

Slide 1

Welcome!

- Please sign in.
- Pick up your handouts.
- Retrieve the supplies for your table.
- Pick up a copy of the Social Studies scavenger hunt and try to fill in the spaces. Each name may only be used once.

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Social Studies Standard Module
For Young Children from Three to Five Years Old

Created by the Arizona Department
of Education, Early Childhood
Education Section

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Agenda

- Introduction
- Learning and Using Social Studies Standards to nurture children's understanding of themselves and others
- 3 Social Studies Standard Strands
- Interconnectedness of the Early Learning Standards
- Designing Environments to Help Children Explore Key Social Studies Concepts
- Putting it All Into Action!

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Learner Objectives

Participants will:

- identify the three strands and corresponding concepts for the Arizona Early Learning Social Studies Standard.
- scrutinize the relationship between social studies and the desired outcomes for students as future citizens and leaders.
- identify and affect strategies that nurture children's understanding of both themselves and others as well as promote acquiring problem solving and decision making skills.
- explain the interconnectedness between all areas of the Arizona Early Learning Standards.
- evaluate their own early learning environment and develop an action plan to implement in both their classroom and community.
- implement demonstrated practices to support Arizona's College and Career Ready Standards

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What is Social Studies?

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study, drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics and natural sciences.

The primary purpose of social studies is to help young 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.

-National Council for the Social Studies (NCSS)

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What does Social Studies look like in Early Childhood Education

- How people live.
- How people work.
- How people get along with others.
- How people solve problems.
- How people relate to one another.
- How people relate to their environment.
- How people relate to the world they live in.



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“All I Really Needed to Know...

...I Learned in Kindergarten”

All I really need to know about how to live and what to do and how to be, I (we) learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sand pile in Elementary School.

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These are the things I (we) learned:

- Share everything.
- Play fair.
- Don't hit people.
- Put things back where you found them.
- Clean up your own mess.
- Don't take things that aren't yours.
- Say you're sorry when you hurt somebody.



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These are the things I (we) learned:

- Wash your hands before you eat.
- Flush the toilet.
- Take a nap every afternoon.
- Warm cookies and cold milk are good for you.
- Live a balanced life – learn some, and think some, and draw and paint and sing and dance and play and work some every day.
- When you go out into the world, watch out for the traffic, hold hands, and stick together.



Everything you need to know is in there somewhere.
-Robert Fulghum

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We teach children. . .

- how to form friendships and bonds with other children
- personal responsibility
- how to deal with their emotions
- how to appreciate differences in themselves and others
- a sense of community responsibility and community pride
- what it means to be a citizen



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Social Studies Standard

Strands	Concepts
• Strand 1: Family	• Understands Family
• Strand 2: Community	• Understands Community
	• Rights, Responsibilities & Roles within the Community
	• Geography
• Strand 3: Historical Thinking	• Understands Time - Past Present and Future.

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Strand 1: Family

Concept 1: Understands Family

A child's family is central to their understanding of themselves and provides a foundational reference for their roles and relationships at school and within the larger community. As their perception grows, children further expand this scope to understand how systems work together.

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Group Activity: Family Portraits

- With the materials available, draw or create a representation of your family.
- Talk with your tablemates about the make up of your family.



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Indicators = Desired Outcomes

- Views self as member of a family unit.
- Identifies various family members.
- Describes/discusses own family's cultural or family traditions.
- Identifies similarities and differences in their family composition and others'.
- Develops an awareness of their personal family history
- Shows knowledge of family members' roles and responsibilities in the home.

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Linking Family Portraits to the Standards:

- Fold a blank piece of paper in half and label one side MATH and other LANGUAGE & LITERACY
- List activities that could be linked to the Math and Language & Literacy Standards

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Family Heritage Kit



- Ask Families to participate in making a "Family Heritage Kit"

Items to be included:

- Photos of family, friends and pets
- Samples of favorite foods
- Cultural artifacts
- Ceremonies, holidays, or traditions that make their family unique

What would you include in your "Family Heritage Kit"?

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Strand 2: Community

Concept 1: Understands Community

Children are aware and begin to recognize and appreciate the similarities and differences between people through their experiences of cultural and traditional events. Children gain awareness of people and their backgrounds through participation in their community and learning environment. Children begin to understand that events occur outside their own families and their own environment through conversation with peers and exposure to the culture of others.

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Activity: People Chain

- Create a "person" that demonstrates your uniqueness.
- Match your skin color from the people crayons.
- Add details that make you unique or reflect your culture (ie, clothing, sports, music, etc.).
- When you are finished add your person to the People Chain.



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Indicators = Desired Outcomes

- Recognizes that places where people live are made up of individuals from different cultures and who speak different languages.
- Identifies, discusses and asks questions about similarities and differences in other people in their community.
- Describes some characteristics of the people in their community.

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Many People, Many Places

Looking at
Many Cultures



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Playing Games



Games are played by all children throughout the world and can be a wonderful way to teach your students about children in other countries.

- As a group learn how to play the game you've received.
- Each group will have the opportunity to show the others how their game is played.

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Strand 2: Community

Concept 2: Rights, Responsibilities & Roles within Community

Children recognize themselves as part of their home and community. Children are given opportunities to experience choices and to make their own decisions in order to demonstrate their roles as individuals. As children learn to demonstrate respect for ideas and rules, they gain the skills necessary for being contributing members of the family and of a community.

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Indicators = Desired Outcomes

- Demonstrates responsible behaviors.
- Shows an understanding of how to care for the environment.
- Recognizes that people rely on others for goods and services.
- Seeks opportunities for leadership.
- Describes the purpose of rules.
- Recognizes that people have wants and must make choices because resources and materials are limited
- Describes their role at home, school and in the community...

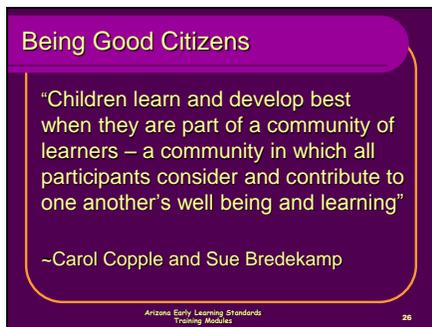
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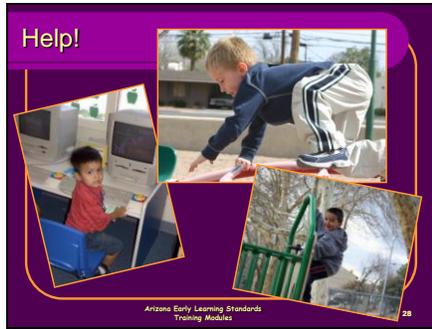
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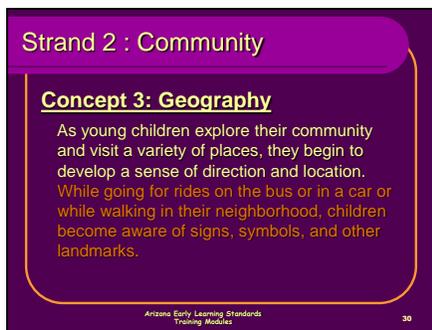
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Indicators = Desired Outcomes

- Uses words to describe directionality and/or location within the community
- Describe some physical features of the environment in which the child lives.

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Me On The Map

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Strand 3: Historical Thinking

Concept 1: Understands Time-Past Present and Future

As young children explore their family and community identity and roles, they begin to develop a sense of what is in the past and what is in the future. While describing, experiencing, planning or discussing past events, children become aware of time, what is now and what is later.

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Indicators

- Demonstrates an understanding of time in the context of daily experiences.
- Understands that events happened in the past and how these events relate to one's self, family and community.

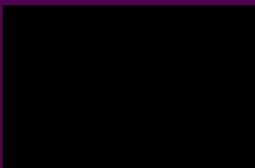
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Music Activity:

- Old MacDonald:



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Understanding the Interconnectedness of the Early Learning Standards



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Creating a Social Studies Rich Environment Through...

- Music
 - Songs In Other Languages
 - Songs From Other Cultures
 - Instruments From Other Cultures
- Blocks and Building
 - Multi-Ethnic Family & Community Helper Props
 - Traffic Signs
 - Transportation Vehicles (cars, boats, planes, trains)



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Creating a Social Studies Rich Environment Through...

- Dramatic Play
 - Multi-Cultural/local Play Food
 - Multi-Ethnic/Ability Dolls
 - Dress Up Clothes and Props From Other Cultures and Various Professions
 - Ethnic/local Food Boxes or Containers
 - Calendars, Phonebooks, Photos
 - Prop boxes for Creating new Dramatic Play Settings (e.g., grocery store, restaurant etc.)
 - Community Helper and Multi-Ethnic/Ability/Age Puppets



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Creating a Social Studies Rich Environment Through...

- Art
 - "People Colored" or "Multicultural" Crayons & Paint
 - "People Colored" Construction Paper
 - Patterned paper
 - Cultural art forms
- Library
 - Stories From Other Cultures
 - Books About Other Countries/Cultures
 - Books About Occupations
 - Props for Retelling (e.g., Community Helper Puppets)
 - Puzzles
 - Maps



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Creating a Social Studies Rich Environment Through...

- Active Play
 - Safety/Traffic Signs
 - Traffic Cones
 - Sand Trucks
 - Gardening Tools
 - Maps
 - Class mail box
- Throughout the Environment
 - Globes/Maps
 - Posters/Photos



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Important to Note

"How we, as teachers, ask children to think affects how deeply children learn. The Arizona College and Career Ready Standards are asking children to provide evidence and explanations about how they come to a conclusion. In preschool, we need to ask open-ended questions to best understand how children are learning, clarify their learning, and how to best scaffold their learning to the next level."



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Questions

Closed Ended <ul style="list-style-type: none">• What Color is this?• Is that your Mommy?• Is that like your house?• Are you finished?	Open Ended <ul style="list-style-type: none">• How do you know?• What does your mommy do to take care of you?• Tell us how you made that house.
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Social Studies Teaching Strategies

- Create Classroom Rules with Children's Input
- Set Expectations that Encourage Problem Solving and Decision Making Skills
- Model Good Citizenship
- Use Environmental Print
- Create Opportunities for Cooperative Play & Learning
- Provide Materials to Encourage the Exploration of Other Cultures
- Engage in Celebrations of Customs, Traditions & Family
- Establish the Importance of Roles & Jobs

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The Tools We Use



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Resources & Acknowledgements

- Arizona Early Learning Standards
- NAEYC
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- All I Really Needed to Know I Learned In Kindergarten by Robert Fulghum
- Kagan Cooperative Learning

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Thank you!

- Straighten/organize and return table supplies
- Please make sure you signed in for each session, and that your writing is legible
- You will receive an email with a link to complete an evaluation form and once you complete your evaluation you will then a new window will open with a pdf for your certificate

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