

**CURRICULUM MAP  
SOCIAL STUDIES – PRE-SCHOOL**

| August/September   | October   | November   | December   |
|--|---|--|--|
| <p><b>Citizenship Rights and Responsibilities</b><br/>1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising.</p> <p><b>Government</b><br/>3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).<br/>5. Participate in creating and following classroom rules and routines.</p> <p><b>Geography</b><br/>4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.</p> | <p><b>History</b><br/>5. Arrange sequences of personal and shared events through pictures, growth charts, and other media.<br/>6. Share personal family stories and traditions (e.g., photo album put together by family members).</p> <p><b>Citizenship Rights and Responsibilities</b><br/><i>4. Demonstrate awareness of the outcomes of one’s own choices (e.g., picking up toys helps create a safe environment).</i></p> <p><b>Government</b><br/><i>1. Interact with and respond to guidance and assistance in socially accepted way from familiar adults at school and home (e.g., responds to redirection, invites others to play).</i><br/>2. Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter).</p> <p><b>Geography</b><br/><i>1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).</i></p> | <p><b>History</b><br/>4. Share episodes of personal history from birth to present, through personal memorabilia or connected to stories.</p> <p><b>Citizenship Rights and Responsibilities</b><br/>3. Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).</p> <p><b>Government</b><br/>4. Recognize the flag of the United States as a symbol of our government.</p> <p><b>People in Societies</b><br/>1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).</p> | <p><b>History</b><br/><i>1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).</i><br/>2. Label days by function (e.g., school day, stay home day, swim day, field trip day).</p> <p><b>People in Societies</b><br/><i>2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).</i></p> <p><b>Economics</b><br/>2. Understand how sharing classroom materials will meet everyone’s wants (e.g., turn taking at the water table, distributing crayons equitably).</p> |

5/9//06

*Power Indicators are in italics.*

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| January   | February   | March  | April  | May  |
|---|--|--|--|--|
| <p><b>Citizenship Rights and Responsibilities</b></p> <p>2. Engage in problem solving behavior with diminishing support from adults (e.g., negotiating in role play, turn taking).</p> <p><b>Social Studies Skills and Methods</b></p> <p><i>1. Gain information through participation in experiences with objects, media, books, and engaging in conversations with peers.</i></p> <p>2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).</p> | <p><b>History</b></p> <p>3. Begin to use or respond to the language of time such as next, before, soon, after now and later as related to daily schedules and routines.</p> <p><b>Social Studies Skills and Methods</b></p> <p>3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).</p> <p><b>Economics</b></p> <p>4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).</p> | <p><b>Geography</b></p> <p>5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).</p> <p>6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.</p> | <p><b>Geography</b></p> <p>2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).</p> <p>3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).</p> <p>7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).</p> | <p><b>Economics</b></p> <p><i>1. Recognize that people have many wants within the context of family and classroom.</i></p> <p>3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).</p> |

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