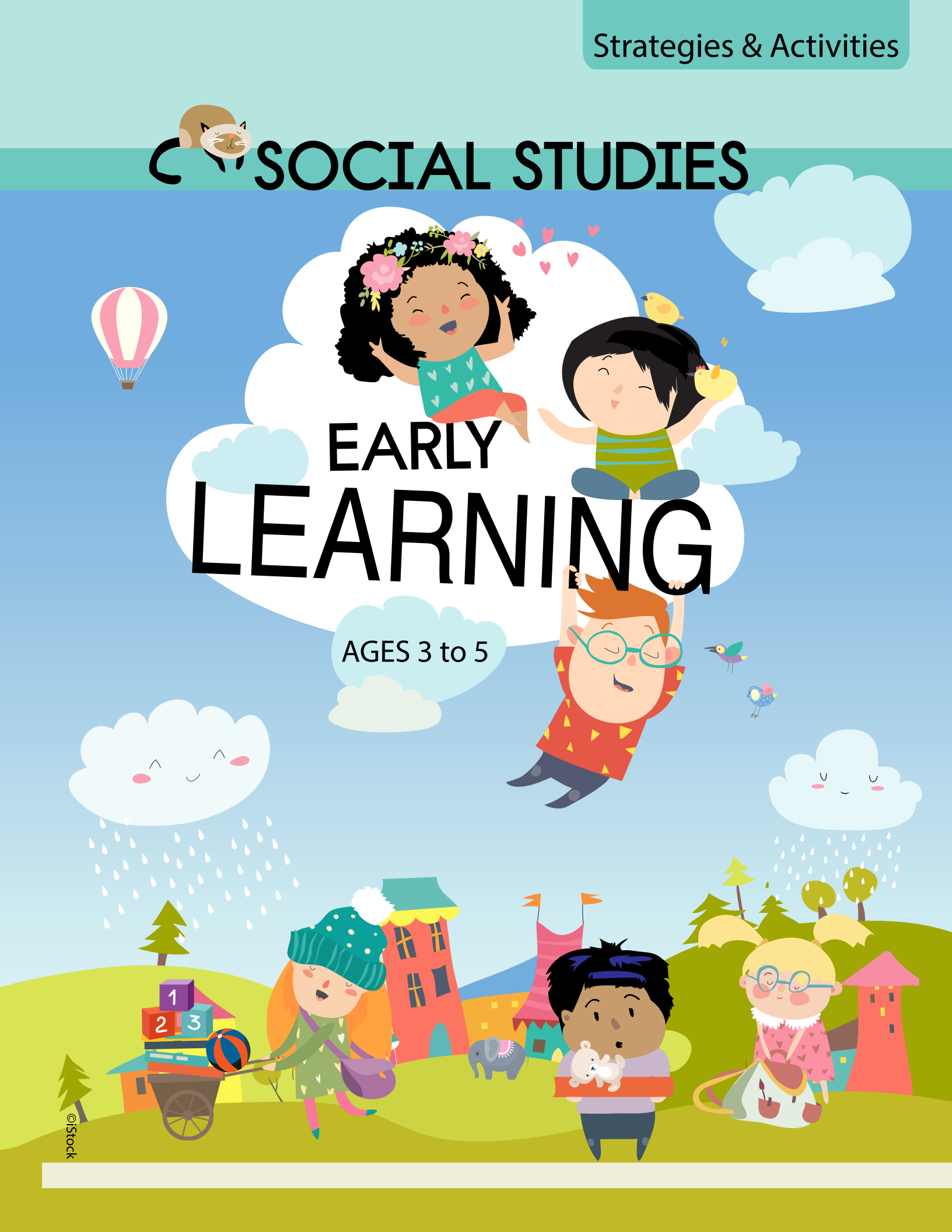


C SOCIAL STUDIES

EARLY LEARNING

AGES 3 to 5





STRATEGIES AND ACTIVITIES

For Early Learning Utah
Core Standards Ages 3 to 5

SOCIAL STUDIES

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SOCIAL STUDIES



INTRODUCTION

The primary purpose of social studies is to prepare children to become informed and engaged citizens in a culturally diverse, rapidly changing, and interdependent world. Children will learn about diverse cultures, languages, and abilities as well as the importance of including all people.

For many children, preschool may be their first experience in a nonfamily, structured social environment. As such, they are beginning to acquire skills in collaboration, problem-solving, decision-making, and citizenship. Although many of these skills will be learned and refined by interacting with peers, children profit from the guidance of knowledgeable and caring adults.

As children develop relationships with their caregivers and peers, they begin to understand the social structures within their schools. As they mature, this will expand to include their communities, country, and the world. They will understand and appreciate the social structures and norms that create a community and their role as an active participant.

ADULTS SUPPORT LEARNING IN SOCIAL STUDIES WHEN THEY:

- Encourage regular classroom discussions.
- Learn about children’s preferences, interests, background, and culture. Adults share information about themselves and find commonalities with children and others.
- Honor children’s family culture and maintain a respectful attitude when interacting with others.
- Encourage children to respect and include all classmates, appreciate differences, and meet one another’s needs.
- Acknowledge children’s efforts and classroom contributions.
- Provide direct instruction on appropriate social interaction skills with specific feedback.
- Design activities that foster social interaction.
- Model behaviors that care for the environment.
- Explain the importance of safety and why that practice is important.
- Provide children with choices and voting opportunities.
- Model healthy use of technology including supporting the use of assistive technology.
- Follow the children’s lead, play with them at their level, and encourage cooperative play.

Strategies and Activities for 3-YEAR-OLDS

Strand 1: **CULTURE AND DIVERSITY**

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

GENERAL ACTIVITIES AND STRATEGIES FOR CULTURE AND DIVERSITY:

- Create a class book to celebrate the similarities and differences that make students and their families unique.
- Ask the students where their families are from, who lives with them in their home, what their jobs are, etc.
- Encourage students to share familial traditions.
- Read diverse books and then discuss the cultures in the book.
- Include books with characters who have disabilities and discuss the unique identities and abilities of all people.
- Respectfully include diverse clothing in the dramatic play area and encourage students to try on the various items of clothing.

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|---|
| <p>SS 3 yr.1.1: With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p> | <ul style="list-style-type: none"> ■ Create a book about each student using a book template. ■ Engage in simple sorting activities. Sort based on different categories while pointing out similarities and differences. ■ Invite families to come in and share cultural traditions. ■ Match skin colors to a variety of knee-high, nylon stockings and discuss what they see. ■ Make a collage of different hair styles and types. |

Strand 2: TIME, CONTINUITY, AND CHANGE

Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

GENERAL STRATEGIES AND ACTIVITIES FOR TIME, CONTINUITY, AND CHANGE:

- Create and display a daily schedule as a reference.
- Discuss upcoming events.
- Prompt writing responses for “When I was little...”. Compare and discuss each other’s answers.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|---|
| <p>SS 3 yr.2.1: With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule).</p> | <ul style="list-style-type: none"> ■ Ask about family news such as what they did last night, over the weekend, etc. ■ Display a growth chart in the classroom to visually represent their change in height over time. ■ Display baby pictures of each student in the classroom and ask them to share experiences of when they were babies vs. now. |

Strand 3: **PEOPLE, PLACES, AND ENVIRONMENTS**

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.

GENERAL STRATEGIES AND ACTIVITIES FOR PEOPLE, PLACES, AND ENVIRONMENTS:

- Discuss where families are from, who lives with them in their home, what their jobs are, familial traditions, etc.
- Discuss and practice safety procedures such as the use of seatbelts, helmets, and crosswalks.
- Teach the parents'/caregivers' names for safety purposes.
- Take advantage of recycling in your classroom.
- Provide incentives for students to clean up their area and around them.
- Ask students to clean up items they may find outside to help keep the Earth clean.

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| SS 3 yr.3.1: Recognize people and places within the home, classroom, school, neighborhood, and community. | Learn about community helpers using field trips and guest speakers such as school staff, firefighters, police officers, doctors, and librarians. |
| SS 3 yr.3.2: With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). | <ul style="list-style-type: none"> ■ Practice emergency procedures regularly, including fire and disaster drills. ■ Develop classroom and outdoor-play safety rules with students and reasons for the rules (for example, students should walk up the stairs; sit as they slide down the slide; wait patiently for their turn, etc.). ■ Discuss from whom to seek help in various situations. |

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|---|
| <p>SS 3 yr.3.3: With prompting and support, describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p> | <ul style="list-style-type: none"> ■ Read stories about recycling, conservation, carpooling, air pollution, composting, etc. ■ Discuss roles in protecting the environment, choices we can make to reduce waste, and ways to keep our immediate environment clean. ■ Read stories about conservation and environmental topics. |

Strand 4: **INDIVIDUAL DEVELOPMENT AND IDENTITY**

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

GENERAL STRATEGIES AND ACTIVITIES FOR INDIVIDUAL DEVELOPMENT AND IDENTITY:

- Embed name recognition activities into the daily routines and label their personal areas (such as cubbies).
- Use written names in authentic ways. This can include identifying who is in which learning area, who is absent that day, labeling cubbies, etc.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 3 yr.4.: Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members).</p> | <ul style="list-style-type: none"> ■ Teach parents' or caregivers' names for safety purposes. ■ Discuss areas of the city in which the families live. ■ Provide opportunities for the class to learn about each student and his/her family by highlighting specific students and their families each week. Students can make a poster about themselves, invite parents to be a guest speaker, talk about their pet during show and tell, etc. |



Strand 5: **INDIVIDUALS, GROUPS AND INSTITUTIONS**

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

GENERAL STRATEGIES AND ACTIVITIES:

- Model empathy with students, validate and label emotions, and respond to their needs.
- Create classroom guidelines with the input of the students. Add visual cues to the written guidelines and post them where students can see them. Refer to these guidelines with students often.
- Provide longer blocks of time for a variety of child-directed play opportunities.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 3 yr.5.1: With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others’ needs.</p> | <ul style="list-style-type: none"> ■ Teach conflict resolution in a variety of ways. Discuss and reflect on situations as they arise, role-play scenarios with possible outcomes, use stories and visual aids to prompt discussions, etc. ■ Use a variety of techniques that help students interact cooperatively with one another. Provide waiting lists for preferred play items. Increase the amount of materials in interest areas. Use a visual timer to indicate when students need to move onto a new activity. |
| <p>SS 3 yr.5.2: With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p> | <ul style="list-style-type: none"> ■ Create and use a classroom job chart with students. ■ Use a variety of grouping strategies (pairs, small groups, large groups) in order for students to practice their social skills, cooperation, and collaboration. |

Strand 6: POWER, AUTHORITY, AND GOVERNANCE

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 3 yr.6.1: With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p> | <ul style="list-style-type: none"> ■ Create a set of classroom rules with the input of the students and post them where students can see them with pictures representing each rule. Discuss them often and refer back to them when issues occur. ■ Create and use a classroom job chart with students. ■ When possible, discuss and vote for classroom decisions. |

Strand 7: **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.

GENERAL STRATEGIES AND ACTIVITIES FOR PRODUCTION, DISTRIBUTION, AND CONSUMPTION:

- Discuss basic needs and wants in daily activities (for example, snack choice or caring for people and animals through dramatic play).
- Ask questions that highlight specific aspects of stories that focus on character wants and needs.
- Introduce classroom materials and explain whether the items were purchased or borrowed. Discuss the possible cost of items and ways that money could be earned to purchase the items.
- Invite parents to come in and talk about their job roles and responsibilities. Ask them to discuss the ways their jobs help meet their family needs and/or wants.
- Use guest speakers and field trips to spark discussions about how jobs contribute to meeting personal, family, and community needs.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|---|
| <p>SS 3 yr.7.1: With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats).</p> | <ul style="list-style-type: none"> ■ Conduct a lesson about babies or baby animals and their need for care, shelter, and food. ■ Have students identify what is needed for their shelter. It can naturally lead to a discussion about wants and needs. ■ Facilitate discussions with students about how they know something is a want instead of a need. ■ Play games where students sort pictures or items into categories of wants and needs. |

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| SS 3 yr.7.2: Begin to recognize that people have jobs to meet needs, including self, classroom, and community. | <ul style="list-style-type: none">■ List items that students and their families have bought using money. Ask the students to tell you how the purchases were made possible.■ Provide opportunities for students to explore a variety of job roles they experience within their community.■ Create and use a classroom job chart with students. Reflect on how it is working with the students and ask them if it meets their needs as well as the classroom needs. |

Strand 8: SCIENCE, TECHNOLOGY, AND SOCIETY

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

GENERAL STRATEGIES AND ACTIVITIES FOR SCIENCE, TECHNOLOGY, AND SOCIETY:

- Create discussions around examples of simple technology and how technology affects the ways we live, work, travel, and communicate.
- Create a list of activities to keep all of the muscles and organs in the body healthy.
- Discuss online safety practices and the amount of time students should spend viewing media.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|---|
| <p>SS 3 yr.8.1: With prompting and support, identify how simple and electronic technology technologies affect the way people live, work, travel, communicate, and play.</p> | <ul style="list-style-type: none"> ■ Provide a variety of simple technology technologies for students to explore and use to design, create, and communicate their ideas. ■ Embed simple technology opportunities in the block area (for example, use materials for levers, pulleys, and ramps) and link to real-life applications through informational books, projects, field trips, and guest speakers. |
| <p>SS 3 yr.8.2: With prompting and support, recognize the importance of balancing media time with other activities.</p> | <ul style="list-style-type: none"> ■ Pose questions that will make students think about repetitive motions and how that makes them tired. Talk about how the brain is a muscle and needs to rest just like other muscles in their body. ■ Develop guidelines using child-friendly explanations for the use of electronic devices and online media in the classroom. |

Strategies and Activities for 4-YEAR-OLDS

Strand 1: **CULTURE AND DIVERSITY**

Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

GENERAL ACTIVITIES AND STRATEGIES FOR CULTURE AND DIVERSITY:

- Create a class book to celebrate the similarities and differences that make students and their families unique.
- Ask the students where their families are from, who lives with them in their home, what their jobs are, etc.
- Encourage students to share familial traditions.
- Read diverse books and then discuss the cultures in the book.
- Include books with characters who have disabilities and discuss the unique identities and abilities of all people.
- Respectfully include diverse clothing in the dramatic play area and encourage students to try on the various items of clothing.

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|---|
| <p>SS 4 yr.1.1: Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities).</p> | <ul style="list-style-type: none"> ■ Create a book about each student using a book template. ■ Engage in simple sorting activities. Sort based on different categories while pointing out similarities and differences. ■ Invite families to come in and share cultural traditions. ■ Make picture collages of different types of hairstyles. |

Strand 2: **TIME, CONTINUITY, AND CHANGE**

Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

GENERAL STRATEGIES AND ACTIVITIES FOR TIME, CONTINUITY, AND CHANGE:

- Create and display a daily schedule as a reference.
- Discuss upcoming events.
- Prompt writing responses for “When I was little, ...”. Compare and discuss each other’s answers.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|---|
| <p>SS 4 yr.2.1: Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood).</p> | <ul style="list-style-type: none"> ■ Ask about family news such as what they did last night, over the weekend, etc. ■ Display a growth chart in the classroom to visually represent their change in height over time. ■ Display baby pictures of each student in the classroom and ask them to share experiences of when they were babies vs. now. |

Strand 3: **PEOPLE, PLACES, AND ENVIRONMENTS**

Early learning programs should include experiences that provide for the study of people, places, and environments. Students will learn how to care for and protect their home and school environments, the earth, and to safely interact within their school and community.

GENERAL STRATEGIES AND ACTIVITIES FOR PEOPLE, PLACES, AND ENVIRONMENTS:

- Discuss where families are from, who lives with them in their home, what their jobs are, familial traditions, etc.
- Discuss and practice safety procedures such as the use of seatbelts, helmets, and crosswalks.
- Teach the parents'/caregivers' names for safety purposes.
- Take advantage of recycling in your classroom.
- Provide incentives for students to clean up their area and around them.
- Ask students to clean up items they may find outside to help keep the Earth clean.

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| <p>SS 4 yr.3.1: Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier).</p> | <ul style="list-style-type: none"> ■ List familiar people in the school and discuss what they gain from those interactions (for example, talking with the librarian about finding a book with your favorite characters). ■ Learn about community helpers using field trips and guest speakers such as school staff, firefighters, police officers, doctors, and librarians. |
| <p>SS 4 yr.3.2: Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets).</p> | <ul style="list-style-type: none"> ■ Practice emergency procedures regularly, including fire and disaster drills. ■ Develop classroom and outdoor-play safety rules with students and reasons for the rules (for example, students should walk up the stairs; sit as they slide down the slide; wait patiently for their turn, etc.). ■ Discuss from whom to seek help in various situations. |

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| <p>SS 4 yr.3.3: Describe ways to care for home and school environments and the earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can).</p> | <ul style="list-style-type: none"> ■ Read stories about recycling, conservation, carpooling, air pollution, composting, etc. ■ Discuss roles in protecting the environment, choices we can make to reduce waste, and ways to keep our immediate environment clean. |

Strand 4: **INDIVIDUAL DEVELOPMENT AND IDENTITY**

Early learning programs should include experiences that provide for the study of individual development and identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

GENERAL STRATEGIES AND ACTIVITIES FOR INDIVIDUAL DEVELOPMENT AND IDENTITY:

- Embed name recognition activities into the daily routines and label their personal areas (such as cubbies).
- Use written names in authentic ways. This can include identifying who is in which learning area, who is absent that day, labeling cubbies, etc.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 4 yr.4.1: Demonstrate awareness of one’s own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others.</p> | <ul style="list-style-type: none"> ■ Teach parents’/caregivers’ names for safety purposes. ■ Discuss areas of the city in which the families live in. ■ Provide opportunities for the class to learn about each student and their family by highlighting specific students and their families each week. Students can make a poster about themselves, invite parents to be a guest speaker, talk about their pet during show and tell, etc. |

Strand 5: **INDIVIDUALS, GROUPS AND INSTITUTIONS**

Early learning programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Students will work cooperatively with others and contribute to the classroom community.

GENERAL STRATEGIES AND ACTIVITIES:

- Model empathy with students, validate and label emotions, and respond to their needs.
- Create classroom guidelines with the input of the students. Add visual cues to the written guidelines and post them where students can see them. Refer to these guidelines with students often.
- Provide longer blocks of time for a variety of child-directed play opportunities.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 4 yr.5.1: Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs.</p> | <ul style="list-style-type: none"> ■ Teach conflict resolution in a variety of ways. Discuss and reflect on situations as they arise, role-play scenarios with possible outcomes, use stories and visual aids to prompt discussions, etc. ■ Use a variety of techniques that help students interact cooperatively with one another. Provide waiting lists for preferred play items. Increase the amount of materials in interest areas. Use a visual timer to indicate when students need to move onto a new activity. |
| <p>SS 4 yr.5.2: Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials).</p> | <ul style="list-style-type: none"> ■ Create and use a classroom job chart with students. ■ Use a variety of grouping strategies (pairs, small groups, large groups) in order for students to practice their social skills, cooperation, and collaboration. |

Strand 6: POWER, AUTHORITY, AND GOVERNANCE

Early learning programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

| STANDARDS | STRATEGIES & ACTIVITIES |
|--|--|
| <p>SS 4 yr.6.1: Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities).</p> | <ul style="list-style-type: none"> ■ Create a set of classroom guidelines with the input of the students and post them where students can see them with pictures representing each rule. Discuss them often and refer back to them when issues occur. ■ Create a classroom job chart with students. ■ Allow students to vote for classroom decisions whenever possible. |

Strand 7: **PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.

GENERAL STRATEGIES AND ACTIVITIES FOR PRODUCTION, DISTRIBUTION, AND CONSUMPTION:

- Integrate discussion about basic needs and wants in daily activities (for example, snack choice or caring for people and animals through dramatic play).
- Ask questions that highlight specific aspects of stories that focus on character wants and needs.
- Introduce classroom materials and explain whether the items were purchased or borrowed. Discuss the possible cost of items and ways that money could be earned to purchase the items.
- Invite parents to come in and talk about their job roles and responsibilities. Ask them to discuss the ways their jobs help meet their family needs and/or wants.
- Use guest speakers and field trips to spark discussions about how jobs contribute to meeting personal, family, and community needs.

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|---|
| <p>SS 4 yr.7.1: Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats).</p> | <ul style="list-style-type: none"> ■ Conduct a lesson on babies or baby animals and their need for care, shelter, and food. ■ Have students identify what is needed for their shelter. It can naturally lead to a discussion about wants and needs. ■ Facilitate discussions with students about how they know something is a want instead of a need. ■ Play games where students sort pictures or items into categories of wants and needs |

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| <p>SS 4 yr.7.2: With prompting and support, explain that people have jobs to meet needs, including self, classroom, and community.</p> | <ul style="list-style-type: none">■ List items that students and their families have bought using money. Ask the students to tell you how the purchases were made possible.■ Provide opportunities for students to explore a variety of job roles they experience within their community.■ Create and use a classroom job chart with students. Reflect on how it is working with the students and ask them if it meets their needs as well as the classroom needs. |

Strand 8: **SCIENCE, TECHNOLOGY, AND SOCIETY**

Early learning programs should include experiences that provide for the study of relationships among science, technology, and society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

GENERAL STRATEGIES AND ACTIVITIES FOR SCIENCE, TECHNOLOGY, AND SOCIETY:

- Create discussions around examples of simple technology and how technology affects the ways we live, work, travel, and communicate.
- Create a list of activities to keep all of the muscles and organs in the body healthy.
- Discuss online safety practices and the amount of time students should spend viewing media. |

| STANDARDS | STRATEGIES & ACTIVITIES |
|---|--|
| <p>SS 4 yr.8.1: Describe how simple and electronic technologies affect the way people live, work, travel, communicate, and play.</p> | <ul style="list-style-type: none"> ■ Graph examples of simple technology and electronic technology. ■ Select items from each graph and discuss ways it affects the students in their classroom, their homes, and their families. ■ Provide a variety of simple technologies for students to explore and use to design, create, and communicate their ideas. ■ Embed simple technology opportunities in the block area (for example, use materials for levers, pulleys, and ramps) and link to real-life applications through informational books, projects, field trips, and guest speakers. |
| <p>SS 4 yr.8.2: Recognize the importance of balancing media time with other activities.</p> | <ul style="list-style-type: none"> ■ Pose questions that will make students think about repetitive motions and how that makes them tired. Talk about how the brain is a muscle and needs to rest just like other muscles in their body. ■ Develop guidelines using child-friendly explanations for the use of electronic devices and online media in the classroom. |



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