

Social Studies PreKindergarten 4

Illinois Early Learning and Development Standards

- 14.A Understand what it means to be a member of a group and community
- 14.C Understand ways groups make choices and decisions
- 14.D Understand the role that individuals can play in a group or community
- 15.A Explore roles in the economic system and workforce
- 15.B Explore issues of limited resources in the early childhood environment and world
- 15.D Explore concepts about trade as an exchange of goods or services
- 16.A Explore his or her self and personal history
- 17.A Explore environments and where people live
- 18.A Explore people, their similarities, and their differences
- 18.B Develop an awareness of self within the context of family

* The map is a guide. Adjustments are made daily to meet the widespread needs of the students.
Every child may not reach the benchmarks by the end of the year. Growth, instead of mastery, is assessed.

Technology

SMART Board, laptop, iPad, YouTube

Standards	Essential Questions	Content	Skills	Assessment	Resources
Citizenship 14.A 14.C 14.D	Citizenship What does it mean to be a citizen?	Citizenship -rules: class, school, community -contributing: classroom jobs, working together, sharing -making choices and decisions: voting	Citizenship -Follow the classroom rules -Work together with a partner or group -Choose and demonstrate individual choices	Citizenship -Teacher observation -Discussion	Citizenship - <i>My Big World</i> by Scholastic -Classroom books
Economics 15.A 15.B 15.D	Economics Why do humans work together to create a productive community? How do humans work together to create a productive community?	Economics -community workers (ie: police, fireman, mail carriers, nurses/doctors, teachers) -trade system: earn, buy/sell, barter, share -limited resources: take care of classroom materials (supplies/toys), not waste	Economics -Identify community workers -Describe community workers' individual roles -Participate in classroom trade systems -Use classroom materials responsibly	Economics -Teacher observation -Discussion	Economics - <i>My Big World</i> by Scholastic -Classroom books -Dramatic Play Centers -Guest Speakers -Field Trips
Self-Awareness 16.A 18.A 18.B	Self-Awareness How is each person unique? How is each family unique?	Self-Awareness -all about me -awareness of self -similarities and differences	Self-Awareness -Share individual/family information -Identify family similarities and differences	Self-Awareness -Teacher observation -Discussion -Project	Self-Awareness - <i>My Big World</i> by Scholastic -Classroom books

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Standards	Essential Questions	Content	Skills	Assessment	Resources
World History	World History Why are historical figures important?	World History -Historical Figures (ie: George Washington, Abraham Lincoln, Johnny Appleseed) -Pilgrims and Native Americans -Veterans	World History -Value historical figures and holidays	World History -Teacher observation -Discussion	World History - <i>My Big World</i> by Scholastic -Classroom books -Dramatic Play Centers -Music
Geography 17.A	Geography How are school environments organized? What are map features?	Geography -diagrams -visual representations -maps	Geography -Demonstrate knowledge of basic locations within the school environment -Recognize map features such as hills, rivers, and roads	Geography -Teacher observation -Discussion	Geography - <i>My Big World</i> by Scholastic -Classroom books -Labels and pictures -Maps and globes