

# Dublin City Schools Social Studies Graded Course of Study

## Early Childhood

### I. Content Standard: History Standard

History is the study of the past – a study of people and the events that influenced behavior. Preschool children focus on the here and now and are developing their understanding of chronological time that is essential to understand history. They learn about time in relation to themselves, including the sequence and order of their daily routines and schedule, what they did yesterday and what they will do tomorrow. Preschool children love to consider what they can do now that they couldn't do when they were “babies.” They enjoy listening to stories of the recent past as well as of times and places of long ago - if the topics are relevant to their own experiences.

<b>Benchmark</b>	<b>Early Childhood Indicator(s)</b>
<p><b>Benchmark A:</b> Use a calendar to determine the day, week, month and year.</p>	<p><b>Benchmark A Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).</li> <li>• Label days by function (e.g., school day, stay home day, swim day, field trip day).</li> </ul>
<p><b>Benchmark B:</b> Place events in correct order on a timeline.</p>	<p><b>Benchmark B Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Begin to use the language of time (e.g., day, night, yesterday, tomorrow).</li> <li>• 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.</li> </ul>
<p><b>Benchmark C:</b> Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.</p>	<p><b>Benchmark C Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Share episodes of personal history from birth to present, through personal memorabilia or connected to stories.</li> <li>• Arrange sequences of personal and shared events through pictures, growth charts and other media.</li> </ul>
<p><b>Benchmark D:</b> Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.</p>	<p><b>Benchmark D Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Share personal family stories and traditions (e.g., photo album put together by family members).</li> </ul>

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## II. Content Standard: People in Societies Standard

A social unit can be defined as a group of members who have an ongoing relationship with one another. Examples of social units are the family, school, neighborhood, community, state and nation. Understanding people and how they live within a social unit is the component that includes physical characteristics of people; similarities and differences in habits, traditions, homes and work, family structures and roles. In preschool, exploration of social units should focus on the family, neighborhood and community, with all learning related to the child’s own experiences.

Supporting children in understanding the value of diversity requires experiences through a multifaceted, diverse curriculum. Racial and ethnic awareness starts with the identification of physical characteristics and ethnic values, customs and language styles and ends with respect for others. Through story, art, music and games of diverse culture, children come to learn about others who differ from them and respect the uniqueness of each individual. Culture is expressed daily through story, music, new foods and sharing of family traditions through the year within the general curriculum.

<b>Benchmark</b>	<b>Early Childhood Indicator(s)</b>
<b>Benchmark A:</b> Identify practices and products of diverse cultures.	<b>Benchmark A Indicator(s):</b> <ul style="list-style-type: none"> <li>• Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).</li> </ul>
<b>Benchmark B:</b> Identify ways that different cultures within the United States and the world have shaped our national heritage.	<b>Benchmark B Indicator(s):</b> <ul style="list-style-type: none"> <li>• Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).</li> </ul>

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### III. Content Standard: Geography Standard

Geography is the study of characteristics of the place where one lives and the relationships between and among places and people. For preschool children, geography is about the physical world of their homes, playgrounds, schools, the homes of friends and places to shop and visit. The materials for teaching this content area are the slides, swings and grassy areas on the playground; and the rug, centers and furniture within the classroom. The strategies are talking about familiar environments and demonstrating how to navigate these areas. Mapping can be addressed by discussing directions – how to get to the playground, the bathroom, the library within a school. Children can be encouraged to recreate their neighborhood in the block area and draw or paint maps of places they go. Young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills.

<b>Benchmark</b>	<b>Early Childhood Indicator(s)</b>
<p><b>Benchmark A:</b> Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.</p>	<p><b>Benchmark A Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).</li> <li>• Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).</li> <li>• Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).</li> </ul>
<p><b>Benchmark B:</b> Identify physical and human features of places.</p>	<p><b>Benchmark B Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Navigate within familiar environments, such as home, neighborhood or school, under supervision.</li> <li>• Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).</li> <li>• Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised exploration.</li> </ul>
<p><b>Benchmark C:</b> Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.</p>	<p><b>Benchmark C Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).</li> </ul>

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## IV. Content Standard: Economics Standard

Economics is the study of how people organize for the production, distribution and consumption of goods and services. For young children, exploration and understanding of these concepts is often through authentic or play experiences. For example, as young learners take on the jobs and the life of a farmer through dramatic play, the concepts of growing, harvesting and selling of crops may be explored. Their understanding may be deepened with a class field trip to a peer’s family farm. Also, young children can begin to differentiate between wants and needs and explore economic decisions as they learn the importance of sharing and begin to consider the wider consequences of their decision-making on peers within the classroom.

<b>Benchmark</b>	<b>Early Childhood Indicator(s)</b>
<p><b>Benchmark A:</b> Explain how the scarcity of resources requires people to make choices to satisfy their wants.</p>	<p><b>Benchmark A Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Recognize that people have many wants within the context of family and classroom.</li> <li>• Understand how sharing classroom materials will meet everyone’s wants (e.g., turn taking at the water table, distributing crayons equitably).</li> </ul>
<p><b>Benchmark B:</b> Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.</p>	<p><b>Benchmark B Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).</li> </ul>
<p><b>Benchmark C:</b> Explain ways that people may obtain goods and services</p>	<p><b>Benchmark C Indicator(s):</b> No indicators present for this benchmark.</p>



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## V. Content Standard: Government Standard

For preschoolers, social studies should include experiences that provide for the study of roles, responsibilities, principles and practices in a democratic society. Children are introduced to democratic ideals and practices by helping set and follow classroom expectations, taking on roles and responsibilities as a member of the group, accepting leadership and guidance from familiar adults and demonstrating how to balance their needs, as well as the needs of their peers and adults within a group.

<b>Benchmark</b>	<b>Early Childhood Indicator(s)</b>
<p><b>Benchmark A:</b> Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.</p>	<p><b>Benchmark A Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).</li> <li>• Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter).</li> <li>• Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).</li> </ul>
<p><b>Benchmark B:</b> Recognize and explain the importance of symbols and landmarks of the United States.</p>	<p><b>Benchmark B Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Recognize the flag of the United States as a symbol of our government.</li> </ul>
<p><b>Benchmark C:</b> Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.</p>	<p><b>Benchmark C Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Participate in creating and following classroom rules and routines.</li> </ul>

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## VI. Content Standard: Citizenship Rights and Responsibilities Standard.

Through social interactions with peers and adults, young children learn about civics as they engage in the practices of cooperation and the resolving of differences, and begin to accept responsibility for their independent choices. It is important that young children be offered many opportunities to make choices and to experience the consequences of their choices. It is the process of choosing and contribution to the classroom community that counts in the early years, not the particular choices that children make.

Benchmark	Early Childhood Indicator(s)
<p><b>Benchmark A:</b> Describe the results of cooperation in group settings and demonstrate the necessary skills.</p>	<p><b>Benchmark A Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.</li> <li>• Engage in problem-solving behavior with diminished support from adults (e.g., negotiating roles in play, turn taking).</li> </ul>
<p><b>Benchmark B:</b> Demonstrate personal accountability, including making choices and taking responsibility for personal actions.</p>	<p><b>Benchmark B Indicator(s):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity).</li> <li>• Demonstrate awareness of the outcomes of one’s own choices (e.g., picking up toys helps create a safe environment).</li> </ul>

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## VII. Content Standard: Social Studies Skills and Methods Standard.

Young children gather information about people and their environments through multiple sources. These sources include observation, questioning, sharing of books and conversation. They then make predictions, evaluate information and draw conclusions. Finally, children use a variety of methods, such as drawing, dramatic play and language to communicate what they have learned about the social world around them.

<b>Benchmark</b>	<b>Early Childhood Indicators</b>
<b>Benchmark A:</b> Obtain information from oral, visual, print and electronic sources.	<b>Benchmark A Indicator(s):</b> <ul style="list-style-type: none"> <li>• Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.</li> </ul>
<b>Benchmark B:</b> Predict outcomes based on factual information.	<b>Benchmark B Indicator(s):</b> <ul style="list-style-type: none"> <li>• Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).</li> </ul>
<b>Benchmark C:</b> Communicate information orally, visually or in writing.	<b>Benchmark C Indicator(s):</b> <ul style="list-style-type: none"> <li>• Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).</li> </ul>
<b>Benchmark D:</b> Identify a problem and work in groups to solve it.	<b>Benchmark D Indicator(s):</b> <ul style="list-style-type: none"> <li>• Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.</li> </ul>