

# Early Learning – Primary Content Standards



*for*

# **Social Studies**



2008



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# Social Studies

## Foreword

In response to Amended Substitute House Bill 94 of 2001, the Ohio Department of Education's Office of Early Learning and School Readiness convened Ohio stakeholders to develop early learning content standards for social studies.

Membership for the social studies writing team was selected from a pool of nominees representing Ohio early childhood stakeholders. They included Head Start, public and private preschool teachers, program administrators and faculty members from higher education teacher preparation institutions. The team was balanced to include representation from all geographic areas of the state, as well as ethnic diversity.

The early learning content standards describe essential concepts and skills that young children should know and be able to use at the end of their preschool experience. Based on research, these achievable prekindergarten indicators are relevant to all early learning experiences, regardless of setting (e.g., nursery school, preschool and family care) and are aligned to the kindergarten through 12th-grade indicators, benchmarks and standards that result in a seamless continuum of learning for children preschool through kindergarten and primary grades.

A draft of the early learning content standards for social studies was disseminated for review and focused feedback from experts within and outside of Ohio. It also was posted on the Ohio Department of Education Web site for broad public input. Based on review of feedback, final revisions to the social studies early learning content standards document were completed. The final document was adopted by the State Board of Education in December 2003.



*As people become more sensitive to others' feelings and more willing to cooperate for the collective good, our planet will become a much healthier and happier place to live, for all of us. Moves in this direction are absolutely essential to ensure a decent quality of life, and to ensure life itself.*

– Terry Orlick, 1978

# Social Studies

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*As perhaps never before in world history, individuals are being valued for their ability to connect with other individuals and to help the groups to which they belong to be harmonious and productive.*

– Robert Anderson and Barbara Nelson Pavan, 1993



*Multiculturalism is a layered concept that includes not only the experiences of particular individuals and groups but also their shared interests and relationships, which in turn are embedded into the interconnectedness of all peoples of the world.*

– Joyce J. E. Gracia, 1992





## Social Studies Standards



The social studies content standards provide a set of clear, rigorous expectations for all children and students in preschool through grade 12 programs. The seven standards clearly define a balanced program of knowledge and skills necessary for active citizenship. The standards are divided into two categories:

- Content Standards:
- History
  - People in Society
  - Geography
  - Economics
  - Government
  - Citizenship Rights and Responsibilities

Process Standard: Social Studies Skills and Methods

Social Studies Skills and Methods is listed as a separate process standard to emphasize its application throughout the social studies program. These skills are meant to be addressed as students are learning the content associated with the other standards. Children and students need to use these skills on a regular basis as they learn content knowledge.

Whenever possible, children and students should have opportunities to learn social studies in real-world contexts. They should be able to examine artifacts, read primary source materials, engage in authentic experiences and take field trips. Research shows that learning is enhanced when students make meaningful connections between new information that they are learning and their own experiences. Combining social studies instruction with the study of other disciplines, such as art and literature, helps to reinforce the learning within each discipline. It also helps the learner to develop conceptual frameworks that lead to broader understandings.

To describe the general framework of Ohio’s standards, the following terms and definitions are used in this document:

**Standard:** The standard statement describes, in broad terms, what children or students should know and be able to do as a result of the preschool or kindergarten through 12th-grade programs. A standard is an overarching goal or theme.

**Benchmark:** Benchmarks are specific statements of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student’s progress toward meeting the standards. Social Studies benchmarks are defined for grade bands Pre-K-2, 3-5, 6-8, 9-10, and 11-12.

**Grade-level Indicator:** Indicators serve as checkpoints that monitor progress toward the benchmarks.



## Social Studies Writing Team



The Ohio Department of Education's Office of Early Learning and School Readiness extends its appreciation and gratitude to the writing team members who contributed their expertise and time to the development of Ohio's early learning content standards for social studies. They devoted many hours to research and thoughtful consideration of issues to ensure the standards reflect wise and responsible thinking regarding early social studies teaching and learning. The writing team members represent the many caring and concerned individuals across the state dedicated to their profession and to high quality early social studies education for all of Ohio's children.

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*Reflecting on our own cultural beliefs and practices about caring, teaching and learning can help us recognize cultural perspectives we bring to our work. Only then can we begin to address any preconceived notions that make it difficult to accept, understand and effectively support the children and families we serve.*

– Author Unknown, 2000

# Social Studies

## *Introduction*





## Introduction



Ohio's social studies content standards serve as a basis for what all students should know and be able to do in social studies by the time they graduate from high school. Effective social studies integrate history, geography, economics, political science, other social sciences and humanities to prepare students to be participating citizens. These standards, benchmarks and grade-level indicators are intended to provide Ohio's educators with a set of common expectations upon which to base social studies curricula.

### Ohio's Social Studies Content Standards are intended to:

- Help students develop the ability to make informed and reasoned decisions for themselves and for the common good;
- Prepare students for their role as citizens and decision-makers in a diverse, democratic society;
- Enable students to learn about significant people, places, events and issues in the past to understand the present; and
- Foster students' ability to act responsibly and become successful problem-solvers in an interdependent world of limited resources.

### Ohio's Early Learning Content Standards are based upon principles that:

- Promote high expectations for development of social competence, independent thinking, problem-solving and decision-making skills for *all* children;
- Represent early social studies concepts and skills needed to provide a foundation for successful social studies instruction in the primary grades;
- Support learning through social interaction with adults and other children in multiple social and cultural contexts;
- Support multiple ways children represent and demonstrate knowledge and understanding;
- Recognize the importance of children representing and demonstrating knowledge and understanding in multiple ways;
- Recognize the influence of diverse cultural and linguistic environments in social development and social studies concept acquisition of young children;
- Represent essential concepts and skills that can be addressed within the context of meaningful experiences;
- Reflect sound application of research on how children acquire social studies conceptual knowledge and skills;
- Serve as a framework for planning and implementing early social studies experiences within the context of daily routines, activities and play
- Highlight the importance of children's extended and enhanced learning through in-depth engagement and exploration of concepts;
- Serve as the basis for classroom, program and state assessments; and
- Support an integrated approach to learning that is interactive and engaging for children.



## Social Studies for All



The Ohio Department of Education believes that Ohio's academic content standards are for all children and students. Clearly defined standards delineate what all students, college and career-bound, should know and be able to do as they progress through the grade levels. Well-defined standards ensure that parents, teachers and administrators will be able to monitor children's development. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all children are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English language proficiency, learning disability or giftedness, should have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio academic content standards are within the reach of all students. However, students develop at different rates. Given time and opportunity, all children learn and experience success, but the degree to which the standards are met and the time it takes to reach the standards will vary from student to student.

Students with disabilities should have Individualized Education Programs (IEPs) aligned with the standards. Children with disabilities are first and foremost students of the general curriculum, yet they may require, in varying degrees, specific supports and interventions to progress in the curriculum. Accommodations and modifications provided to children with disabilities are not intended to compromise the content standards. Rather, these supports provide students the opportunity to maximize their strengths, compensate for their learning difficulties, and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Gifted and talented students may require special services or activities to fully develop their intellectual, creative, artistic and leadership capabilities or to excel in a specific content area.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery to achieve Ohio's content standards. An instructional delivery plan for the student with LEP needs to take into account the student's level of English language proficiency, as well as his or her cultural experiences.

Identifying and nurturing the talents of all students, and strategizing with students to address educational needs, will enable all children to reach the standards. The Ohio Department of Education encourages the early childhood community to align its educational programs with the standards to ensure that all Ohio's children reach their full potential.



*Since almost all important learning occurs in the company of others, setting the stage in support of children's emotional and social development is as much a part of the teacher's role as is the curriculum itself.*

– Lilian Katz, 2001

# Social Studies

## *Standards and Prekindergarten Indicators*





## Ohio's Preschool through Grade 12 Social Studies Standards



The following standards provide guidance to early childhood educators across preschool and child care settings. Note how the standards for early childhood connect with those for grades kindergarten through 12.

### History

#### For Kindergarten through Grade 12

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

#### For Early Childhood

History is the study of the past – a study of people and the events that influenced behavior. Preschool children focus on the here and now and are developing their understanding of chronological time that is essential to understand history. They learn about time in relation to themselves, including the sequence and order of their daily routines and schedule, what they did yesterday and what they will do tomorrow. Preschool children love to consider what they can do now that they couldn't do when they were “babies.” They enjoy listening to stories of the recent past as well as of times and places of long ago – if the topics are relevant to their own experiences.

### People in Societies

#### For Kindergarten through Grade 12

Students use knowledge of perspective, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

#### For Early Childhood

A social unit can be defined as a group of members who have an ongoing relationship with one another. Examples of social units are the family, school, neighborhood, community, state and nation. Understanding people and how they live within a social unit is the component that includes physical characteristics of people; similarities and differences in habits, traditions, homes and work, family structures and roles. In preschool, exploration of social units should focus on the family, neighborhood and community, with all learning related to the child's own experiences.

Supporting children in understanding the value of diversity requires experiences through a multifaceted, diverse curriculum. Racial and ethnic awareness starts with the identification of physical characteristics and ethnic values, customs and language styles and ends with respect for others. Through story, art, music and games of diverse culture, children come to learn about others who differ from them and respect the uniqueness of each individual. Culture is expressed daily through story, music, new foods and sharing of family traditions through the year within the general curriculum.

## Geography

### For Kindergarten through Grade 12

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

### For Early Childhood

Geography is the study of characteristics of the place where one lives and the relationships between and among places and people. For preschool children, geography is about the physical world of their homes, playgrounds, schools, the homes of friends and places to shop and visit. The materials for teaching this content area are the slides, swings and grassy areas on the playground; and the rug, centers and furniture within the classroom. The strategies are talking about familiar environments and demonstrating how to navigate these areas. Mapping can be addressed by discussing directions – how to get to the playground, the bathroom, the library within a school. Children can be encouraged to recreate their neighborhood in the block area and draw or paint maps of places they go. Young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills.

## Economics

### For Kindergarten through Grade 12

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

### For Early Childhood

Economics is the study of how people organize for the production, distribution and consumption of goods and services. For young children, exploration and understanding of these concepts is often through authentic or play experiences. For example, as young learners take on the jobs and the life of a farmer through dramatic play, the concepts of growing, harvesting and selling of crops may be explored. Their understanding may be deepened with a class field trip to a peer's family farm. Also, young children can begin to differentiate between wants and needs and explore economic decisions as they learn the importance of sharing and begin to consider the wider consequences of their decision-making on peers within the classroom.

## Government

### For Kindergarten through Grade 12

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

### **For Early Childhood**

For preschoolers, social studies should include experiences that provide for the study of roles, responsibilities, principles and practices in a democratic society. Children are introduced to democratic ideals and practices by helping set and follow classroom expectations, taking on roles and responsibilities as a member of the group, accepting leadership and guidance from familiar adults and demonstrating how to balance their needs, as well as the needs of their peers and adults within a group.

## **Citizenship Rights and Responsibilities**

### **For Kindergarten through Grade 12**

Students use knowledge of the rights and responsibilities of citizenship to examine and evaluate civic ideals and to participate in community life and the American democratic system.

### **For Early Childhood**

Through social interactions with peers and adults, young children learn about civics as they engage in the practices of cooperation and the resolving of differences, and begin to accept responsibility for their independent choices. It is important that young children be offered many opportunities to make choices and to experience the consequences of their choices. It is the process of choosing and contributing to the classroom community that counts in the early years, not the particular choices that children make.

## **Social Studies Skills and Methods**

### **For Kindergarten through Grade 12**

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

### **For Early Childhood**

Young children gather information about people and their environments through multiple sources. These sources include observation, questioning, sharing of books and conversation. They then make predictions, evaluate information and draw conclusions. Finally, children use a variety of methods, such as drawing, dramatic play and language to communicate what they have learned about the social world around them.



## Social Studies Prekindergarten Indicators



### History

#### Chronology

1. Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).
2. Label days by function (e.g., school day, stay home day, swim day, field trip day).
3. Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.

#### Daily Life

4. Share episodes of personal history from birth to present, through personal memorabilia or connected to stories.
5. Arrange sequences of personal and shared events through pictures, growth charts and other media.

#### Heritage

6. Share personal family stories and traditions (e.g., photo album put together by family members).

### People in Societies

#### Cultures

1. Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).
2. Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).

## Geography

### *Location*

1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).
2. Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).
3. Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).

### *Places and Regions*

4. Navigate within familiar environments, such as home, neighborhood or school, under supervision.
5. Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).
6. Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.

### *Human Environmental Interaction*

7. Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).

## Economics

### *Scarcity and Resource Allocation*

1. Recognize that people have many wants within the context of family and classroom.
2. Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably).

***Production,  
Distribution***

3. Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).
4. Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).

**Government*****Role of  
Government***

1. Interact with and respond to guidance and assistance in socially accepted way from familiar adults at school and home (e.g., responds to redirection, invites others to play).
2. Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter).
3. Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
4. Recognize the flag of the United States as a symbol of our government.

***Rules and Law***

5. Participate in creating and following classroom rules and routines.

**Citizenship Rights and Responsibilities*****Participation***

1. Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising.
2. Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).

***Rights and Responsibilities***

3. Demonstrate increasing ability to make independent choices and follow-through on plans (e.g., putting toys away, moving from activity to activity)
4. Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).

**Social Studies Skills and Methods**

***Obtaining Information***

1. Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.

***Thinking and Organizing***

2. Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).

***Communicating Information***

3. Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing).



# Social Studies

## *Indicators by Standard*

### Prekindergarten – Kindergarten





## Social Studies Prekindergarten and Kindergarten Indicators

The following lists the prekindergarten and kindergarten indicators within each standard.



### I. History Standard

#### Prekindergarten

- Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow).
- Begin to use or respond to the language of time such as next, before, soon, after, now and later as related to daily schedules and routines.
- Label days by function (e.g., school day, stay home day, swim day, field trip day).
- Share episodes of personal history from birth to present, through personal memorabilia or connected to stories.
- Arrange sequences of personal and shared events through pictures, growth charts and other media.
- Share personal family stories and traditions (e.g., photo album put together by family members).

#### Kindergarten

- Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.
- Recite the days of the week.
- Recognize state and federal holidays and explain their significance.
- Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).
- Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.

## II. People in Societies Standard

### Prekindergarten

- Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls).
- Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress).

### Kindergarten

- Identify ways individuals in the family, school and community are unique and ways that they are the same.
- Identify different cultures through the study of holidays, customs, and traditions utilizing language, stories, folktales, music and the arts.

## III. Geography Standard

### Prekindergarten

- Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there).
- Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses).
- Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit).
- Navigate within familiar environments, such as home, neighborhood or school, under supervision.
- Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground).
- Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations.
- Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant).

### Kindergarten

- Identify and correctly use terms related to location, direction and distance including:
  - a. Up/down;
  - b. Over/under;
  - c. Here/there;
  - d. Front/back;
  - e. Behind/in front of.
- Recite home addresses.
- Make models and maps representing real places including the classroom.
- Distinguish between land and water on maps and globes.
- Demonstrate familiarity with the school's layout.
- Describe the immediate surrounding of home (e.g., streets, buildings, fields, woods or lakes).
- Identify key natural resources that are used in the student's daily life.

## IV. Economics Standard

### Prekindergarten

- Recognize that people have many wants within the context of family and classroom.
- Understand how sharing classroom materials will meet everyone’s wants (e.g., turn taking at the water table, distributing crayons equitably).
- Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home).
- Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking).

### Kindergarten

- Recognize that people have many wants.
- Explain how people make decisions in order to satisfy their wants.
- Identify goods and services

## V. Government Standard

### Prekindergarten

- Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play).
- Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter).
- Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys).
- Recognize the flag of the United States as a symbol of our government.
- Participate in creating and following classroom rules and routines.

### Kindergarten

- Identify authority figures in the home, school and community.
- Recognize symbols of the United States that represent its democracy and values, including:
  - a. The national flag;
  - b. The Pledge of Allegiance.
- Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community.

## VI. Citizenship Rights and Responsibilities Standard

### Prekindergarten

- Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising.
- Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking).
- Demonstrate increasing ability to make independent choices and follow-through on plans (e.g., putting toys away, moving from activity to activity).
- Demonstrate awareness of the outcomes of one's own choices (e.g., picking up toys helps create a safe environment).

### Kindergarten

- Participate and cooperate in classroom activities.
- Take personal responsibility to follow directions and rules.
- Demonstrate the ability to make choices and take responsibility for personal actions.
- Discuss the attributes and action of a good citizen with emphasis on:
  - a. Trust;
  - b. Respect;
  - c. Honesty;
  - d. Responsibility;
  - e. Fairness;
  - f. Compassion;
  - g. Self-control.

## VII. Social Studies Skills and Methods Standard

### Prekindergarten

- Gain information through participation in experiences with objects, media, books and engaging in conversations with peers.
- Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays).

### Kindergarten

- Listen for information.
- Sort objects or pictures according to appropriate criteria.
- Compare similarities and differences among objects or pictures.

## VII. Social Studies Skills and Methods Standard (continued)

### Prekindergarten

- Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art, media, music, movement, emergent writing).
- Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising. (*Citizenship Rights and Responsibilities Standard*)

### Kindergarten

- Communicate information.
- Work with others by sharing, taking turns and raising hand to speak.



*Guiding children in finding social acceptance is one of the most important parts of the early childhood teacher's job.*

– Dan Gartrell

# **Social Studies**

## *Standards, Benchmarks and Indicators*

**Prekindergarten – Grade 3**



## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

**NOTE:** The term, *prekindergarten*, refers to all early learning experiences before kindergarten (e.g., nursery school, preschool, family care, etc.).

The number in parenthesis ( ) corresponds to the numbered grade-level indicator found in section “Benchmarks and Indicators by Standard” of *Academic Content Standards: K-12 English Language Arts* document.

#### History Standard

##### Pre-K – 2 Benchmark

A. Use a calendar to determine the day, week, month and year.

##### Prekindergarten Indicators

- Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow). (1)
- Label days by function (e.g., school day, stay home day, swim day, field trip day). (2)

##### Kindergarten Indicators

- Recite the days of the week. (1)

##### Grade 1 Indicators

- Recite the months of the year. (1)

##### Grade 2 Indicators

- Measure calendar time by days, weeks, months and years. (1)
- List the days of the week and months of the year in order. (2)

# Correlation of Benchmarks and Indicators

## Prekindergarten — 2

### History Standard

#### Pre-K – 2 Benchmark

B. Place events in correct order on a timeline.

#### Prekindergarten Indicators

- Begin to use the language of time (e.g., day, night, yesterday, today, tomorrow). (1)
- Begin to use or respond to the language of time such as next, before, soon, after now and later as related to daily schedules and routines. (3)

#### Kindergarten Indicators

- Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow. (2)
- Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool). (2)

#### Grade 1 Indicators

- Place events from one's own life in chronological order. (2)
- Distinguish among past, present and future. (3)

#### Grade 2 Indicators

- Place a series of related events in chronological order on a timeline. (3)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### History Standard

#### Pre-K – 2 Benchmark

C. Compare daily life in the past and present demonstrating an understanding that while basic human needs remain the same, they are met in different ways in different times and places.

| Prekindergarten Indicators                                                                                                                                                                                                                                                              | Kindergarten Indicators                          | Grade 1 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grade 2 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Share episodes of personal history from birth to present, through personal memorabilia or connected to stories. (4)</li> <li>• Arrange sequences of personal and shared events through pictures, growth charts and other media. (5)</li> </ul> | <p>No indicators present for this benchmark.</p> | <ul style="list-style-type: none"> <li>• Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is know and what is unknown. (4)</li> <li>• Compare past and present, near and far, with emphasis on daily life including:                             <ul style="list-style-type: none"> <li>a. The roles of men, women and children</li> <li>b. The identification of basic human needs;</li> <li>c. Various ways people meet human needs. (5)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past. (4)</li> <li>• Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today. (5)</li> <li>• Identify and describe examples of how science and technology have changed the daily lives of people and compare:                             <ul style="list-style-type: none"> <li>a. Forms of communication from the past and present;</li> <li>b. Forms of transportation from the past and present. (6)</li> </ul> </li> </ul> |

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### History Standard

##### Pre-K – 2 Benchmark

D. Recognize that the actions of individuals make a difference, and relate the stories of people from diverse backgrounds who have contributed to the heritage of the United States.

##### Prekindergarten Indicators

- Share personal family stories and traditions (e.g., photo album put together by family members). (6)

##### Kindergarten Indicators

- Recognize state and federal holidays and explain their significance. (4)
- Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States. (5)

##### Grade 1 Indicators

- Relate stories of the heroism and the achievements of the people associated with state and federal holidays. (6)

##### Grade 2 Indicators

- Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:
  - a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.);
  - b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). (7)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### People in Societies Standard

#### Pre-K – 2 Benchmark

A. Identify practices and products of diverse cultures.

##### Prekindergarten Indicators

- Develop a sense of belonging to different groups (e.g., family, group of friends, preschool class, boys or girls). (1)

##### Kindergarten Indicators

- Identify ways individuals in the family, school and community are unique and ways that they are the same. (1)

##### Grade 1 Indicators

- Describe similarities and differences in the ways different cultures meet common human needs including:
  - a. Food;
  - b. Clothing;
  - c. Shelter;
  - d. Language;
  - e. Artistic expression. (1)

##### Grade 2 Indicators

- Describe the cultural practices and products of people on different continents. (1)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### People in Societies Standard

#### Pre-K – 2 Benchmark

B. Identify ways that different cultures within the United States and the world have shaped our national heritage.

##### Prekindergarten Indicators

- Demonstrate awareness of different cultures through exploration of family customs and traditions (e.g., exploration of music, food, games, language, dress). (2)

##### Kindergarten Indicators

- Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts. (2)

##### Grade 1 Indicators

- Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture. (2)
- Describe family and local community customs and traditions. (3)
- Describe life in other countries with emphasis on daily life, including roles of men, women and children. (4)

##### Grade 2 Indicators

- Describe ways in which language, stories, folktales, music and artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture. (2)
- Explain how contributions of different cultures within the United States have influenced our common national heritage. (3)
- Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States. (4)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Geography Standard

##### Pre-K – 2 Benchmark

A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

| Prekindergarten Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                          | Kindergarten Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Grade 1 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grade 2 Indicators                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, front, back, here, there). (1)</li> <li>• Demonstrate the ways that streets and buildings can be identified by symbols, such as letters, numbers or logos (e.g., street signs, addresses). (2)</li> <li>• Demonstrate how maps can be useful to finding places (e.g., streets, homes, places to visit). (3)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and correctly use terms related to location, direction and distance including:                             <ul style="list-style-type: none"> <li>a. Up/down;</li> <li>b. Over/under;</li> <li>c. Here/there;</li> <li>d. Front/back;</li> <li>e. Behind/in front of..(1)</li> </ul> </li> <li>• Recite home address. (2)</li> <li>• Make models and maps representing real places, including the classroom. (3)</li> <li>• Distinguish between land and water on maps and globes. (4)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and correctly use terms related to location, direction and distance including:                             <ul style="list-style-type: none"> <li>a. Left/right;</li> <li>b. Near/far. (1)</li> </ul> </li> <li>• Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood). (2)</li> <li>• Identify and use symbols to locate places of significance on maps and globes. (3)</li> <li>• Locate the local community, state and the United States on maps or globes. (4)</li> </ul> | <ul style="list-style-type: none"> <li>• Read and interpret a variety of maps. (1)</li> <li>• Construct a map that includes a map title and key that explains all symbols that are used. (2)</li> <li>• Name and locate the continents and oceans. (3)</li> </ul> |

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Geography Standard

#### Pre-K – 2 Benchmark

B. Identify physical and human features of places.

#### Prekindergarten Indicators

- Navigate within familiar environments, such as home, neighborhood or school, under supervision. (4)
- Describe and represent the inside and outside of familiar environments such as home and school (e.g., playground). (5)
- Recognize and name the immediate surroundings of home (e.g., homes, buildings, bridges, hills, woods, lakes) following supervised explorations. (6)

#### Kindergarten Indicators

- Demonstrate familiarity with the school's layout. (5)
- Describe the immediate surrounding of home (e.g., streets, buildings, fields, woods or lakes). (6)

#### Grade 1 Indicators

- Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community (5)
- Compare areas within the local community to identify similarities. (6)

#### Grade 2 Indicators

- Describe and locate landforms (plateaus, islands, hills, mountains, valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models. (4)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Geography Standard

#### Pre-K – 2 Benchmark

C. Explain how environmental processes influence human activity and ways humans depend on and adapt to the environment.

##### Prekindergarten Indicators

- Explore the ways we use natural resources found in our environment (e.g., water to drink, dirt to plant). (7)

##### Kindergarten Indicators

- Identify key natural resources that are used in the student’s daily life. (7)

##### Grade 1 Indicators

- Describe human adaptations to variations in the physical environment including:
  - a. Food;
  - b. Clothing;
  - c. Shelter;
  - d. Transportation;
  - e. Recreation. (7)

##### Grade 2 Indicators

- Compare how land is used in urban, suburban and rural environments. (5)
- Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development. (6)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Economics Standard

#### Pre-K – 2 Benchmark

A. Explain how the scarcity of resources requires people to make choices to satisfy their wants.

##### Prekindergarten Indicators

- Recognize that people have many wants within the context of family and classroom. (1)
- Understand how sharing classroom materials will meet everyone's wants (e.g., turn taking at the water table, distributing crayons equitably). (2)

##### Kindergarten Indicators

- Recognize that people have many wants. (1)
- Explain how people make decisions to satisfy their wants. (2)

##### Grade 1 Indicators

- Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices. (1)

##### Grade 2 Indicators

- Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel). (1)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Economics Standard

#### Pre-K – 2 Benchmark

B. Distinguish between goods and services and explain how people can be both buyers and sellers of goods and services.

| Prekindergarten Indicators                                                                                                                                                                                                                                                                                                                                                                                                    | Kindergarten Indicators                                                            | Grade 1 Indicators                                                                                                                                  | Grade 2 Indicators                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Demonstrate an understanding of the concepts of production, distribution and consumption through play (e.g., food from the farm, to the grocery store) and concrete experiences (e.g., food purchased from the store and cooked at home). (3)</li> <li>Obtain things they want (e.g., goods and services) in socially acceptable ways (e.g., verbalizing, turn taking). (4)</li> </ul> | <ul style="list-style-type: none"> <li>Identify goods and services. (3)</li> </ul> | <ul style="list-style-type: none"> <li>Describe the ways people produce, consume and exchange goods and services in their community. (2)</li> </ul> | <ul style="list-style-type: none"> <li>Explain how people are both buyers and sellers of goods and services. (2)</li> <li>Recognize that most people work in jobs in which they produce a few special goods or services. (3)</li> <li>Explain why people in different parts of the world earn a living in a variety of ways. (4)</li> </ul> |

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Economics Standard

#### Pre-K – 2 Benchmark

C. Explain ways that people may obtain goods and services.

#### Prekindergarten Indicators

No indicators present for this benchmark.

#### Kindergarten Indicators

No indicators present for this benchmark.

#### Grade 1 Indicators

- Explain ways that people may obtain goods and services that they do not produce including the use of money and barter. (3)

#### Grade 2 Indicators

- Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money. (5)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Government Standard

#### Pre-K – 2 Benchmark

A. Identify elected leaders and authority figures in the home, school and community and explain reasons for having persons in authority.

| Prekindergarten Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Kindergarten Indicators                                                                                               | Grade 1 Indicators                                                                                                                                                                                                              | Grade 2 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Interact with and respond to guidance and assistance in socially accepted ways from familiar adults at school and home (e.g., responds to redirection, invites others to play). (1)</li> <li>• Interact with familiar and appropriate adults for assistance, when needed (e.g., family member, teacher, police, firefighter). (2)</li> <li>• Demonstrate an understanding of the specific roles and responsibilities within a group (e.g., picking up own toys). (3)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify authority figures in the home, school and community. (1)</li> </ul> | <ul style="list-style-type: none"> <li>• Recognize the role of authority figures in providing for the safety and security of individuals. (1)</li> <li>• Explain how voting can be used to make group decisions. (2)</li> </ul> | <ul style="list-style-type: none"> <li>• Identify leaders such as mayor, governor and president, and explain that they are elected by the people. (1)</li> <li>• Explain how a system of government provides order to a group such as a school or community and why government is necessary including:                         <ul style="list-style-type: none"> <li>a. Making and enforcing laws;</li> <li>b. Providing leadership;</li> <li>c. Providing services;</li> <li>d. Resolving disputes. (2)</li> </ul> </li> </ul> |

# Correlation of Benchmarks and Indicators

## Prekindergarten — 2

### Government Standard

#### Pre-K – 2 Benchmark

B. Recognize and explain the importance of symbols and landmarks of the United States.

#### Prekindergarten Indicators

- Recognize the flag of the United States as a symbol of our government. (4)

#### Kindergarten Indicators

- Recognize symbols of the United States that represent its democracy and values including:
  - a. The national flag;
  - b. The Pledge of Allegiance. (2)

#### Grade 1 Indicators

- Recognize symbols of the United States that represent its democracy and values including:
  - a. The bald eagle;
  - b. The White House;
  - c. The Statue of Liberty;
  - d. The national anthem. (3)

#### Grade 2 Indicators

- Explain the importance of landmarks in the United States and the ideals that they represent including:
  - a. The Washington Monument;
  - b. The Jefferson Memorial;
  - c. The Lincoln Memorial. (3)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Government Standard

#### Pre-K – 2 Benchmark

C. Explain the purposes of rules in different settings and the results of adherence to, or violation of, the rules.

#### Prekindergarten Indicators

- Participate in creating and following classroom rules and routines. (5)

#### Kindergarten Indicators

- Identify purposes for having rules and ways that they provide order, security and safety in the home, school and community. (3)

#### Grade 1 Indicators

- Recognize the need for rules in different settings and the need for fairness in such rules. (4)
- Discuss the consequences of violating rules. (5)

#### Grade 2 Indicators

- Explain the purpose of rules in the workplace. (4)
- Predict the consequences of following rules or violating rules in different settings. (5)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Citizenship Rights and Responsibilities Standard

##### Pre-K – 2 Benchmark

A. Describe the results of cooperation in group settings and demonstrate the necessary skills.

##### Prekindergarten Indicators

- Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising. (1)
- Engage in problem-solving behavior with diminishing support from adults (e.g., negotiating roles in play, turn taking). (2)

##### Kindergarten Indicators

- Participate and cooperate in classroom activities. (1)

##### Grade 1 Indicators

- Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated. (1)

##### Grade 2 Indicators

- Demonstrate skills and explain the benefits of cooperation when working in group settings;
  - a. Manage conflict peacefully;
  - b. Display courtesy;
  - c. Respect others. (1)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Citizenship Rights and Responsibilities Standard

#### Pre-K – 2 Benchmark

B. Demonstrate personal accountability, including making choices and taking responsibility for personal actions.

| Prekindergarten Indicators                                                                                                                                                                                                                                                                                                                     | Kindergarten Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Grade 1 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Grade 2 Indicators                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Demonstrate increasing ability to make independent choices and follow through on plans (e.g., putting toys away, moving from activity to activity). (3)</li> <li>• Demonstrate awareness of the outcomes of one’s own choices (e.g., picking up toys helps create a safe environment). (4)</li> </ul> | <ul style="list-style-type: none"> <li>• Take personal responsibility to follow directions and rules. (2)</li> <li>• Demonstrate the ability to make choices and take responsibility for personal actions. (3)</li> <li>• Discuss the attributes and actions of a good citizen with emphasis on:                             <ul style="list-style-type: none"> <li>a. Trust;</li> <li>b. Respect;</li> <li>c. Honesty;</li> <li>d. Responsibility;</li> <li>e. Fairness;</li> <li>f. Compassion;</li> <li>g. Self-control. (4)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate self-direction in school tasks. (2)</li> <li>• Demonstrate accountability for actions. (3)</li> <li>• Demonstrate pride in personal accomplishments. (4)</li> <li>• Demonstrate citizenship traits including:                             <ul style="list-style-type: none"> <li>a. Trustworthiness;</li> <li>b. Fairness;</li> <li>c. Self-control;</li> <li>d. Respect for those in authority. (5)</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground). (2)</li> <li>• Demonstrate citizenship traits including:                             <ul style="list-style-type: none"> <li>a. Honesty;</li> <li>b. Self-assurance;</li> <li>c. Respect for the rights of others;</li> <li>d. Persistence;</li> <li>e. Patriotism. (3)</li> </ul> </li> </ul> |

# Correlation of Benchmarks and Indicators

## Prekindergarten — 2

### Social Studies Skills and Methods Standard

#### Pre-K – 2 Benchmark

A. Obtain information from oral, visual, print and electronic sources.

#### Prekindergarten Indicators

- Gain information through participation in experiences with objects, media, books and engaging in conversations with peers. (1)

#### Kindergarten Indicators

- Listen for information.

#### Grade 1 Indicators

- Obtain information about a topic using a variety of oral and visual sources. (1)

#### Grade 2 Indicators

- Obtain information from oral, visual and print sources. (1)
- Identify sources used to gather information:
  - a. People;
  - b. Printed materials;
  - c. Electronic sources. (2)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Social Studies Skills and Methods Standard

#### Pre-K – 2 Benchmark

B. Predict outcomes based on factual information.

| Prekindergarten Indicators                                                                                                                                    | Kindergarten Indicators                                                                                                                                                                            | Grade 1 Indicators                                                                                                                                                                                                 | Grade 2 Indicators                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Begin to make predictions (e.g., guess whether other countries around the world celebrate birthdays). (2)</li> </ul> | <ul style="list-style-type: none"> <li>• Sort objects or pictures according to appropriate criteria. (2)</li> <li>• Compare similarities and differences among objects or pictures. (3)</li> </ul> | <ul style="list-style-type: none"> <li>• Sequence information. (2)</li> <li>• Determine categories for sorting information. (3)</li> <li>• Identify main ideas from oral, visual and print sources. (4)</li> </ul> | <ul style="list-style-type: none"> <li>• Predict the next event in a sequence. (3)</li> <li>• Distinguish the difference between fact and fiction in oral, visual and print materials. (4)</li> </ul> |

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Social Studies Skills and Methods Standard

##### Pre-K – 2 Benchmark

C. Communicate information orally, visually or in writing.

##### Prekindergarten Indicators

- Represent ideas through multiple forms of language and expression (e.g., drawing, dramatic play, conversation, art media, music, movement, emergent writing). (3)

##### Kindergarten Indicators

- Communicate information. (4)

##### Grade 1 Indicators

- Communicate information orally or visually. (5)

##### Grade 2 Indicators

- Communicate information in writing. (5)

## Correlation of Benchmarks and Indicators

### Prekindergarten — 2

#### Social Studies Skills and Methods Standard

#### Pre-K – 2 Benchmark

D. Identify a problem and work in groups to solve it.

##### Prekindergarten Indicators

- Demonstrate cooperative behaviors, such as helping, turn taking, sharing, comforting and compromising. (1-Citizenship Rights and Responsibilities Standard

##### Kindergarten Indicators

- Work with others by sharing, taking turns and raising hand to speak. (5)

##### Grade 1 Indicators

- Display courtesy and respect for others in group settings including:
  - a. Staying on the topic;
  - b. Focusing attention on the speaker. (6)

##### Grade 2 Indicators

- Use problem-solving/ decision-making skills to identify a problem and gather information while working independently and in groups. (6)

# Social Studies

## *Instructional Commentary*





## Social Studies in the Early Years



When parents and teachers are asked to list those dispositions and skills they hope their children acquire that might ensure success in later life, that list might include respect, integrity, tolerance, empathy, problem-solving and good communication skills and the capacity to love...rarely does the list include highly academic content or skills. Yet these social competencies are largely absent in social studies curriculum and instruction.

According to Willard Hartup (1991), "...the single best childhood predictor of adult adaptation is not IQ, not school grades, and not classroom behavior but rather the adequacy with which the child gets along with other children."

Very young children have feelings and express their feelings. However, young children are not born with the skills necessary to identify or to control those feelings. Likewise, human beings are social by nature and exist in relationship with others; yet, humans are not born with the requisite skills to naturally function in social settings.

Therefore, social studies curriculum in the very early years must focus not only on the content areas identified in the Early Learning Content Standards, but must also include opportunities for the development of those social-emotional skills necessary to form friendships, to build relationships, to thrive in community and to succeed in a social world. These social social-emotional skills include:

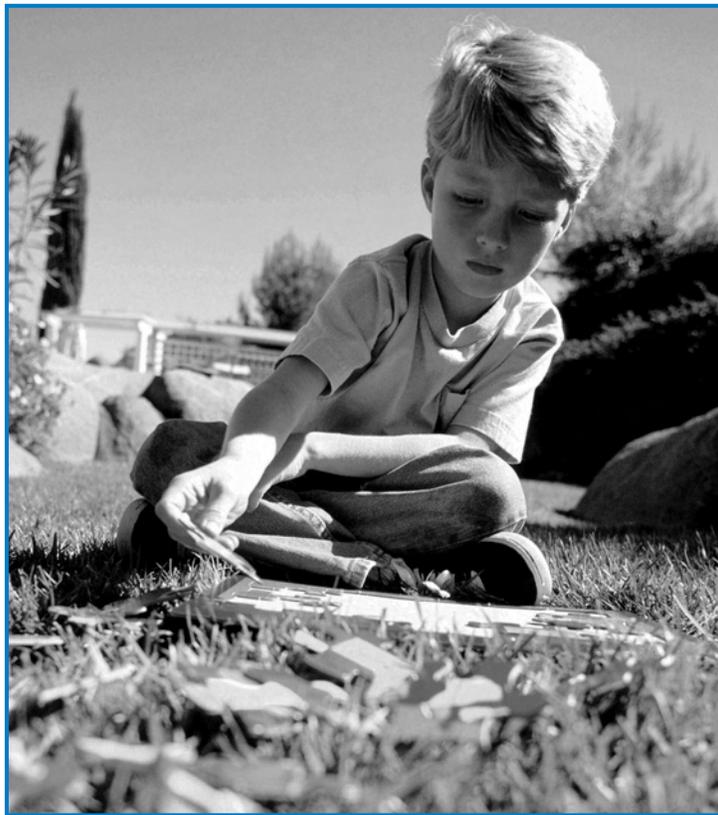
- **Perspective-taking:** The ability to take the role or position of another person and take more than one perspective at a time.
- **Empathy:** The ability to feel the same feeling and respond to the feelings of another person.
- **Social problem-solving:** The ability to generate and implement a number of possible solutions for social problems, to negotiate and to compromise.

Additionally, language development and the ability to engage in reciprocal conversations play a major role in children's ability to engage in social processes.

What does this mean to early childhood teachers and educators? It is important that teachers and caregivers recognize the importance of social learning and provide experiences in the curriculum for children to practice their emerging social skills. Teachers must be aware of the levels of the children's social competence and provide opportunities to foster the development of social skills and extend social learning. The development of social competency cannot be left to chance. Very young children in group settings must have intentionally-designed experiences to develop those pro-social skills necessary for success in school and life.

Social studies is the study of how people live, work, get along with others, solve problems, shape and are shaped by their surroundings. For young children, the family, school, neighborhood and community are content-rich workshops, inviting exploration and inquiry into the study of social units. These social study contexts invite children to locate, acquire, organize and generate information through field trips and first-hand experiences. The content of social studies also is a familiar theme in many books and poems for young children.

In preschool, simple board games help children understand rules of participation (citizenship); the challenge of riding around a tricycle path teaches and supports mapping (geography) concepts and skills. Children learn about time (history) from the daily predictable routines established – a story before rest time, circle time after interest area and outdoor play after lunch. When the dramatic play area is set up as a grocery store, children can explore the concepts of jobs and the buying and selling of goods – this is economics in preschool. Everyday experiences pertinent to children’s interactions with others and their communities serve as the foundation for learning social studies.



*The criterion of social competence does not require that all children be social butterflies. It is not a source of concern if a child chooses to work or play alone, as long as he or she is capable of interacting productively and successfully with another when social interaction is desired, appropriate or necessary.*

– Lilian Katz and Sylvia Chard, 1990



## Planning for Instruction

The vignette and activity presented in this section show examples of classroom implementation of Ohio’s Early Learning Content Standards for Social Studies within the context of daily routines, activities and children’s play. They illustrate how two teachers designed learning experiences to help children develop the knowledge and abilities identified in the standards, benchmarks and indicators. These examples can serve as starting points for discussion about instructional planning and implementation of the standards. In successful early childhood classrooms, the curriculum will be mapped to the standards and each experience will address many indicators identified across the standards in social studies and other content areas, thus integrating learning opportunities for children.

Benchmarks in each standard provide the goals for what students should know and be able to do by the time they reach the end of a grade-level band. While engaging children in these social studies experiences, the early childhood teacher uses the prekindergarten indicators as checkpoints for the specific knowledge and skills young children can demonstrate as a result of their learning experiences and intentional teaching. Early childhood educators should review the benchmarks for social studies to determine what children should be able to do by the end of their second-grade year, drawing further appreciation of their role in the continuum of children’s education.

The following sequence of experiences serves as an example and needs to be modified to follow children’s interests and serve individual educational needs. The context for the experiences begins during large or small group time while the children and teacher are engaged in reading a story together. The primary focus of the experience is on indicators found within the geography standard. However, as the teacher strives to extend children’s learning, he or she supports other standards and indicators in this planned experience.



## Which Way Do I Go?

**Standard:** Geography

**Pre-K-2 Benchmark:** A. Identify the location of the state of Ohio, the United States, the continents and oceans on maps, globes and other geographic representations.

**Indicator:** 1. Demonstrate and use terms related to location, direction and distance (e.g., up, down, over, under, here, there).

### Purpose of activity:

The following activity is designed to provide opportunities for children to explore, talk about and demonstrate their understanding of positional words such as up, down, over and under within the context of daily activities and play.

### Materials needed:

- Children's literature;
- Record player, CD or tape player;
- Variety of items for creating obstacle course;
- Variety of items for Seek and Find activity;
- Small beanbags;
- Variety of writing and art materials.

### Procedure:

- During large group or with a small group of children, introduce position words with the children sharing a story or book in which a number of concepts are used and illustrated (e.g., *We're Going on a Bear Hunt*, *Rosie's Walk*)
- As the book is shared, invite children to talk about direction and location words such as up, down, over, under, between, in front of, behind, next to, etc. Build upon and extend vocabulary of the children.
- Revisit the text by asking the children to act out or dramatize the position words and phrases using their bodies and/or props such as beanbag, block, etc. As individual children or partners jointly provide demonstrations, invite others to guess or describe their peer's actions
- Provide opportunities for children to reinforce and extend understanding and use of position words through materials and experiences offered throughout the day in interest areas. The following provide some examples:
  - ✓ Art – provide a variety of materials (markers, paper, magazines, etc.) for children to draw, paint and cut out pictures that illustrate targeted location and direction words.
  - ✓ Books – provide a variety of informational picture books illustrating position words for child exploration in the book area and other areas of learning setting (e.g., blocks, sand/water, science/discovery).
  - ✓ Motor/Music – play songs inviting children to follow directions that use directional/location words.
  - ✓ Dramatic Play – join children during play to talk about their actions

and play routines (e.g., the placement of dishes while setting the table, dressing and undressing of stuffed animals or dolls).

- ✓ Sand/Water Table – provide a variety of containers and tools for pouring, digging and talking about actions.
- During transition times, ask children to use targeted direction/position words as they cooperate and participate in putting toys and materials in designated areas of the learning environment (e.g., toys on shelves, crayons in containers).
- Create or use a map of the classroom or place of interest (e.g., amusement park map that shows pathways and uses pictures to illustrate attractions of interest and necessity). Talk about where material/places are located, encouraging the use of location, direction or position words.
- Set up an obstacle course in or outside the learning setting. Use items such as hula hoops, chair, table, slide, long board(s) placed on floor or large cardboard box to create the course.
  - ✓ Using chart paper, write directions on how children are to move through the course. Use words and pictures/drawings to illustrate the directions for words like *up*, *down*, *over*, *under*, *into*, *here*, *there*. For example:
    - ◆ Go *over* the bridge.
    - ◆ Crawl *under* the table.
    - ◆ Toss a ball *into* the box.
    - ◆ Go *down* the slide.
    - ◆ Put a beanbag *here* (inside a hoop).
  - ✓ Revisit the experience by asking the children to offer additional ideas for ways to move through the course. Through a shared writing experience, document their ideas for new directions. Ask children to draw or paint pictures to illustrate each direction of the new course. Place pictures on the chart to provide visual supports.
  - ✓ Provide time for children to explore their newly designed obstacle course.
- Engage small groups of children in a “find and seek” game.
  - ✓ Strategically hide items or objects within the room (e.g., toy turkeys around Thanksgiving).
  - ✓ With a partner, ask children to search for an item hidden in multiple locations of the learning setting. Provide children with clipboards and writing tools. Children might enjoy wearing special glasses/goggles and a pointer to assist in the search.
  - ✓ As children find the items, ask them to talk with their partners about where the item was found. To document how many of the items were found, use tally marks on paper attached to clipboards.
  - ✓ Following the hunt, ask the children to revisit the experience. Conduct a shared writing experience to capture the many locations where specific children found the items. Record their responses, listing the

locations and the names of the children who made the discovery. For example:

- ◆ Jason and Samantha found the turkey under a box;
- ◆ Elizabeth and Christin found the turkey behind the wastebasket;
- ◆ The turkey was found...
  - Inside a box;
  - Behind the wastebasket;
  - Under a table;
  - Between two books;
  - On the shelf.

**Extensions:**

- Take pictures of the items in their locations before the scavenger hunt. The photos can be used to create a wordless picture book for children to revisit and talk about the places where items were found.
- Have children play outdoor games that enhance positional concepts (e.g., hide and seek). Encourage children to use the language of position, direction or location words to describe where peers are found hiding.
- Have children use music activities to enhance these attributes. During large group time, with music playing in the background, invite the children to play *Simon Says*. Provide each child a small beanbag. As children listen and follow directions given the leader, ask the children to place the beanbags where instructed. Allow time for children to take turns being the leader – giving directions for peers to follow. Engage children in following directions such as those found below:
  - Place you beanbag over your head.
  - Place your beanbag down under your knees.
  - Put your beanbag on your arm.
  - Put your beanbag between your feet.
- Create a class book of position words. On each page of the book, children can draw or cut out pictures illustrating a targeted concept. Place the completed class book in an area for children to “read” and share with peers.

**Note:** As a result of this experience, the following standards and indicators are also addressed.

*Teachers help a child learn productive behaviors only when they, in firm and friendly ways, guide the child toward finding social acceptance.*

– Rudolf Dreikurs

## Content Area: English Language Arts

**Standard:** Acquisition of Vocabulary

**Indicator:** 4. Understand the meaning of new words from context of conversations, the use of pictures that accompany text of the use of concrete objects.

**Standard:** Reading Process

**Indicator:** 4. Visualize and represent understanding of text through a variety of media and play.

**Standard:** Reading Applications: Literary Text

**Indicator:** 2. Retell or re-enact events from a story through a variety of media and play events (e.g., dramatize a favorite story).

**Standard:** Reading Applications: Informational, Technical and Persuasive Text

**Indicator:** 1. Use pictures and illustrations to aid comprehension (e.g., talk about picture when sharing a story in a book).

**Standard:** Writing Process

**Indicator:** 1. Generate ideas for a story or shared writing with assistance.

**Standard:** Communication

**Indicator:** 3. Follow simple oral directions.

## Content Area: Mathematics

**Standard:** Number, Number Sense and Operations

**Indicator:** 8. Represent quantity using invented forms (e.g., child's marks to represent a quantity of objects).

**Standard:** Geometry and Spatial Sense

**Indicator:** 5. Demonstrate and begin to use the language of the relative position of objects in the environment and play situations (e.g., up, down, over, under, top, bottom, inside, outside, in front, behind, between, next to, right side up and upside down).

Opportunities to emphasize and support social learning are abundant in early childhood settings. In the following vignette, a preschool teacher uses information obtained through informal observation and an instructional opportunity to support children's social development and learning while, at the same time, addressing the participation indicators found in Ohio's early learning content standards for social studies.

*Sierra, a four-year-old, has just enrolled in Ms. Laura's preschool class. Because of her parents' work schedule, Sierra arrives later in the morning – most often after the morning meeting, when the children already have selected play areas and formed their play groups. This particular morning, upon arrival, Sierra moves to the table where Angie and Jacob are engaged in conversation while modeling with modeling dough. Obviously, Sierra would like to play. Ms. Laura, recognizing that Sierra will need some coaching to support this interaction, says, "Angie, can you look at Sierra and ask her what she wants?"*

*"What do you want, Sierra?" asks Angie.*

*Ms. Laura coaches Sierra, "Tell Angie you want to play with the modeling dough."*

*Sierra responds, "I want to play dough."*

*Ms. Laura then coaches Angie to respond to Sierra: "Angie, can you say to Sierra 'Okay, we can play together,' and give her some modeling dough?"*

*Angie responds, offers Sierra some modeling dough, and instructs Jacob to move his chair over to make room for Sierra. The children accept Sierra as a play partner and all have a successful play experience.*

*Play deepens a child's sense of serenity and joy.*

– Alice Sterling Honig

The preceding vignette offers an example of one early childhood teacher's awareness of children's levels of social competence, and her intentional intervention and instruction supporting social development and learning during spontaneous play. Play situations offer skilled teachers opportunities to coach, to model social skills as a play participant, to help children assign play roles and other tasks, and to pair children strategically for interactions (for example, an isolated child with a more sociable child). These strategies support children's social learning embedded within the social studies indicators around perspective-taking, empathy, problem solving and conflict resolution.

The preceding activity and vignette are just two examples of early childhood educators' plans for and implementation of standards-based teaching and learning. The early learning content standards serve to drive and inform curriculum, instruction and appropriate learning environments – the context for planning and implementing developmentally appropriate and effective teaching practices to support the development of *all* young children in the area of social studies.

The *Guidance for Early Learning Content Standards Implementation* is an essential companion tool for educators of young children ages 3 to 5. This document provides assistance to early childhood educators in the design and implementation of meaningful curricula-intentional early learning experiences and practices aligned to standards-based indicators. The list of strategies and ideas to support young learners serves as a starting point for thoughtful curriculum design and teaching practices. Access this document online at <http://www.ode.state.oh.us>, keyword search: *guidance early learning*, or contact the Documents Resource Center of the Ohio Department of Education at (614) 728-3471 or toll-free at (877) 644-6338.

*Children who are allowed to make their own choices  
grow to see themselves as independent persons who  
can influence the environment in which they live.  
They learn to see themselves as persons of worth.*

– Wasserman, 1990

# Social Studies

## *Glossary*





**consumer** – A person whose wants are satisfied by using goods and services.

**consumption** – The purchase and/or use of goods and services.

**country** – The entire land area of a nation or state.

**culture** – Learned behavior of a group of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines.

**custom** – Social conventions carried on by tradition.

**demand** – The quantities of a good or service that consumers are willing and able to buy at various prices during a given time period.

**democracy** – A system of government in which political control is exercised by all the people either directly or through their elected representatives.

**goods** – Objects that are capable of satisfying people’s wants.

**human characteristic/feature** – An aspect of a place or a quality of the Earth’s surface constructed by people, including cities, parks, buildings and roads.

**human resource** – A productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services.

**landform** – A natural feature of a land surface.

**location** – The position of a point on the Earth’s surface expressed by means of a grid or in relation to the position of other places.

**map element** – One of the components usually found on a map (e.g., direction indicator, key, scale).

**market** – The interaction of buyers and sellers exchanging goods or services.

**natural** – Existing in or produced by nature.

**natural resource** – A productive resource supplied by nature (e.g., ores, trees, arable land).

**natural rights** – A belief that individuals are naturally endowed with basic human rights that cannot be taken away or given up.

**natural world** – Refers to all of the living components (animals and plants) in the world.

**nonrenewable resource** – A finite natural resource that cannot be replaced once it is used (e.g., petroleum, minerals).

**observe** – To watch carefully, especially with attention to details or behavior, for the purpose of arriving at a judgment.

**patterns** – Designs that repeat themselves, including patterns of sounds and physical movements (e.g., clap, stomp, clap, stomp...); patterns in the environment (e.g., day follows night, repeated phrases in storybooks, pattern in carpeting or clothing); patterns in numbers or symbols (e.g., 1-2-3, 1-2-3...or aabccd, aabccd...).

**physical map** – A portrayal on a flat surface of the physical features of the Earth (e.g., landforms, elevations).

**physical world** – Refers to all of the nonliving components in the world (e.g., air, water, sun, light, rocks, soil and other formations and materials).

- pictograph** – A diagram or graph using pictured objects to convey ideas or information.
- place** – A location having distinctive characteristics that give it meaning and character and distinguish it from other locations.
- position or directional word** – A word that describes position or place (e.g., *up, down, left, right, over, under*).
- predict** – Use of prior knowledge to guess what an outcome will be.
- prejudice** – An adverse opinion or judgment formed beforehand or without full knowledge or complete examination of the facts; a preconceived idea or preference.
- problem solving** – The process of identifying a problem or a goal, generating ideas to solve the problem or reach the goal, and testing and analyzing solutions.
- producer** – A person who makes goods and services.
- product** – Something produced by human or mechanical effort or by a natural process.
- production** – The act of combining natural resources, human resources, capital goods and entrepreneurship to make goods and services.
- recycle** – To process to regain material for human use; the salvage and reprocessing of used materials (such as paper, metals, glass and cloth).
- region** – An area with one or more common characteristics or features, which give it a measure of homogeneity and make it different from surrounding areas.
- renewable resource** – A natural resource that can be regenerated if used carefully (e.g., fish, timber).
- responsibilities** – The conditions or tasks for which a person is accountable or answerable.
- rights** – Just claims that belong to a person by law, nature or traditions.
- sequencing** – The arrangement in which objects or events follow in a logical order or a recurrent pattern; a following of one event after another in time.
- scale** – The relationship or ratio between a linear measurement on a map and the corresponding distance on the Earth's surface.
- scarcity** – The lack of sufficient resources to produce all the goods and services that people desire.
- supply** – The quantities of a good or service that producers are willing and able to provide at various prices during a given time period.
- want** – A psychological or physical desire that can be fulfilled through the consumption of goods and services.



*Creativity cannot be imposed but must come from the child.*

– Viktor Lowenfeld and W. Lambert Brittain, 1997



# Social Studies

## *Resources*





These resources can be used to aid in understanding content standards and to begin implementing standards-based instruction and assessment. The Instructional Management System (IMS) developed by the Ohio Department of Education provides opportunities to explore best practices, research-based instruction and effective lessons and strategies for all children and students. Access this resource online at <http://www.ode.state.oh.us>, keyword search: *Ohio's Instructional Management System*.

## Instructional Resources

Resources listed in this section provide information for educators seeking practical and creative ways to implement the standards-based instruction.

### Instructional Resources on the Internet

- **Ohio Resource Center** – The Ohio Resource Center for Mathematics, Science and Reading (ORC) provides links to peer-reviewed instructional resources that have been identified by a panel of Ohio educators as exemplifying best or promising practice. Available resources also include content and professional resources as well as assessment and general education resources that will support the work of prekindergarten through grade 12 teachers and higher education faculty members. The resources are correlated with Ohio's academic content standards and with applicable national content standards. <http://www.ohiorc.org>
- **Resources for Early Childhood** – The REC Web site seeks to support Ohio's early childhood teachers, parents, teachers of early childhood teachers, and children by providing peer-reviewed web-based resources to assist with instructional planning, professional learning, and the implementation of the Ohio Early Learning Content Standards for mathematics, science, English language arts, and social studies. The REC is a dynamic website with a rotation of new book recommendations, parent connections, and classroom resources featured on the home page. Best-practice articles are published each month to support educators and enrich their teaching. Documentation of interdisciplinary projects that have been integrated into the programs of many Ohio preschool and children's centers are also featured on the Web site. <http://www.rec.ohiorc.org>
- **Teaching Tolerance** – Based on a Web project of the Southern Poverty Law Center, this site provides information and educational resources for supporting teachers in promoting an appreciation for diversity. <http://www.tolerance.org/teach>

### Instructional Publications

- Gartrell, D. (2003). *The power of guidance: Teaching social-emotional skills in early childhood classrooms*. Washington, DC: NAEYC.
- Jones, G. W., Moomaw, S. (2002). *Lessons from Turtle Island: Native curriculum in early childhood classrooms*. St. Paul, MN: Redleaf Press.
- Ohio Department of Education, Office of Early Learning and School Readiness. (2005). *Guidance for Early Learning Content Standards Implementation*. Columbus, Ohio: Ohio Department of Education.

- Pelo, A., & Davidson, F. (2000). *That's not fair! A teachers' guide to activism with young children*.
- Polland, B. K. (2000). *We can work it out: Conflict resolution for children*.
- Seefeldt, C., & Galper, C. (2000). *Active experiences for active children: Social studies*. Columbus, OH: Merrill Prentice Hall.

## Professional Resources

Resources listed in this section provide access to professional organizations and public institutions, to afford educators opportunities to stay informed within their fields.

### Professional Organizations

- **National Association for the Education of Young Children (NAEYC)** – NAEYC exists for the purpose of “leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early conferences and forums that provide professional development and resources that address early science and other relevant issues.”  
<http://www.naeyc.org>
- **Ohio Department of Education**, Office of Early Learning and School Readiness. <http://www.ode.state.oh.us>, search keywords: *early learning*.
- **U. S. Department of Education**, <http://www.ed.gov>

## Research Resources

Resources listed in this section provide theory, skills and strategies to build knowledge and understanding of standards and other related topics.

### Research Publications

- Copple, Carol. (2003). *A world of difference: Readings on teaching young children in a diverse society*. Washington, DC: NAEYC.
- Derman-Sparks, L. (1989). *Anti-bias curriculum: Tools for empowering young children*. Washington, DC: NAEYC.
- Hartup, W. (1991). “*Having friends, making friends, and keeping friends: Relationships as educational contexts.*” In *Early Report*. Minneapolis, MN: Center for Early Education and Development.
- Katz, L.G. & McClellan, D.E. (1997). *Fostering children's social competence: The teacher's role*. Washington, DC: NAEYC.
- Levin, Diane. (1994). *Teaching young children in violent times: Building a peaceable classroom*. Washington, DC: NAEYC.

- McAfee, O. & Leong, D. (1997). *Assessing and guiding young children's development and learning*. Needham Heights, MA: Allyn & Bacon.
- York, Stacey. (2003). *Roots & wings: Affirming culture in early childhood programs*. St. Paul, MN: Redleaf Press.

## Children's Picture Books

The children's literature titles listed below are examples of useful picture books for supporting young learners' social competencies and understanding of social studies content.

- *A is for Africa* by I. Onyefulu
- *Amazing Grace* by M. Hoffman & C. Binch
- *And Tango Makes Three* by J. Richardson & P. Parnell
- *And to Think That We Thought That We'd Never Be Friends* by Mary Hoberman
- *Apples, Apples, Apples* by Nancy E. Wallace
- *Asha's Mums* by R. Elwin
- *At the Crossroads* by R. Isadora
- *Being Friends* by Karen Beaumont
- *Between Earth and Sky: Legends of Native American Sacred Places* by Joseph Bruchac
- *Black Like Kyra, White Like Me* by J. Vigna
- *Can You See What I See?* By Walter Wick
- *Cat Up a Tree* by John & Ann Hassett
- *Coming on Home Soon* by J. Woodson
- *Daddy Makes the Best Spaghetti* by Anna Hines
- *David's Drawings* by Cathryn Falwell
- *The Day Gogo Went to Vote* by E.B. Sisulu
- *Don't Say Ain't* by I. Small
- *A Family that Fights* by S. Bernstein & K. Ritz
- *Fly Away Home* by Eve Bunting
- *Frederick* by Leo Lionni
- *Going North* by J. Harrington
- *Growing Colors* by Bruce McMillian
- *Guess Where You're Going, Guess What You'll Do* by A.F. Bauman
- *Harry's Home* by Catherine & Laurence Anholt
- *Heather Has Two Mommies* by L. Newman
- *Homeless* by B. Wolf

- *Hotel Boy* by C. Kaufman
- *The House on Maple Street* by B. Pryor
- *Houses Around the World* by Judy Nayer
- *I Go with My Family to Grandma's* by Riki Levenson
- *I Know a Lady* by Charolotte Zolotow
- *I Love My Momma* by Peter Kavanaugh
- *I Love Saturdays y Domingos* by A. Ada
- *I Speak English Like My Mom* by M. Stanek & J. Friedman
- *I'm Growing* by Alike
- *Is Your Family Like Mine?* By L. Abramchik & B. Cavallo
- *Jon O: A Special Boy* by I. Smalls
- *The Legend of the Bluebonnet* by Tomi DePaola
- *Mama Zooms* by J. Cowen-Fletcher
- *Miss Tizzy* by Libba Moore Gray
- *The Missing Mitten Mystery* by Steven Kellog
- *Night in the County* by Cynthia Rylant
- *Night on Neighborhood Street* by E. Greenfield
- *Nobody Owns the Sky* by R. Lindbergh
- *Oliver's House* by Lisa Bruce
- *One Afternoon* by Yumi Heo
- *One April Morning: Children Remember the Oklahoma City Bombing* by N. Lamb & R. Cooper
- *One, Two, Guess Who?* by Colin-Jackie Hawkins
- *Our Granny* by Margaret Park Bridges
- *Peace Crane* by S. Hamanaka
- *The People Shall Continue* by Simon Ortiz
- *Powwow* by George Ancona
- *Rain* by Peter Spier
- *The Relatives Came* by Cynthia Rylant
- *The Saturday Escape* by Daniel Mahoney
- *See the Ocean* by E. Condra
- *Skin Again* by B. Hooks
- *Snow Dance* by Lezlie Evans
- *Something Beautiful* by Sharon Dennis Wyeth
- *Songs of Night* by Katherine Riley Nakamura
- *A Special Something* by Jan Fearnley
- *The Story of Jumping Mouse* by John Septoe

- *The Surprise Garden* by Zoe Hall
- *Tell Me a Story Mama* by Angela Johnson
- *Tell Me What It's Like to be Big* by Joyce Dunbar
- *Tight Times* by J. Woodson
- *Tortilla and Lullabies* by Lynn Reiser
- *Up, Up, Down, Down* by Robert Munsch
- *Under the Quilt of Night* by D. Hopkinson
- *We Keep a Store* by Anne Shelby
- *What if Everybody Did That?* by Ellen Javernick
- *When Daddy Took Us Camping* by Julie Brillhart
- *Where are You, Little Zack* by Judith Enderle & Stephanie Tessler
- *We're Going on a Lion Hunt* by Davis Axtel
- *Why Spider Spins Tales* by J. Palazzo-Craig
- *Why the Sky is Far Away: A Nigerian Folktale* by M.J. Gerson
- *Willie's Not the Hugging Kind* by J. Barrett
- *A Year in the City* by Kathy Henderson
- *A Year in the Country* by Douglas Florian
- *Yo Yes* by Chris Raschka







all children are  
born ready  
to learn



relationships  
are  
influential



communication  
is  
critical



environments  
matter



## Office of Early Learning and School Readiness

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