

SOCIAL STUDIES CURRICULUM  
PRESCHOOL

**Introduction**

Social Studies is an interdisciplinary curriculum, incorporating close reading, critical thinking, effective writing, and the use of technology, both as a means of research and communication, and to further our knowledge of the past, present and future of our society and world community.

To this end, the Hinsdale School District Social Studies curriculum represents a wide range of subjects – civics, economics, geography, and history – mastery of which define an educated citizen. It is the belief of the Hinsdale School District that a deep and personal understanding of and engagement with civics and governments, geography and the environment, world and American history and economics, will allow each student to enter adulthood as an informed, responsible and participating citizen in our democracy and world.

This curriculum is aligned with the New Hampshire K-12 Social Studies Curriculum Framework and the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

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**Strand: Civics and Governments**

**Standard CV:1: The Nature and Purpose of Government**

**Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:1.1: Compare the rules to the classroom and school to the rules of the United States system of government</p> <p>CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.</p> <p>CV:2:1.3: Identify the basic purposes of state and national government.</p> <p>CV:2:1.4: Evaluate the effectiveness and fairness of rules and laws at the school level.</p>	<p>*Class discussions that focus on the meanings of respect and equality, cores of democratic values.</p> <p>*SRRC</p> <p>*Create an ideal classroom of expectations through discussion and brainstorming.</p> <p>*Compare expectations at home, school and community by making a chart.</p> <p>*Create classroom rules.</p> <p>*Students learn the pledge to lead the pledge for the whole school.</p> <p>*Read-aloud.</p> <p>*Rules of family, school, classroom, community, state &amp; country</p>	<p>*HSD ELA Curriculum</p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Social Skills Curriculum.</p> <p>*Literature</p> <p>*Thinking Maps</p>	<p>*Displaying Citizenship</p> <p>*Thinking Maps</p> <p>*Projects</p>

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**Strand: Civics and Governments**

**Standard CV:2: Structure and Function of United States and New Hampshire Government**

**Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
CV:2:2.1: Explain how public officials are chosen.	<ul style="list-style-type: none"> <li>*Class discussion of the one vote one voice concept. Compare to one to one correspondence</li> <li>*Create votes for various activities</li> <li>*Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>*<i>Scholastic News</i></li> <li>*HSD Math curriculum</li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Projects</li> </ul>

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**Strand: Civics and Governments**

**Standard CV:3: The World and the United States' Place In It**

**Students will demonstrate an understanding of the relationship of the United States to other countries and the role of the United States in world affairs.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:3.1: Explain that the world is divided into different countries.</p> <p>CV:2:3.2: Describe ways in which countries interact with each other culturally</p> <p>CV:2:3.3: Describe why it is important for countries to work together to resolve issues, e.g., disaster relief or famine.</p>	<p>*Tracking the origins of these tales on a map.</p> <p>*Discussion of the importance of cooperation within the classroom, community and world.</p> <p>*Ecological Foot Print</p> <p>*Read Aloud-multicultural Literature</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*World Map</p> <p>*Globe</p> <p>*<i>Scholastic News</i></p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*International Ed and Resource Net (iEARN)</p>	<p>*Teacher observation</p> <p>*Class discussion</p> <p>*Writing and Illustrating</p> <p>*Thinking Maps</p> <p>*Projects</p>

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**Strand: Civics and Governments**

**Standard CV:4: Rights and Responsibilities**

**Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>CV:2:4.1: Examine the responsibilities of individuals as members of a family, school and community. <i>e.g.</i> Community helpers or chores at home and school.</p> <p>CV:2:4.2: Discuss ways individuals can be involved in their community, <i>e.g.</i> food drive or cleaning school grounds.</p>	<ul style="list-style-type: none"> <li>*Class discussion of responsibility and accountability through brainstorming and charts.</li> <li>*Classroom jobs</li> <li>*Contribute to the school food drive.</li> <li>*Celebrate Earth Day by helping to clean playground, school grounds</li> <li>*Read-aloud</li> <li>*Second Step</li> <li>*SRRC</li> <li>*Fire Prevention</li> <li>*Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*Literature</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> </ul>

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**Strand: Economics**

**Standard EC:1: Economics and the Individual**

**Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:2:1.1: Define goods and services, producers and consumers.</p> <p>EC:2:1.2: Describe the steps and materials needed to make a product, <i>e.g.</i> milk or crayons</p>	<p>*Define basic human needs food, clothing and shelter.</p> <p>*Create needs vs. want chart.</p> <p>*Consumption and production relations in terms of food production via class list of favorite foods, class discussion of the organic origin of these foods and the steps that it takes from creation to consumption.</p> <p>*Field Trips (ex. Echo Farm)</p>	<p>*HSD ELA Curriculum</p> <p>*<i>Scholastic News</i></p> <p>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Literature</p> <p>*Thinking Maps</p>	<p>*Teacher observations</p> <p>*Class discussion</p>

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**Strand: Economics**

**Standard EC:2: Basic Economic Concepts**

**Students will learn about the pillars of a free market economy and the market mechanism.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
EC:2:2.1: Distinguish between needs and wants.	<ul style="list-style-type: none"> <li>*Define basic human needs food, clothing and shelter.</li> <li>*Classroom discussion; What do we need to live and grow healthy?</li> <li>*Create needs vs. want chart</li> </ul>	<ul style="list-style-type: none"> <li>*<i>Scholastic News</i></li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> </ul>

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**Strand: Economics**

**Standard EC:4 Financial Institutions and the Government**

**Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>EC:2:4.1 Identify the characteristics of money.</p> <p>EC:2:4.2 Describe basic services banks or other financial institutions provide to consumers, savers, borrowers, and businesses.</p>	<p>*Class discussion</p> <p>*Earn money for various activities (Christmas stocking).</p> <p>*Earn money to buy classroom rewards.</p>	<p>*HSD Math Curriculum</p> <p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Literature</p> <p>*<i>Scholastic News</i></p> <p>*Web sites:  <a href="http://www.scholastic.com">www.scholastic.com</a>  <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a></p> <p>*Fire Department presentation and handouts</p>	<p>*Teacher observation</p> <p>*Class discussion</p>

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**Strand: Economics**

**Standard EC:5: International Economics and Trade**

**Students will recognize the importance of international trade and how economies are affected by it.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
EC:2:5.1: Define the term resources, <i>e.g.</i> trees, books	<ul style="list-style-type: none"> <li>*Class discussion of resources, what are they, what are their functions, how do they help us live?</li> <li>*Organic resources vs. production resources.</li> <li>*Identify classroom resources, categorize into organic or produced resource.</li> <li>*Experiments using objects</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*World Map</li> <li>*<i>Scholastic News</i></li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Science big book/Unit on Objects</li> <li>*Reading Street</li> <li>*Thinking Maps</li> <li>*Literature</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observations/student interviews</li> <li>*Class discussion</li> <li>*Class work</li> </ul>

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**Strand: Geography**

**Standard GE:1: The World in Spatial Terms**

**Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:1.1: Identify the characteristics and purposes of globes and maps.</p> <p>GE:2:1.2: Introduce spatial information on maps and other geographic representations, <i>e.g.</i> map key, compass rose</p> <p>GE:2:1.2: Identify major physical and human features in the United States and on Earth <i>e.g.</i> cities, oceans, or continents.</p>	<ul style="list-style-type: none"> <li>*Classroom discussions</li> <li>*View different types of maps, globes.</li> <li>*Students locate features on various maps</li> <li>*Create maps of bedroom, house, school and community.</li> <li>*Literature Discussions</li> <li>*Pen Pals</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Social Studies Book</li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Literature</li> <li>*Music</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observations</li> <li>*Class discussions</li> <li>*Class Projects</li> </ul>

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**Strand: Geography**

**Standard GE:2: Places and Regions**

**Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:2.1: Explore the physical and human characteristics of place, <i>e.g.</i> roads, schools or mountains.</p> <p>GE:2:2.2: Recognize that areas of the Earth's surface share unifying geographic characteristics, <i>e.g.</i> towns, deserts, or woodlands</p> <p>GE:2:2.3: Observe that ways in which different people perceive places <i>e.g.</i> personal drawings or book illustrations.</p>	<p>*Discussion and identification of varied geographical regions and how people use these different resources for food, clothing and shelter.</p> <p>*Classroom discussion and definition of a home.</p> <p>*Activities based on Reading Program literature.</p>	<p>*HSD ELA Curriculum</p> <p>*Social Studies Book</p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*HSD Science Curriculum</p> <p>*Maps</p> <p>*Hinsdale Town Map</p> <p>*Reading Street</p> <p>*Homes around the world literature</p> <p>*Thinking Maps</p>	<p>*Teacher observation</p> <p>*Class discussion</p> <p>*Class Projects</p> <p>*Thinking Maps</p>

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**Strand: Geography**

**Standard GE:3: Physical Systems**

**Students will demonstrate an understanding of the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:3.1: Investigate how the Earth-Sun relationship affects our daily lives, <i>e.g.</i> seasons in New Hampshire, or sunlight and shadows.</p> <p>GE:2:3.2: Explore the components and distribution of ecosystems, <i>e.g.</i> desert or rain forest.</p>	<ul style="list-style-type: none"> <li>*Seasonal projects</li> <li>*Exploration of local ecosystem</li> <li>*Field Trip to Echo Farm.</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*HSD Science Curriculum</li> <li>*<i>Scholastic News</i></li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Literature</li> <li>*World Map</li> <li>*State Map</li> <li>*Globe</li> <li>*Reading Street</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Class Projects</li> <li>*Science Assessments</li> </ul>

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**Strand: Geography**

**Standard GE:4: Human Systems**

**Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:4.1: Explore the distribution of a population, <i>e.g.</i> city or farm</p> <p>GE:2:4.2: Identify what are natural resources, <i>e.g.</i> water or trees.</p>	<p>*Class discussion on human settlement. Why do people live near water?</p> <p>*Define, discuss and identify natural resources.</p> <p>*Human dependence upon the ecosystem for food clothing and shelter.</p> <p>*Class list of needs from the local ecosystem.</p> <p>*Compare characteristics of different communities, town vs. city.</p> <p>*Read-aloud</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*Social Studies book</p> <p>*<i>Scholastic News</i></p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Literature</p> <p>*Science Big books</p> <p>*HSD Science Curriculum</p> <p>*Political Maps</p>	<p>*Teacher observation</p> <p>*Class discussion</p> <p>*Thinking Maps</p> <p>*Group and Independent Projects</p>

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**Strand: Geography**

**Standard GE:5 Environment and Society**

**Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>GE:2:5.1: Recognize the role of natural resources in daily life, <i>e.g.</i> shelter, food or clothing.</p> <p>GE:2:5.2: Investigate how people use resources <i>e.g.</i> building homes or the food they eat.</p>	<p>*Class discussion of materials used to make our school. Classification and graphing of these materials into natural (organic) and produced resources.</p> <p>*Identification of food, clothing and shelter.</p> <p>*Viewing of pictures from different global regions and identifying the resource and materials used within the photographs.</p> <p>*Read-aloud</p>	<p>*HSD ELA Curriculum</p> <p>*Social Studies Book</p> <p>*<i>Scholastic News</i></p> <p>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Science Big Book</p> <p>*Photographs</p> <p>*Thinking Maps</p> <p>*HSD Science Curriculum</p>	<p>*Teacher observation</p> <p>*Class discussion</p> <p>*Thinking Maps</p> <p>*Individual and Group Projects.</p>

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**Strand: US/NH History**

**Standard HI:1: Political Foundations and Development**

**Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, <i>e.g.</i> Flags, Fourth of July, Lincoln Memorial and Constitution.	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*New Hampshire symbols</li> <li>*Read Aloud</li> <li>*Pen Pals</li> <li>*New Hampshire map discussions</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Social Studies book</li> <li>*<i>Scholastic News</i></li> <li>*Literature</li> <li>*State Maps</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Thinking Maps</li> </ul>

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**Strand: US/NH History**

**Standard HI:2: Contacts, Exchanges & International Relations**

**Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:2:2.1: Recognize that the world is interconnected, <i>e.g.</i> trade or transportation	<ul style="list-style-type: none"> <li>*Class discussion: Where do materials come from? Where does our food come from?</li> <li>*Identify these places on a World Map</li> <li>*How are these materials transported? (land, air, and water)</li> <li>*View photographs of product transportation.</li> <li>*Field Trip</li> <li>*Pen Pals</li> <li>*Read Aloud</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Social Studies book</li> <li>*<i>Scholastic News</i></li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Literature</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observations</li> <li>*Class discussion</li> <li>*Thinking Maps</li> </ul>

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**Strand: US/NH History**

**Standard HI:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:2:3.1: Identify individual and/or groups who have profoundly affected life in the United States <i>e.g.</i> Abraham Lincoln, or Pilgrims</p> <p>HI:2:3.2: Explore art, music, and literature of various time periods <i>e.g.</i> spirituals or Native American art.</p> <p>HI:2:3.3: Recognize that groups have enhanced our music and literature of our nation <i>e.g.</i> African Americans, or Irish</p>	<p>*Civil Rights Movement: Dr. Martin Luther King Rosa Parks Defining equality, the democratic voice and demonstration.</p> <p>*Read-aloud</p>	<p>*HSD ELA Curriculum</p> <p>*Social Studies book</p> <p>*<i>Scholastic News</i></p> <p>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Literature</p> <p>*Thinking Maps</p> <p>*HSD Art and Music Curriculum</p>	<p>*Teacher observation</p> <p>*Class discussion</p>

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**Strand: US/NH History**

**Standard HI:4: Economic Systems & Technology**

**Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
HI:2:4.1: Identify different segments of the United States economy <i>e.g.</i> farm, manufacturing, or retail.	<ul style="list-style-type: none"> <li>*Identification and classification of materials; harvest and manufactured products.</li> <li>*Class discussion</li> <li>*Read-aloud</li> <li>*Field Trips</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Social Studies Book</li> <li>*<i>Scholastic News</i></li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Literature</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Class Projects</li> <li>*Thinking maps</li> </ul>

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**Strand: US/NH History**

**Standard HI:5: Social/Cultural**

**Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
<p>HI:2:5.1: Identify how the lives of women and children have changed over time in our country</p> <p>HI:2:5.2: Identify the concept of diversity</p>	<p>*Class discussion of evolving production relations and the changing roles of families</p> <p>*Discussion of different types of social groups, schools, neighborhoods, towns and cities.</p> <p>*Diversity; What is it? What do we learn from it?</p> <p>*Exploration of a variety of cultures</p> <p>*Special events</p>	<p>*HSD ELA Curriculum</p> <p>*Thinking Maps</p> <p>*<i>Scholastic News</i></p> <p>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></p> <p>*Reading Program</p> <p>*Variety of literature involving *diversity *cultures *Families around the world</p>	<p>*Teacher observation</p> <p>*Class discussion</p> <p>*Diversity Writing</p> <p>*Projects</p>

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**Strand: World History**

**Standard WH:1: Political Foundations and Developments**

**Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:2:1.1: Recognize that people of different countries have different social and political systems.	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*Writing</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*<i>Scholastic News</i></li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Reading Program</li> <li>*Literature</li> <li>*Thinking Maps</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Writing</li> </ul>

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**Strand: World History**

**Standard WH:3: World Views and Value systems and their Intellectual and Artistic Expressions**

**Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:2:3.1: Explore ways that societies around the world express themselves artistically, e.g. songs, dance, or clothing.	<ul style="list-style-type: none"> <li>*Class discussion</li> <li>*Read-aloud</li> <li>*Compare other societies to ours using Thinking Maps</li> <li>*Sing songs</li> <li>*Festivities</li> <li>*Special Events</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*<i>Scholastic News</i></li> <li>*Web sites: <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Reading Program activities and literature</li> <li>*SRRC</li> <li>*Literature about customs and a variety of societies around the world</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Writing</li> <li>*Projects</li> </ul>

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**Strand: World History**

**Standard WH:5: Social/Cultural**

**Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.**

Knowledge & Skills	Sample Activities (some may be assessed)	Resources & Materials	Possible Assessments
WH:2:5.1: Identify the concepts of values and beliefs.	<ul style="list-style-type: none"> <li>*Recognize and identify differences in social values and beliefs.</li> <li>*Discussion: Where do these beliefs and values come from?</li> <li>*Read Aloud</li> <li>*Guest Speakers</li> <li>*Discussion about community duties and how to work together to resolve conflicts</li> <li>*Understand how an individual can make a positive difference in their community</li> </ul>	<ul style="list-style-type: none"> <li>*HSD ELA Curriculum</li> <li>*Thinking Maps</li> <li>*<i>Scholastic News</i></li> <li>*Web sites <a href="http://www.scholastic.com">www.scholastic.com</a></li> <li>*Songs</li> <li>*Literature</li> <li>*SRRC</li> </ul>	<ul style="list-style-type: none"> <li>*Teacher observation</li> <li>*Class discussion</li> <li>*Projects</li> </ul>