

Family and Child Education (FACE) Preschool Standards

Social Studies



Social Studies in the preschool classroom begins with developing children's understanding of themselves and others and expands to an understanding of relationships in the family, classroom community, neighborhood, and the world. A preschool environment that provides opportunities for children to develop independent behaviors, group relationships, and respect for individual differences prepares young children to be good citizens and participate in a diverse society and interdependent world.

One goal of preschool is for young children to learn to get along with others within a community. The early childhood classroom is often the first community children learn to exist within, beyond that of their families. By learning to share materials with others, understanding how their actions affect others, joining together to create something with and for the classroom community, children learn how to behave and survive in a larger world. Social relationships become important. Children become more used to how the world works beyond their home and family network.

Dramatic play activities can mimic a social world for children. Children observe and learn from what their parents do at home and in their work. You'll see children imitating these actions at school in the House Area: playing like Dad at work; sweeping the floor and cooking like Mom; weaving a rug to sell like Grandma; putting mail in the mailboxes like the mailman; and putting out a fire like the firefighters who live down the road. The adults in children's lives who do these activities are role models for children, and in their play, they want to be just like them.

When parents understand the power of this kind of play – play that exists within the context of the children's everyday world (family, home, classroom, neighborhood and community) – they learn to see the value of play. Teach parents the importance of being good role models for their children each and everyday. Help them to understand that children are watching and striving to be just like them. Plan a Parent Time session around how Social Studies fits into a preschool child's world. Challenge them to role play with the children the next time they are in PACT Time.

Family and Child Education (FACE) Preschool Standards

Social Studies

The *Social Studies Standards* are organized as follows:

- Characteristics of Self and Others
- Family Relationships
- Classroom Community
- Neighborhood and Community

Characteristics of Self and Others

Standard 1. Child identifies unique characteristics of themselves and others.

Indicators	Examples
1.1 Describes the characteristics of self.	The child <ul style="list-style-type: none">• Creates a self-portrait and/or collage of interests.• Engages in conversations about his/her interests, food preferences, likes and dislikes.
1.2 Compares characteristics of self with others.	The child <ul style="list-style-type: none">• Engages in individual and small-group discussions about similarities and differences of children (e.g., gender, hair, eyes, talents, interest, food preferences, etc.)• Uses own name and other children's names in play, songs, rhymes, and activities.

Family and Child Education (FACE) Preschool Standards

Social Studies

1.3 Expresses individuality.	<p>The child</p> <ul style="list-style-type: none"> • Participates in dramatic play (dress-up, puppets, kitchen area, etc.) • Participates in art activities such as painting.
1.4 Recognizes that places where people live are made up of individuals from different cultures and who may speak different languages.	<p>The child</p> <ul style="list-style-type: none"> • Says, “My uncle speaks Navajo.” • Says, “Your grandmother is from Mexico.” • Shows interest in own and other cultural activities such as traditional food and celebrations.

Family Relationships

Standard 2. Child recognizes self as a member of a family.

Indicators	Examples
2.1 Views self as a member of the family unit.	<p>The child</p> <ul style="list-style-type: none"> • Says, “I have a baby brother and a big sister.” • Talks about his clan or shares information during a greeting such as, “I am born for...”
2.2 Views self as a member of a clan.	
2.3 Identifies family members (mother, father, sister, brother, grandparents, cousins)	<p>The child</p> <ul style="list-style-type: none"> • Names family members in a photograph. • Draws a picture of his/her family.
2.4 Uses language to identify family members’ roles and responsibilities.	<p>The child</p> <ul style="list-style-type: none"> • Says, “I feed the dog and my brother empties the trash.”

Family and Child Education (FACE) Preschool Standards

Social Studies

2.5 Describes own family's cultural or family traditions.	<p>The child</p> <ul style="list-style-type: none"> Tells teacher or another child about a recent family activity (trip, dinner, wedding)
2.6 Demonstrates understanding of how children's families have similarities and differences.	<p>The child</p> <ul style="list-style-type: none"> Participates in making a chart showing the number of siblings in each family.

Classroom Community

Standard 3. The child is a contributing active member of the classroom community.

Indicators	Examples
3.1 Understands and follows classroom routines.	<p>The child</p> <ul style="list-style-type: none"> Helps in clean-up of the room and puts materials back in their assigned space. Participates in show-and-tell activities by being a good listener and taking turns.
3.2 Performs assigned jobs and responsibilities.	<p>The child</p> <ul style="list-style-type: none"> Once assigned a classroom job such as being a line leader, he/she completes it without prompting.

Family and Child Education (FACE) Preschool Standards

Social Studies

3.3 Works with other children in pairs, triads, and small groups in a variety of activities and settings.	<p>The child</p> <ul style="list-style-type: none"> • Shares, take turns, and treats others as equals. • Plays group games and abides by the rules. • Works with others to complete a project.
3.4 Works independently when appropriate in the classroom setting.	<p>The child</p> <ul style="list-style-type: none"> • Sits quietly and works on a puzzle during Plan-Do-Review. • Turns on computer and finds favorite game online without help from teacher. • Chooses to complete work from small group time “all by myself” while waiting for parent to arrive. • Chooses books to look at quietly in the Book Area.

Neighborhood and Community

Standard 4. The child demonstrates knowledge of neighborhood and community.

Indicators	Examples
4.1 Demonstrates understanding of how people in the community and tribe help each other.	<p>The child</p> <ul style="list-style-type: none"> • Participates in dramatic play activities (e.g., grocery store clerk, firefighter, and teacher) related to duties of common community occupations. • Participates in a class or school project to help someone in the neighborhood.

Family and Child Education (FACE) Preschool Standards

Social Studies

<p>4.2 Develops an awareness of a variety of cultures.</p> <p>4.3 Develops a growing awareness of her own culture</p>	<p>The child</p> <ul style="list-style-type: none"> • Listens to and shares stories about cultural traditions. • Asks for stories to be retold about their culture. • Shares stories at school told by elders. • Talks about home and community activities or events
<p>4.4 Demonstrates interest in current events in the community.</p>	<p>The child</p> <ul style="list-style-type: none"> • Talks about the Pow Wow that he/she attended last weekend.
<p>4.5 Names the city/state and reservation in which he/she lives.</p>	<p>The child</p> <ul style="list-style-type: none"> • Tells classmate, “I live on a reservation in New Mexico.”
<p>4.6 Describes some physical features (e.g., bodies of water, mountains, weather) of the environment in which he/she lives.</p>	<p>The child</p> <ul style="list-style-type: none"> • Says,” There are a lot of mountains where I live.”
<p>4.7 Identifies community members who are helpers in the community and on the reservation (e.g. police, postmaster, tribal leaders, teachers, health professionals, etc.).</p>	<p>The child</p> <ul style="list-style-type: none"> • Names people who work at the Health Center or Clinic. • Talks about how others have helped the family • Understands that police officers are for helping community members. • Shares stories about community members • Participates in pretend play activities during work time with community helpers.