of citizenship are based upon meaningful daily events and a classroom environment that ensures that children are aware of and respect another person's interests, preferences and cultural background. When children participate in activities that bring the community into the classroom, they feel good about themselves and find out how different groups of children live. Teachers and family members who help children negotiate the rules, responsibilities and challenging issues that characterize a vibrant learning environment can expose children to a community based upon kindness, equality and justice.

<b>Preschool Social Studies Expectations at a Glance</b>	
1. History	1. Change and sequence over time
2. Geography	1. Develop spatial understanding, perspectives, and connections to the world
3. Economics	1. People work to meet wants 2. Recognize money and identify its purpose (PFL)
4. Civics	1. Individuals have unique talents but also work with others in groups 2. Rules and their purpose in allowing groups to work effectively

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>.Content Area: Social Studies</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b>	
➤ Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Change and sequence over time	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later.</li> <li>Select examples from pictures that illustrate past, present, and future</li> <li>Sequence a simple set of activities or events</li> <li>Identify an example of change over time on topics to include but not limited to their own growth</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How have you grown and changed over time?</li> <li>What are important events in your past, your families past, or the past of an adult you know?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Change occurs over time and has an impact on individuals and society.</li> <li>Sequence and sequencing helps with understanding, such as the sequence of equations in mathematics.</li> <li>Technology is used to record change and sequence. For example, clocks, calendars, and timelines record change.</li> </ol>
	<b>Nature of History:</b> <ol style="list-style-type: none"> <li>Historical thinkers study and describe past events and change over time in the lives of people.</li> <li>Historical thinkers organize past events using chronology.</li> </ol>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Social Studies  <b>Standard:</b> 1. History  <b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 1. Change and sequence over time</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p>Students can:</p> <ul style="list-style-type: none"> <li>a. Use words and phrases correctly related to chronology and time. Words to include but not limited to past, present future, before, now, and later.</li> <li>b. Select examples from pictures that illustrate past, present, and future.</li> <li>c. Sequence a simple set of activities or events.</li> <li>d. Identify an example of change over time on topics to include but not limited to their own growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults encourage children to comment on their observation of the natural and social world.</li> <li>• Adults initially present concepts to children via concrete, hands-on materials, and provide concrete materials on an ongoing basis to reinforce concepts.</li> <li>• Some lower wall space is available to post pictures of current and prior classroom events.</li> <li>• Classrooms have a digital and video camera and printer available in the room.</li> <li>• Adequate staff is present so that adults talk with individual children throughout the day encouraging children to talk about current projects, prior experiences, or anticipated events.</li> <li>• The daily routine includes time for children to plan an activity or experience to participate in during “work time/choice time or outdoor learning”.</li> <li>• Direct and specific statements are made to children about what occurs next.</li> <li>• The group discusses daily and weekly routines in terms of time concepts and season of the year.</li> <li>• Following choice time, the schedule allows for a child to reflect/recall for the group what was accomplished during choice time.</li> </ul>	<ul style="list-style-type: none"> <li>• During a class meeting the teacher refers to the current date on the calendar saying, “I see a picture of a pumpkin on today’s date. Yesterday we put the picture on the calendar to remind us we are planning to look inside our pumpkin today. Would you like to do that during your time to work in the room or when we go outside?”</li> <li>• A few children join an adult to look at pictures taken while picking out pumpkins on a class trip. They help post the pictures on the wall in sequence and assist in adding today’s photos of the children cutting open a pumpkin to the sequence in correct order.</li> <li>• Children track the height of the classroom amaryllis plant. Progress photos and measurements are recorded on calendar.</li> <li>• Mrs. Ahmet asks a child to plan what to do during choice time. “Tim, what is your plan today?” Tim replies that he wants to go to blocks. Mrs. Ahmet extends his thinking by questioning, “Which blocks are you planning to use?”</li> <li>• Children are encouraged to recall. After choice time, Mrs. Ahmet says, “Tim, tell me about your building. I noticed Jim helped you. How did you decide what to do?”</li> </ul>



## Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

<b>Content Area: Social Studies</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b>	
➤ Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Develop spatial understanding, perspectives, and connections to the world	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down</li> <li>Identify common places to include but limited to home, school, cafeteria, and gymnasium</li> <li>Describe surroundings</li> <li>Use pictures to locate familiar places</li> <li>Use nonlinguistic representations to show understanding of geographic terms</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>How do you describe your surroundings?</li> <li>Where is this place located?</li> <li>What would the playground look like if it were organized in a different way?</li> <li>What is a geographical term?</li> <li>What is the importance of location?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>Specific vocabulary describes space and locations such as the book are under the table, and the pencil is next to the telephone.</li> <li>Words can describe surroundings. For example, the dentist is inside her office; the firefighter is on the truck; and the puppy is inside the doghouse.</li> <li>Knowledge about location through personal experience integrates geographic terms with spatial thinking.</li> <li>Individuals perform different activities in different places. For example, cooking is done in the kitchen, hiking in the mountains, walking the dog in the park, learning in school, and working in a store.</li> </ol>
	<b>Nature of Geography:</b> <ol style="list-style-type: none"> <li>Spatial thinkers investigate other cultures and how they have been influenced by climate, physical geography, and other cultures in an area.</li> <li>Spatial thinkers understand that space is organized, have personal experiences with their environment, and look for patterns.</li> </ol>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

**Content Area:** Social Studies  
**Standard: 2:** Geography  
**Prepared Graduates:** Develop spatial understanding, perspectives, and personal connections to the world  
**Grade Level Expectation:** Preschool  
**Concepts and skills students master:** 1. Develop spatial understandings, perspectives, and personal connections to the world

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Use positional phrasing. Phrases to include but not limited to: over and under, here and there, inside and outside, up and down</li> <li>b. Identify common places to include but limited to home, school, cafeteria, and gymnasium</li> <li>c. Describe surroundings</li> <li>d. Use pictures to locate familiar places</li> <li>e. Use nonlinguistic representations to show understanding of geographic terms</li> </ul>	<ul style="list-style-type: none"> <li>• Adults are available to talk frequently with individuals as well as groups of children.</li> <li>• Wall space is available at child height for locating resources such as a community and/or building map.</li> <li>• Symbols and words are used as a method to label objects and environment areas.</li> <li>• Transitions are minimized and used to provide additional learning opportunities.</li> <li>• A map of classroom centers is located so to assist children when planning for choice time activity.</li> </ul> 	<ul style="list-style-type: none"> <li>• While setting the table for snack, Ms. Ruiz says, "Mika, would you please go over to the cart and bring seven forks here?"</li> <li>• Miss Kai talks to a small group of children to develop an emergency evacuation plan. Together the group draws a map with pictures of how to exit the location. The plan is placed at child height on the wall.</li> <li>• An adult involves children in taking pictures of familiar building locations to place on a map of the school. The children help to glue the pictures on the map while the adult labels the location.</li> <li>• On a walk to the park, the children and the adults with them talk about the things they see, such as trees, fountains, streets, etc.</li> <li>• Pictures of familiar community buildings and landmarks are posted in blocks, writing, and in other centers.</li> </ul> 

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Social Studies</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b>	
<ul style="list-style-type: none"> <li>➤ Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy</li> </ul>	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. People work to meet wants and needs	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Explain that people work (produce) for an income</li> <li>b. Discuss that money is used to buy items that the student or family wants</li> <li>c. Give examples to distinguish spending from saving</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What might happen if no one worked?</li> <li>2. What do we buy and why?</li> <li>3. How do people use income?</li> <li>4. Why do you save income?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Working enables people to meet wants. For example, a parent works to receive income used to purchase items such as food, cars and vacations.</li> </ol>
	<b>Nature of Economics:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers analyze the connection between working and earning income.</li> <li>2. Economic thinkers recognize that people use income to meet needs and wants.</li> </ol>



## Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

### How does this standard look in high quality early childhood settings?

<b>Content Area:</b> Social Studies <b>Standard:</b> 3. Economics <b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy <b>Grade Level Expectation:</b> Preschool <b>Concepts and skills students master:</b> 1. People work to meet wants and needs		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Explain that people work (produce) for an income</li> <li>Discuss that money is used to buy items that the student or family wants</li> <li>Give examples to distinguish spending from saving</li> </ol>	<ul style="list-style-type: none"> <li>Pictures portraying traditional and non- traditional job roles are displayed, such as female fire fighters, male nurses, etc.</li> <li>Block people figures representing various job roles are located in room.</li> <li>Dress up clothes, such as fire hat, Wal-Mart apron, and police badges, are located in dramatic play.</li> <li>Items in a dramatic play area include play money, cash register, receipt book, and other examples of real materials related to money and working.</li> <li>The schedule allows time for family members to share stories about their occupation through pictures, field trips, and classroom props.</li> </ul>	<ul style="list-style-type: none"> <li>When the children arrive, a group meeting takes place. A child talks about taking a pet to the doctor. Sasha, the childcare provider, introduces the word 'veterinarian'.</li> <li>At free choice time, the children create a pet clinic with adult assistance. Children pretending to be veterinarians are encouraged to determine an appropriate service fee and to collect the money for the cash register.</li> <li>Later in the week, the children express interest in buying a new fish for the classroom. The children help Sasha look in the newspaper ads to see how much a fish might cost.</li> <li>Sasha shows the children that she has a \$20.00 dollar bill to purchase the fish and the supplies for it. The children help Sasha create a list of items needed for the fish. The group determines if \$20.00 is enough to purchase the items.</li> <li>A discussion takes place about the money that will be left over. They decide to save it for another purchase. Sasha sets up a penny jar and children contribute pennies to save for more supplies they will need for more new fish.</li> </ul>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

<p><b>Content Area: Social Studies</b>  <b>Standard: 3. Economics</b></p>	
<p><b>Prepared Graduates:</b>          ➤ Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)</p>	
<p><b>Grade Level Expectation: Preschool</b></p>	
<p><b>Concepts and skills students master:</b>          2. Recognize money and identify its purpose (PFL)</p>	
<p><b>Evidence Outcomes</b></p>	<p><b>21<sup>st</sup> Century Skills and Readiness Competencies</b></p>
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>a. Recognize coins and currency as money</li> <li>b. Identify how money is used as a medium of exchange</li> <li>c. Discuss why we need money</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do people use money?</li> <li>2. What are the different forms of money?</li> </ol>
	<p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Recognition of units of money aids in making purchases. For example, a parent pays for an item using correct change.</li> <li>2. Knowledge of coins and currency ensures accurate transactions. For example, you can check that a cashier gave you the right amount of change.</li> <li>3. Money is a medium of exchange.</li> </ol>
	<p><b>Nature of Economics:</b></p> <ol style="list-style-type: none"> <li>1. Financially responsible individuals use money wisely.</li> </ol>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

**How does this standard look in high quality early childhood settings?**

<p><b>Content Area:</b> Social Studies  <b>Standard:</b> 3. Economics  <b>Prepared Graduates:</b> Acquire the knowledge and economic reasoning skills to make sound financial decisions  <b>Grade Level Expectation:</b> Preschool  <b>Concepts and skills students master:</b> 2. Recognize money and identify its purpose</p>		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Recognize coins and currency as money</li> <li>b. Identify how money is used as a medium of exchange</li> <li>c. Discuss why we need money</li> </ul>	<ul style="list-style-type: none"> <li>• Play money and or real coins are placed in the learning environment for children to use during dramatic play.</li> <li>• A play cash register is available.</li> <li>• Receipt books, restaurant menus, sticker price tags, tickets, etc. are available.</li> <li>• The program has enough adults so that children are frequently engaged in conversation.</li> <li>• Adults understand the importance of asking open ended questions in order to understand how children are thinking.</li> <li>• Adults interact with children during explorations of money.</li> </ul>	<ul style="list-style-type: none"> <li>• While the children are playing store, the adult asks how much an item will cost.</li> <li>• While the child is exploring money with the magnifying glass, the adult talks with a child about the pictures that are present on coins.</li> <li>• Children contribute pennies in the penny jar for a future purchase.</li> <li>• Children count the pennies placed in the classroom penny jar. Adults assist as the children count and determine the total.</li> <li>• The adult comments, "I heard someone mention we need more black paint. I will need to check to see how much it costs and if we have enough money to pay for it."</li> <li>• During a sorting activity children sort pennies, dimes and nickels. The children help the adult catalog shop to see if the class has collected enough money for the cost of a needed item.</li> </ul>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Social Studies</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b>	
➤ Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
1. Individuals have unique talents and work with others in groups	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Recognize membership in family, neighborhood, school, team, and various other groups and organizations</li> <li>b. Name groups to which they belong and identify the leader(s)</li> <li>c. Identify examples of times when people can play different roles and bring unique talents to a variety of groups</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What makes an individual unique?</li> <li>2. Why would a person want to belong to a group?</li> <li>3. How can differences among group members make groups better?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. People join groups based on similar interests and talents such as dance groups, Boy Scouts, or play groups</li> <li>2. Groups have common purposes such as cleaning up a street, helping students learn, or playing a sport.</li> <li>3. There are different roles in groups including leaders and team members.</li> </ol>
	<b>Nature of Civics:</b> <ol style="list-style-type: none"> <li>1. Responsible community members know the roles of individuals vary by the purpose of the group.</li> <li>2. Responsible community members identify qualities of leadership and effective action.</li> </ol>

## Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

### How does this standard look in high quality early childhood settings?

<b>Content Area:</b> Social Studies <b>Standard:</b> 4. Civics <b>Prepared Graduates:</b> Analyze and practice rights, roles and responsibilities of citizens <b>Grade Level Expectation:</b> Preschool <b>Concepts and skills students master:</b> 1. Individuals have unique talents and work with others in groups		
Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ol style="list-style-type: none"> <li>Recognize membership in family, neighborhood, school, team, and various other groups and organizations</li> <li>Name groups to which they belong and identify the leader(s)</li> <li>Identify examples of times when people can play different roles and bring unique talents to a variety of groups</li> </ol>	<ul style="list-style-type: none"> <li>The program schedule includes times for children to gather in large and small groups for activities and discussions.</li> <li>Staffing patterns provide consistent adult supervision e.g. Miss Allie and Miss Julie are present daily to guide the children.</li> <li>A dynamic teaching team includes all individuals who interact with the children on a regular basis.</li> <li>Individual team members reflect the diversity of their community.</li> <li>Children contribute to the program in meaningful ways.</li> <li>Adults encourage children to seek a peer for assistance when in need.</li> </ul>	<ul style="list-style-type: none"> <li>Family pictures are hung on the walls. A group picture hangs as well. All group members are represented, including the adults in the teaching team.</li> <li>The classroom/ care home community has a unique title in which children can identify, e.g. Little Learners.</li> <li>On a field trip, children wear t-shirts with their group name on the back to help them identify their group. Their teacher wears the same kind of shirt.</li> <li>An adult says, "Julie, you might ask Cho for help. I noticed that she knew how to open the paint jar she was using. I bet she would be happy to help you."</li> <li>Mr. Jack asks, "Ahmed, would you mind reaching the paper for Braden? You're taller and that would be very helpful."</li> <li>A job chart is integrated into the daily program for children to contribute to the upkeep of the learning environment.</li> </ul>

**Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings**

<b>Content Area: Social Studies</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b>	
➤ Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Grade Level Expectation: Preschool</b>	
<b>Concepts and skills students master:</b>	
2. Rules and their purpose in allowing groups to work effectively	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Explain that groups have rules</li> <li>b. Recognize interpersonal boundaries</li> <li>c. Exert self-control</li> <li>d. Interact positively with others</li> <li>e. Give examples of some rules that are permanent and some that change</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What happens when people do not work cooperatively?</li> <li>2. What personal boundaries are common?</li> <li>3. What happens if there are no rules?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Actions affect us and others. For example, fighting may result in injury and punishment.</li> <li>2. Rules are different in different settings. For example, school rules may be different from home rules.</li> <li>3. Situations may be fairer because of rules such as taking turns on playground equipment.</li> </ol>
	<b>Nature of Civics:</b> <ol style="list-style-type: none"> <li>1. Responsible community members identify the effects of rules on individuals and groups.</li> <li>2. Responsible community members investigate the causes of inequities that exist within and among groups.</li> <li>3. Responsible community members study the tension between preserving security, and order and liberty.</li> </ol>

## Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings

### How does this standard look in high quality early childhood settings?

**Content Area:** Social Studies  
**Standard:** 2. Civics  
**Prepared Graduates:** Analyze origins, structure, and functions of governments and their impacts on societies and citizens  
**Grade Level Expectation:** Preschool  
**Concepts and skills students master:** 1. Rules and their purpose in allowing groups to work effectively

Evidence Outcomes	Steps for Getting There	Examples from Early Childhood Settings
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Explain that groups have rules</li> <li>b. Recognize interpersonal boundaries</li> <li>c. Exert self-control</li> <li>d. Interact positively with others</li> <li>e. Give examples of some rules that are permanent and some that change</li> </ul>	<ul style="list-style-type: none"> <li>• The children help identify rules for the early childhood setting.</li> <li>• Rules are few and simple, they are posted for reference and consistency, and provided to families so a common understanding is shared.</li> <li>• Adults use positive approaches to help children behave responsibly using:               <ul style="list-style-type: none"> <li>○ Redirection</li> <li>○ Planning ahead to prevent problems</li> <li>○ Positive reinforcement and encouragement specific to task</li> <li>○ Natural, logical, and fair consequences</li> <li>○ Appropriate behavior modeling</li> </ul> </li> <li>• Children are involved in solving classroom problems.</li> <li>• Choices are given to allow children to develop self-control, problem solve, and have the ability to make “wise choices.”</li> <li>• Adults provide a variety of opportunities, assistance, and modeling to encourage child-to-child interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• A caregiver gathers the children for a morning meeting.               <ul style="list-style-type: none"> <li>○ She asks the children to help her decide what rules the group should follow so everyone can be happy and safe.</li> <li>○ She records suggested rules as children mention them: I keep myself safe, I keep others safe, I keep our classroom safe</li> <li>○ Pictures beside each posted rule help children with recall.</li> </ul> </li> <li>• The classroom next door loaned a jar containing an insect. Miss Julie reminds the children that the temporary rule posted on the discovery area wall states that shaking the jar is not allowed. She reminds the class that we always keep our classroom safe, and that goes for visiting insects, as well.</li> <li>• Miss Julie reports that she has noticed a classroom problem and would like help to solve it. “I noticed over the last few days that some children have been waiting a very long time to get a turn on the tricycles. Can anyone suggestion what we can do to make sure more children get a turn?” Christopher says, “We could use the timer to decide when we should give our tricycle to a friend.”</li> </ul>

## **Using the Discipline Concept Maps**

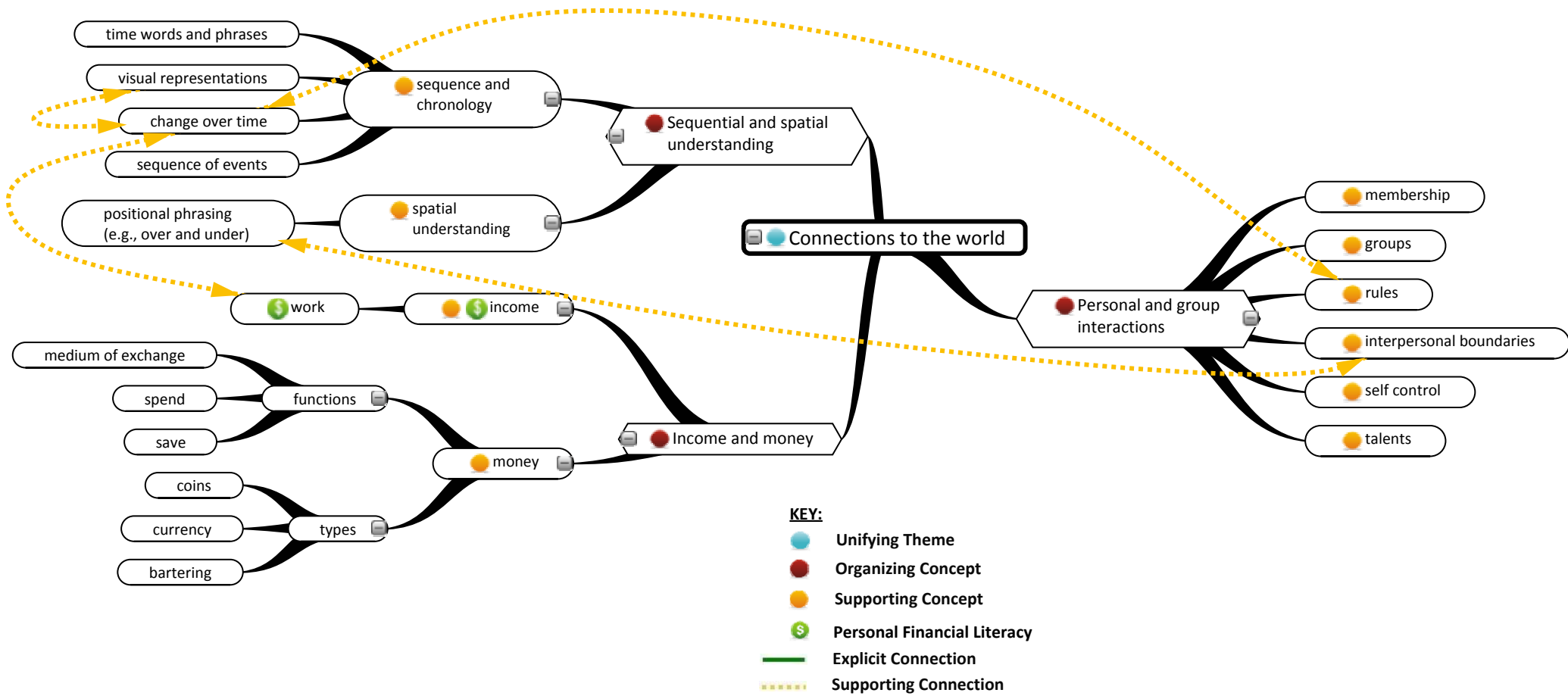
Discipline Concept Maps (DCM) provide a visual representation of unifying themes and organizing and supporting concepts at each grade level. The DCMs provide a central purpose for that discipline at that grade level and depict how concepts relate to each other for intentional planning. They provide a framework for entering the standards in a way that honors the emphasis on 21st Century learning and interdisciplinary connections across the content areas.

Three key terms are used in the discipline concept maps:

- **Unifying themes** provide an overview of content at a grade level. They are found in the center of the DCM and denoted by a blue dot.
- **Organizing concepts** connect multiple grade level expectations (GLEs) and evidence outcomes (EOs). They are the first node out from the center and are denoted by a red dot.
- **Supporting concepts** elaborate on and show the depth of an organizing concept. They are second node out from the center and are denoted by a yellow dot.



# Social Studies Pre-School



# Preschool Social Studies Academic Standards in High Quality Early Childhood Care and Education Settings



Primary Authors  
Colorado Preschool Program Staff

2012