

Big Book Social Studies

Content and Process Skills

Hello World!	Long Ago and Now	Where Are We?	Families Are Special	My Community	We Need Rules!	Before It Gets to the Store	From Here to There	Getting Along	Our Country
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Culture									
Begin to understand similarities and respect differences among people, such as gender, race, special needs, culture, language, and family structure	•			•				•	•
Begin to explore ways in which language, stories, folktales, music, traditions, and artistic creations serve as expressions of culture	•			•					•
Identify examples of cultural expressions from the world, our nation, the community, and own family	•			•	•				•
Understand that the United States is a country of people from many different cultures	•	•		•				•	
Time, Continuity, and Change									
Begin to understand how to organize life around events, time, and routines		•				•			
Recall information about the immediate past		•							
Begin to understand and use vocabulary associated with time (e.g., <i>past, present, future; first, next, last; before, during, after; yesterday, today, tomorrow</i> ; calendar time)		•							•
Put events in chronological order; begin to construct and use simple timelines		•						•	
Compare everyday life in different places and times and identify examples of change	•	•		•					•
Explore accounts of past events, people, places, or situations to begin to develop an understanding of the past		•		•				•	•
Compare the past with the present		•		•				•	
Begin to identify customs and traditions and understand how they are passed down from generation to generation	•	•		•					•
People, Places, and Environments									
Begin to describe personal connections to place (e.g., home, school, community, state, country)	•	•	•	•	•	•			•
Construct and use simple maps of familiar surroundings to demonstrate understanding of relative location, direction, size, and shape	•		•		•			•	•
Begin to interpret, use, and distinguish various representations of the Earth, such as maps, globes, and photographs	•		•						
Begin to use geographic tools and language (e.g., <i>neighborhood, community, country, world; over, under, near, far; left, right; north, south</i>)	•	•	•		•	•		•	•
Begin to locate and distinguish among varying physical characteristics (e.g., landforms, bodies of water, weather) and human characteristics (e.g., types of jobs and homes) of the environment	•	•	•		•		•		
Begin to examine the interaction of human beings and their physical environment (e.g., how weather and natural resources determine food, clothing, shelter, jobs, and activities)	•	•	•						
Individual Development and Identity									
Describe personal changes over time, such as those related to physical development and personal interests		•							
Begin to develop and express awareness of self and others in terms of specific abilities, characteristics, interests, perceptions, and preferences	•	•		•					•
Describe the unique features of nuclear and extended families	•			•					
Begin to identify and describe ways family, friends, and social groups influence the individual's daily life and personal choices	•			•					•
Work independently and cooperatively to accomplish goals	•	•	•	•	•	•	•	•	•
Display growing ability to share, take turns, compromise, help others, and express feelings, needs, opinions, empathy, and caring	•			•	•	•			•
Individuals, Groups, and Institutions									
Identify and describe own social roles, such as student, family member, friend, and team member				•	•				•
Identify examples of groups and institutions (e.g., clubs, teams, police, museums, libraries, government buildings)			•		•	•			•
Begin to understand family roles and structures				•				•	
Begin to understand that most people work in jobs in which they produce goods or services and to discuss the roles and responsibilities of community workers		•			•		•		
Begin to understand how people in a community work together to meet needs and promote the common good		•			•	•			
Power, Authority, and Governance									
Display increasing ability to understand the reasons for and follow basic rules at home and school						•			•
Begin to understand how to be a good citizen in relation to family, peer group, and school class (e.g., take responsibility, follow rules, consider others, contribute one's fair share)				•	•	•			•
Begin to understand the earned role of authority figures and the need for leaders						•			•
Begin to understand that individuals have rights and responsibilities				•	•	•			•
Begin to recognize major elected officials (e.g., the U.S. president)						•			•
Begin to identify and describe factors that contribute to cooperation and those that cause disputes within and among groups	•					•			•
Begin to understand concepts such as fairness, equity, and justice in the contexts of family, school, and community					•	•			•

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Production, Distribution, and Consumption									
Know that all people need food, clothing, and shelter; and begin to understand how families meet basic needs		•	•			•			
Recognize that scarcity causes choice						•		•	
Distinguish between needs and wants and between goods and services						•		•	
Develop growing awareness of jobs, what is required to perform them, and the ways in which they contribute to the production and exchange of goods and services		•		•		•			
Become aware of what it means to be a consumer				•		•			
Begin to understand the role of money in everyday life and that people hold jobs to earn money				•		•			•
Begin to understand how people, products, and ideas move from place to place						•	•		
Begin to understand the roles of resources and trade in the exchange of goods and services						•			
Science, Technology, and Society									
Identify examples of technology at home and at school, and begin to understand how technology is used to accomplish specific tasks		•				•	•		
Begin to understand how science and technology meet people's needs and help to solve problems		•				•	•		
Begin to understand how science and technology have changed people's lives, such as in homemaking, childcare, work, transportation, and communication		•					•		
Begin to understand how science and technology have changed over time (e.g., transportation, communication)		•					•		
Global Connections									
Develop a growing understanding of how personal actions affect others; begin to accept consequences of actions			•		•			•	
Identify ways in which people across the globe are alike and different	•		•					•	
Begins to select an appropriate unit and tool for the attribute being measured	•							•	
Identify examples of global connections within own families or the community	•					•	•	•	
Explore ways that language, art, music, and other cultural elements may facilitate global understanding or lead to misunderstanding	•							•	
Identify ways in which people and nations make global connections (e.g., Internet, trade, travel)	•						•	•	
Explore global problems such as pollution and ways to address them (e.g., recycling)			•					•	
Examine the relationship/conflict between personal wants and needs and global concerns, such as environmental protection								•	
Civic Ideals and Practices									
Identify key ideals, symbols, and customs of the United States and own state, such as the flag, important buildings and monuments, the Pledge of Allegiance, and the celebration of Independence Day	•								•
Recognize and understand the contributions of significant individuals in United States/own state history									•
Identify some of the rights and responsibilities of citizens			•	•	•			•	•
Identify and practice selected forms of civic participation, such as voting and working together to solve a common problem			•	•	•		•	•	•
Process Skills									
Identify information relevant to an issue, topic, or question	•	•	•	•	•	•	•	•	•
Begin to apply critical-thinking skills to organize and use information acquired from a variety of sources (technology, photographs, first-person accounts, etc.)	•	•	•	•	•	•	•	•	•
Begin to communicate in oral and visual forms	•	•	•	•	•	•	•	•	•
Begin to be able to give reasons for ideas or proposals	•	•	•	•	•	•	•	•	•
Begin to use problem-solving and decision-making skills, independently and cooperatively	•	•	•	•	•	•	•	•	•
Use creative thinking in proposing solutions to problems	•	•	•	•	•	•	•	•	•