



Archdiocese of Washington Catholic Schools

Academic Standards

Social Studies

Preschool

Standard 1 - History

Young children are not ready to conceptualize chronological history, as they are just beginning to be aware of time. Many children show a natural curiosity about things from the past before formal school, and this curiosity can be used to begin the foundation for historical understanding. How people dressed and the tools they used are clues that young children can use to begin to understand history. There is, however, a difference between learning dates and understanding how to order moments in time. Daily experiences that are recurring, sequential, and part of a regular routine should be discussed with young children to help them to begin to understand time.

Historical Knowledge

- SS.P.1.1 Recall information from the immediate past and relate new experiences to these past experiences.
- SS.P.1.2 Distinguish between past, present, and future.
- SS.P.1.3 Listen to and retell stories about biblical and historical civic heroes.

Chronological Thinking

- SS.P.1.4 Sequence recurring events and show anticipation for regularly scheduled events.
Example: Have students talk about their daily routines, such as, "After I eat lunch, I take a rest."
- SS.P.1.5 Use terms relative to time sequence.
Example: Students will describe their day with the following terms: before/after, early/late, night/day, first/next/last, and morning/afternoon/evening.
- SS.P.1.6 Retell a story or event in sequential order.
Example: After reading a story to students, the teacher asks students to put story pictures in sequential order and then use these pictures to retell the story to a friend or adult.
- SS.P.1.7 Gauge time using their own vocabulary.
Example: Students may talk about how many times they go to sleep before they celebrate a birthday or special holiday.
- SS.P.1.8 Verbalize the days of the week and the names of the months.
Example: The teacher leads the students in a calendar review each morning and talks with students about the names of the days and the month. When students are ready they can answer questions about the name of the current day and month.



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Standard 2 – Civics and Government

Young children can begin to understand that they are citizens of their school, community and country and what it means to be a responsible, active citizen. Children should be exposed to symbols of the nation including the flag. They should begin to understand that participating in a democracy involves making responsible choices. Understanding the need for and being able to follow rules is an important developmental step for young children.

Foundations of Government

SS.P.2.1 Identify the roles and responsibilities of key school personnel.

Example: As part of their orientation to the school, students are introduced to the pastor, principal, school secretary, nurse, cook and others with whom they will regularly interact.

Functions of Government

SS.P.2.2 Remind others about the rules and things children shouldn't do to others and why.

Example: The student might say, "We don't bite others because it hurts them."

SS.P.2.3 Identify that there are different rules for different places.

Example: Have students talk about rules for behavior on the playground versus in church.

SS.P.2.4 Tell the consequences of behaviors and choices.

SS.P.2.5 Identify symbols associated with being citizens of the United States.

Example: Students will recognize the United States flag and be able to pick it out of a group of flags.

Roles of Citizens

SS.P.2.6 Respond positively to options rather than commands and follow simple directions.

SS.P.2.7 Listen to and talk about stories that illustrate the concept of being responsible.

SS.P.2.8 Show self control by following rules in different places.

SS.P.2.9 By age 4, compromise, share and take turns.

Example: Students will participate in games that require that they follow the rules and take turns.



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Standard 3 – Geography

Young children are geographers. They dig in the sand, pour water, watch rain fall, to try to find out about the nature of the world and their place in it.

The World in Spatial Terms

SS.P.3.1 Name body parts and point to the location of each.

Example: Sing the song “The Hokey Pokey” and call out the names of the different body parts as you move them in and out.

SS.P.3.2 Move in directions on command.

Example: Play games like “Mother may I” or “Simon says” and ask students to move forwards, backwards or sideways. The teacher also begins using the words right and left to describe directions.

SS.P.3.3 Use toys to represent buildings, roads and other elements in their neighborhood.

Example: Students build roads in the sandbox, use block to represent buildings and make signs for them.

SS.P.3.4 Use a simple map.

Example: Have students identify the land and water on a map. Point to the roads and any symbols used for houses and other neighborhood buildings.

Places and Regions

SS.P.3.5 Give information about where they live.

Example: Students state the name of the city or town in which they live.

SS.P.3.6 Use words to describe surfaces.

Example: Students describe a classroom floor or a playground surface as hard/soft, rough/smooth.

SS.P.3.7 Describe familiar places and match objects to the locations where they belong.

Example: Ask students to describe their kitchen. Then ask students if they would find a stove in the kitchen. What about a tree? What about a car?

Physical Systems

SS.P.3.8 Determine what type of clothing to wear based on the weather.

Example: As part of their morning gathering, ask students to dress a doll or a “Weather Bear” with the proper clothing for the day’s weather. Ask them to explain their choices.

SS.P.3.9 Identify seasons by temperature or other characteristics.

Example: Have students make a season book and include pictures of snow, fall leaves, etc.



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Human Systems

SS.P.3.10 Identify and describe people who live in different places for different reasons. Recognize that people live in different types of homes.

Example: Read stories about farms, villages, towns and cities. Show students pictures of apartments, single-family homes, duplexes, mobile homes and other types of housing and talk about why people choose to live in different kinds of places.

SS.P.3.11 Play the role of different family members through dramatic play.

Example: Students pretend to take care of a doll by feeding and other activities.

SS.P.3.12 Understand that families are different.

Example: Draw a picture of their family and share about the members of their family.

Environment and Society

SS.P.3.13 Discuss the need for a clean environment and help keep the house and classroom clean.

Example: Have students help clean up after an art activity or snack time.

Standard 4 - Economics

The concepts from economics that are relevant to young children revolve around how families and communities work together to meet their basic needs and wants. Young children have an awareness of the role of money in purchasing and the connection between work and money. Adults can help young children understand basic economic principles such as scarcity, choice, goods and services by clarifying any misconceptions.

SS.P.4.1 Are aware that adults work in order to earn money to buy the food, clothing and housing that a family needs and that sometimes you can't buy what you want because you don't have enough money.

SS.P.4.2 Role-play different types of occupations.

Example: Play store or restaurant with real or play money, receipts, credit cards and/or telephones.

SS.P.4.3 Talk about what they want to be when they grow up.

Standard 5 – Individuals, Society and Culture

Three and four-year olds are still quite egocentric and relate to their own experiences. They will start to begin to notice similarities and differences between themselves and others.

SS.P.5.1 Identify ways in which people are alike and different.

Example: Begin to discuss with students the differences they see in skin color, hair color, eye color, speech and other physical characteristics.



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- SS.P.5.2 Discuss how grandparents and older people look and act differently from children.
- SS.P.5.3 Identify differences between people of different cultures, backgrounds, and abilities.
Example: Share poems, stories and songs about a variety of people and cultures with students and discuss how the people in these poems, stories and songs are different from each other.