Utah Early Learning

Social Studies — Ages 3–5

Age 3

CULTURE AND DIVERSITY Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

1 With prompting and support, recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities). SS 3 YR.1.1

TIME, CONTINUITY, AND CHANGE Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

1 With prompting and support, identify examples of change over time related to personal growth and experiences (for example, talking, dressing, feeding, potty training, height, daily schedule). SS 3 YR.2.1

PEOPLE, PLACES, AND ENVIRONMENTS Early learning programs should include experiences that provide for the study of People, Places, and Environments. Students will learn how to care for and protect their home and school environments, the Earth, and to safely interact within their school and community.

1 Recognize people and places within the home, classroom, school, neighborhood, and community. SS 3 YR.3.1

2 With prompting and support, identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). SS 3 YR.3.2

3 With prompting and support, describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). SS 3 YR.3.3

INDIVIDUAL DEVELOPMENT AND IDENTITY Early learning programs should include experiences that provide for the study of Individual Development and Identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

1 Demonstrate awareness of identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members). SS 3 YR.4.1

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INDIVIDUALS, GROUPS, AND INSTITUTIONS Early learning programs should include experiences that provide for the study of interactions among Individuals, Groups, and Institutions. Students will work cooperatively with others and contribute to the classroom community.

1 With prompting and support, interact cooperatively with others by sharing, turn-taking, resolving conflicts, and recognizing others' needs. SS 3 YR.5.1

2 With prompting and support, participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials). SS 3 YR.5.2

POWER, AUTHORITY, AND GOVERNANCE Early learning programs should include experiences that provide for the study of how people create and change structures of Power, Authority, and Governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

1 With prompting and support, participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities). SS 3 YR.6.1

PRODUCTION, DISTRIBUTION, AND CONSUMPTION Early learning programs should include experiences that provide for the study of how people organize and contribute to a family and a community. Students will identify the differences between wants and needs and the purpose of employment.

1 With prompting and support, discuss the difference between basic needs (for example, food, shelter, and clothing) and wants (for example, toys, games, and treats). SS 3 YR.7.1

2 Begin to recognize that people have jobs to meet needs, including for self, classroom, and community. SS 3 YR.7.2

SCIENCE, TECHNOLOGY, AND SOCIETY Early learning programs should include experiences that provide for the study of relationships among Science, Technology, and Society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

1 With prompting and support, identify how simple and electronic technology affects the way people live, work, travel, communicate, and play. SS 3 YR.8.1

2 With prompting and support, recognize the importance of balancing media time with other activities. SS 3 YR.8.2

Age 4

CULTURE AND DIVERSITY Early learning programs should include experiences that provide for the study of culture and cultural diversity. Students will have the opportunity to share their family's attributes with peers and discuss similarities and differences.

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1 Recognize differences and commonalities in culture, ethnicity, and abilities within the classroom and immediate communities (for example, language, family structure, traditions, disabilities). SS 4 YR.1.1

TIME, CONTINUITY, AND CHANGE Early learning programs should include experiences that provide for the study of the past and present. Students will identify changes over time to self, family, and community and explore how these changes affect them.

1 Identify examples of change over time on topics including self, family, and community and how these changes may affect them (for example, changes in the family, classroom, or neighborhood). SS 4 YR.2.1

PEOPLE, PLACES, AND ENVIRONMENTS Early learning programs should include experiences that provide for the study of People, Places, and Environments. Students will learn how to care for and protect their home and school environments, the Earth, and to safely interact within their school and community.

1 Recognize people and places across familiar environments and discuss what is gained through interactions (for example, buy food at the store, receive packages from the mail carrier). SS 4 YR.3.1

2 Identify and follow safety procedures for school and various environments (for example, safety drills, crosswalks, seatbelts, helmets). SS 4 YR.3.2

3 Describe ways to care for home and school environments and the Earth (for example, recycle, use paper and use water only as needed, place trash in the garbage can). SS 4 YR.3.3

INDIVIDUAL DEVELOPMENT AND IDENTITY Early learning programs should include experiences that provide for the study of Individual Development and Identity. Students will gain an awareness of their personal identity, including their abilities and preferences.

1 Demonstrate awareness of one's own identity including personal information, characteristics, preferences, and abilities (for example, name, age, gender, physical attributes, likes/dislikes, parent/caregiver, family members) and participate in respectful discussions about similarities and differences with others. SS 4 YR.4.1

INDIVIDUALS, GROUPS, AND INSTITUTIONS Early learning programs should include experiences that provide for the study of interactions among Individuals, Groups, and Institutions. Students will work cooperatively with others and contribute to the classroom community.

1 Begin to demonstrate independence in interacting cooperatively with others by sharing, turn-taking, resolving conflicts, accepting consequences of actions, and recognizing others' needs. SS 4 YR.5.1

2 Participate in the classroom community by interacting with other children and adults in a formal or group setting (for example, follow established rules, participate in a variety of classroom roles, take care of classroom materials). SS 4 YR.5.2

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OWER, AUTHORITY, AND GOVERNANCE Early learning programs should include experiences that provide for the study of how people create and change structures

of Power, Authority, and Governance. Students will contribute to developing classroom rules and procedures and participate in the selection of classroom activities.

1 Participate in the democratic process as it applies to a classroom community (for example, recognize the importance of rules, assist with developing rules, propose solutions to classroom problems, and participate in voting for activities). SS 4 YR.6.1

PRODUCTION, DISTRIBUTION, AND CONSUMPTION Early learning programs should include experiences that provide for the study of how people organize and contribute to family and community. Students will identify the differences between wants and needs and the purpose of employment.

1 Identify the difference between basic needs (for example, food, shelter, clothing) and wants (for example, toys, games, treats). SS 4 YR.7.1

2 With prompting and support, explain that people have jobs to meet needs, including for self, classroom, and community. SS 4 YR.7.2

SCIENCE, TECHNOLOGY, AND SOCIETY Early learning programs should include experiences that provide for the study of relationships among Science, Technology, and Society. Students will identify the uses of simple technology (for example, pencils, scissors, spoons) and electronic tablets and computers. Students will understand how to use technology safely and how it affects learning and living.

1 Describe how simple and electronic technology affects the way people live, work, travel, communicate, and play. SS 4 YR.8.1

2 Recognize the importance of balancing media time with other activities. SS 4 YR.8.2