

Pre-kindergarten Ages 3 and 4

In Pre-kindergarten ages 3 and 4 the Scotland Elementary School social studies curriculum guide consists of four strands: understanding self, family and a diverse community; learning about people and the environment; developing and understanding of economic systems and resources; and understanding change over time.

Social Studies		
Learning Progression	3 to 4 years	4 to 5 years
Strand A: Early learning experiences will support children to understand self, family, and a diverse community		
Individual Development and Identity	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.). SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers).	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
Culture	SS.48.3 identify cultural characteristics of self, family, and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families, and communities (e.g., languages, foods, art, customs, modes of transportation and shelter).

Social Studies		
Learning Progression	3 to 4 years	4 to 5 years
Strand B: Early learning experiences will support children to learn about people and the environment.		
Power, Authority, and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
People, Places, and Environments	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, buildings, bodies of water, etc.)
Civic Ideals and Practices	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom, or community (e.g., cleaning up, caring for pets).

Social Studies		
Learning Progression	3 to 4 years	4 to 5 years
Strand C: Early learning experiences will support children to develop an understanding of economic systems and resources.		
Individuals, Groups, and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers
Production, Distribution, and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods, and services, moving toward an understanding of the difference between wants and needs
Science, Technology, and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	SS.60.9 Begin to be aware of technology and how it affects life

Social Studies		
Learning Progression	3 to 4 years	4 to 5 years
Strand D: Early learning experiences will support children to understand change over time		
Time, Continuity, and Change	SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow. SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed	SS.60.10 Demonstrate a beginning understanding of past, present, and future as it relates to one's self, family, and community. SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history.