



## Social Studies Standards



The National Council for Social Studies (NCSS) has identified 10 themes (or ideas) around which social studies instruction can be organized. We have adapted these ideas for *Mother Goose Cares About Social Studies*.

### **Individual Development and Identity**

For young children, this includes...

- Describing characteristics of self
- Comparing own similarities and differences to others
- Understanding basic needs and wants of themselves and others
- Observing and trying to understand the behavior of siblings, peers and adults
- Remembering the past and imagining the future
- Comparing patterns of behavior evident in age and ability
- Exploring, identifying and analyzing how individuals relate to one another
- Developing a personal sense of history by examining evidence of change over time (photos of self, sorting outgrown clothes, etc.)
- Placing individual and family experiences in historical time and place

### **Individuals, Groups and Institutions**

For young children, this includes...

- Exploring the interactions among and within various groups and institutions (families, schools, churches, government agencies, and the courts, for example) that affect their lives and influence their thinking
- Understanding family structures, careers and roles

### **People, Places and Environments**

For young children, this includes...

- Using personal experiences as a basis for exploring geographic concepts and skills
- Matching objects to geographical locations (sorting tools, people etc.)

- Mapping (neighborhood, classroom, etc.)
- Using spatial and locational words
- Talking about and dramatizing transportation, including how animals move
- Exploring similarities and differences between their own environment and other locations

### **Culture**

For young children, this includes...

- Understanding themselves as both individuals and members of various groups
- Identifying and comparing the common characteristics and behaviors of people in different climates, locations and societies: What's the same? What's different?
- Exploring the cultures represented by the families in the classroom and community
- Understanding that there are different nations with different traditions and practices

### **Global Connections**

For young children, this includes...

- Exploring issues and concerns common to people around the world
- Understanding that there are other nations with different traditions and practices

### **Civic Ideals and Practices**

For young children, this includes...

- Helping set classroom expectations
- Examining experiences in relation to expectations and ideals
- Determining how to balance the needs of individuals and the group
- Understanding the balance between rights and responsibilities
- Understanding how an individual can make a positive difference in the community
- Understanding cause and effect and how they relate to personal experiences

### **Production, Distribution and Consumption**

For young children, this includes...

- Understanding the difference between wants and needs and making decisions based on this understanding
- Exploring economic decisions and experiences

- Observing, discussing and dramatizing basic economic concepts such as buying and selling and producing and consuming
- Understanding money and how it's used
- Identifying and discussing the duties of a variety of community occupations

### **Science, Technology and Society**

For young children, this includes...

- Understanding that people invent tools and machines that help them solve problems or do tasks more quickly or easily

### **Power, Authority and Governance**

For young children, this includes...

- Exploring fairness in their relationships with others
- Understanding how individuals and groups attempt to resolve conflicts
- Understanding and making classroom rules
- Understanding that there are different rules within different contexts
- Becoming effective problem solvers and decision makers

### **Time, Continuity and Change**

For young children, this includes...

- Gaining experience with sequencing to establish a sense of order and time
- Understanding the linkages between human decisions and consequences
- Describing similarities and differences with families in the past
- Beginning to understand the measurement of time
- Understanding how the world has changed and how it might change in the future
- Observing and documenting changes that take place over time in their immediate environment