



History (H)	Standard	Core Concepts and Examples	Terms and Historic References
SS.PK.H.1	Distinguishes between past, present, and future.	<ul style="list-style-type: none">Comparing event of past, present, future (Yesterday, today, tomorrow)	<ul style="list-style-type: none">PastPresentFuture
SS.PK.H.2	Recall information from the immediate past and relates new experiences to these past experience.	<ul style="list-style-type: none">Recall/Retells informationRelates to new experiences to past experiencesCompare past, and new experiences	<ul style="list-style-type: none">Immediate Past ExperiencesNew Experiences
SS.PK.H.3	Listen to and retell stories about biblical and historical civic heroes.	<ul style="list-style-type: none">Remembers/RetellIllustratesDiscussConnects	<ul style="list-style-type: none">Biblical and Historical heroes
SS.PK.H.4	Sequence recurring events and show anticipation for regularly scheduled events.	<ul style="list-style-type: none">Discusses daily routine/eventsIdentifies what comes before, after, nextHave students talk about their daily routines, such as, "After I eat lunch, I take a rest."	<ul style="list-style-type: none">Sequence recurring Events/Daily RoutineBefore, After, Next
SS.PK.H.5	Use terms relative to time sequence.	<ul style="list-style-type: none">Students will describe their day with the following terms: before/after, early/late, night/day, first/next/last, and morning/afternoon/evening.	<ul style="list-style-type: none">Before/AfterEarly/LateNight/DayFirst/Next/LastMorning/Afternoon/Evening



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SS.PK.H.6	Retell a story or event in sequential order.	<ul style="list-style-type: none">• Retells story events in sequential order.• Connects pictures in sequential order to retell the story• After reading a story to students, the teacher asks students to put story pictures in sequential order and then use these pictures to retell the story to a friend or adult.	<ul style="list-style-type: none">•
SS.PK.H.7	Gauge time using their own vocabulary.	<ul style="list-style-type: none">• Students may talk about how many times they go to sleep before they celebrate a birthday or special holiday.	<ul style="list-style-type: none">•
SS.PK.H.8	Verbalize the days of the week and the names of the month	<ul style="list-style-type: none">• The teacher leads the students in a calendar review each morning and talks with students about the names of the days and the month. When students are ready they can answer questions about the name of the current day and month.	<ul style="list-style-type: none">•



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Civics and Government (CG)	Standard	Core Concepts and Examples	Terms and Historic References
SS.PK.CG.1	Identify the roles and responsibilities of important school personnel	<ul style="list-style-type: none">As part of their orientation to the school, students are introduced to the pastor, principal, school secretary, nurse, cook and others with whom they will regularly interact.	<ul style="list-style-type: none">PastorPrincipalNurseSecretary / Administrative Assistant
SS.PK.CG.2	Demonstrate and understand the need to follow rules and discuss things children should not do to others.	<ul style="list-style-type: none">We use "indoor voices" in the classroomWe keep our hands to ourselvesWe keep our feet on the groundThe student might say, "We don't bite others because it hurts them."	<ul style="list-style-type: none">RulesConsequences
SS.PK.CG.3	Understand that there are different rules for different places.	<ul style="list-style-type: none">There are different rules for school, home, grocery stores, library, etc.Have students talk about rules for behavior on the playground versus in church.	
SS.PK.CG.4	Explain the consequences of behaviors and choices	<ul style="list-style-type: none">When you break a rule, there is some type of punishment	<ul style="list-style-type: none">ConsequencesPunishment
SS.PK.CG.5	Identify symbols that represent the United States of America.	<ul style="list-style-type: none">The USA has specific symbols that represent our state.Students will recognize the United States flag and be able to pick it out of a group of flags.	<ul style="list-style-type: none">symbolUSAbald eagle



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			<ul style="list-style-type: none">liberty bellStatue of LibertyUSA flag
SS.PK.CG.6	Responds positively to options rather than commands and follow simple directions.	<ul style="list-style-type: none">Do the right thing without being told to do so	<ul style="list-style-type: none">Directions
SS.PK.CG.7	Listens to and talks about stories that illustrate the concept of being responsible.	<ul style="list-style-type: none">Can demonstrate and give examples of being responsible.	<ul style="list-style-type: none">responsibility
SS.PK.CG.8	Shows self-control by following rules in different places.	<ul style="list-style-type: none">No matter where you are, you must abide by the rules in that place.	<ul style="list-style-type: none">• self-control



Geography (G)	Standard	Core Concepts and Examples	Terms and Historic References
SS.PK.G.1	Name the body parts and point to each location.	<ul style="list-style-type: none">• Human bodies have the same parts.• Each body part has a name.• Sing the song “The Hokey Pokey” and call out the names of the different body parts as you move them in and out.	
SS.PK.G.2	Move in direction of given command.	<ul style="list-style-type: none">• Play games like “Mother may I” or “Simon says” and ask students to move forwards, backwards or sideways. The teacher also begins using the words right and left to describe directions.	<ul style="list-style-type: none">• Movement• Forward / Backward• Sideways
SS.PK.G.3	Use toys to represent buildings, roads, and other elements in their neighborhood.	<ul style="list-style-type: none">• Students build roads in the sandbox, use block to represent buildings and make signs for them.	<ul style="list-style-type: none">• Neighborhood• Building• Road sign
SS.PK.G.4	Use a simple map.	<ul style="list-style-type: none">• Have students identify the land and water on a map. Point to the roads and any symbols used for houses and other neighborhood buildings.	<ul style="list-style-type: none">• Land• Water• Symbol
SS.PK.G.5	Give information about where they live.	<ul style="list-style-type: none">• Students state the name of the city or town in which they live.	<ul style="list-style-type: none">• Country• state• city• town



SS.PK.G.6	Use words to describe surfaces	<ul style="list-style-type: none">Students describe a classroom floor or a playground surface as hard/soft, rough/smooth.	<ul style="list-style-type: none">Surface
SS.PK.G.7	Describe familiar places and match objects to the locations where they belong.	<ul style="list-style-type: none">Ask students to describe their kitchen. Then ask students if they would find a stove in the kitchen. What about a tree? What about a car?	<ul style="list-style-type: none">Familiar
SS.PK.G.8	Determine what type of clothing to wear based on the weather.	<ul style="list-style-type: none">As part of their morning gathering, ask students to dress a doll or a "Weather Bear" with the proper clothing for the day's weather. Ask them to explain their choices.	<ul style="list-style-type: none">Weather
SS.PK.G.9	Identify seasons by temperature or other characteristics	<ul style="list-style-type: none">Have students make a season book and include pictures of snow, fall leaves, etc.	<ul style="list-style-type: none">SpringSummerFallWinter
SS.PK.G.10	Identify and describe people who live in different places for different reasons.	<ul style="list-style-type: none">Recognize that people live in different types of homes.Read stories about farms, villages, towns and cities. Show students pictures of apartments, single-family homes, duplexes, mobile homes and other types of housing and talk about why people choose to live in different kinds of places.	<ul style="list-style-type: none">HouseApartment
SS.PK.G.11	Play the role of different family members through dramatic play.	<ul style="list-style-type: none">Family members have different rolesStudents pretend to take care of a doll by feeding and other activities.	<ul style="list-style-type: none">MotherFatherBaby



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			<ul style="list-style-type: none">• Family
SS.PK.G.12	Understand that families are different	<ul style="list-style-type: none">• Draw a picture of their family and share about the members of their family.	<ul style="list-style-type: none">• Same• Different
SS.PK.G.13	Discuss the need for a clean environment and help keep the house and classroom clean.	<ul style="list-style-type: none">• Have students help clean up after an art activity or snack time.	<ul style="list-style-type: none">• Environment• Clean



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Economics (E)	Standard	Core Concepts and Examples	Terms and Historic References
SS.PK.E.1	Understand that adults work in order to earn money to buy the food, clothing and housing that a family needs. Sometimes you can't buy what you want because you don't have enough money.	<ul style="list-style-type: none">• Adults work to earn money• Money is used to buy food clothing and housing	<ul style="list-style-type: none">• Needs• Wants• Work• Money• Goods• Services
SS.PK.E.2	Role-play different types of occupations	<ul style="list-style-type: none">• Play store or restaurant with real or play money, receipts, credit cards and /or telephones.• Compare and contrast different jobs	<ul style="list-style-type: none">• Spend• Save• bank• credit card• receipt
SS.PK.E.3	Talk about what they want to be when they grow up.	<ul style="list-style-type: none">• Discuss a job they would like to have based on their interest	<ul style="list-style-type: none">•



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Individuals, Society, and Culture (ISC)	Standard	Core Concepts and Examples	Terms and Historic References
SS.PK.ISC.1	Identify ways in which people are alike and different.	<ul style="list-style-type: none">• Begin to discuss with students the differences they see in skin color, hair color, eye color, speech and other physical characteristics	<ul style="list-style-type: none">• Alike• Different
SS.PK.ISC.2	Discuss how grandparents and older people look and act differently from children.	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Grandparents• Seniors• Children• Adults
SS.PK.ISC.3	Identify differences between people of different cultures, backgrounds, and abilities.	<ul style="list-style-type: none">• Share poems, stories and songs about a variety of people and cultures with students and discuss how the people in these poems, stories and songs are different from each other.	<ul style="list-style-type: none">• Change• Culture• Abilities