

Social Studies, Prekindergarten

Time on Task: ½-1 hour per week

Course Philosophy

In history/social studies the student will acknowledge that mankind began with a grand design from God the creator preserving man's beginning and purpose through His word allowing His truths to be passed on to generations to complete His purpose on Earth.

Course Description

Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self- understanding that will serve as a foundation for learning about others and the world around them.

Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.

Prekindergarten Guidelines Goals and Objectives	Scope and Sequence Social Studies	Spiritual Goals God's intended purpose for history/social studies:
<p>Social studies concentrate on the nature of people and their world, the heritage of the past, and contemporary living and culture. The social studies are both integral to young children's lives and of great interest to them. Driven by a desire to know and achieve mastery over self and their environment, children are eager to gain understanding of the many aspects of their cultural and environmental world. Through social studies, children begin to develop the self- understanding that will serve as a foundation for learning about others and the world around them.</p> <p>Although all aspects of education have the goal of preparing children to become contributing members of society, social studies are particularly well suited to foster the skills and attitudes necessary for participation in a democracy. Skills such as problem-solving, decision-making, and working independently and with others in a classroom prepare children to become fully functioning citizens.</p>	<p>Individual, Culture, and Community The Child:</p> <ol style="list-style-type: none">1. Gives personal information such as name, gender, and age2. Gives name of his/her town3. Learns name, address, and phone number4. Names significant family members and recognizes different family structures5. Identifies similarities	<ol style="list-style-type: none">1. To understand that God has directed that written records be kept. (Daniel 12:4, 8, 9)2. To recognize that God expects us to learn from a knowledge of our past behavior. (Psalm 78)3. To show that giving thanks to the Creator is important. (Psalm 92:1)4. To show students that God has purpose in what He does. (Deuteronomy 7:7, 8)5. To show that God leads social groups, leaders, and families when they look to Him for guidance. (I Samuel 23:2)

	<p>among people like himself/herself and classmates as well as among himself/herself and people from other cultures</p> <ol style="list-style-type: none"> 6. Begins to examine a situation from another person's perspective 7. Identifies and follows classroom rules 8. Describes people's jobs and what is required to perform them 9. Participates in classroom jobs and contributes to the classroom community 10. Identifies different school personnel 11. Shares ideas and takes turns listening and speaking 12. Cooperates with others in a joint activity <p>History The Child:</p> <ol style="list-style-type: none"> 1. Connects past events to current events (e.g., linking yesterday's activity with what will happen today) 2. Identifies common events and routines 	<ol style="list-style-type: none"> 6. To recognize that God wants us to learn history. (Deuteronomy 1:1-4:2; Joshua 24:1-13) 7. To recognize all believers are a part of God's plan. (Ephesians 2:20; Romans 6;13) 8. To understand God controls the rise and fall of empires and nations and leaders. (Proverbs 8:15, 16; Romans 13:1) 9. To gain an awareness and appreciation of Christ-like qualities in men and women who influenced American history so that students will emulate those qualities. (John 1:12; Ephesians 1:4-6) 10. To recognize the importance of praying for our government leaders to look to God for guidance. (Jeremiah 29:7; I Timothy 2:1-3) 11. To understand God is interested in all nations and in persons from those nations. (Psalm 96:1-10; Mark 16:15) 12. To recognize god is responsible for the contour of the earth. (Nehemiah 9:6; Job 28:9-11) 13. To appreciate that God gave land to all tribes and nations and is concerned about boundaries. (Numbers 34:1-28; Acts 17:26) <p>Biblical Integration Truth Statements</p> <ol style="list-style-type: none"> 1. <i>What is prime reality, the really real?</i> God exists and is the ultimate reality.
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	<p>(e.g., snack time, storytime)</p> <ol style="list-style-type: none"> 3. Recognizes changes in the environment over time (e.g., growth, seasonal changes) 4. Begins to understand cause-and-effect relationships, (e.g., if one goes outside in the rain, one will get wet) 5. Begins to categorize time intervals using words (e.g., “today,” “tomorrow,” “next time”) <p>Geography The Child:</p> <ol style="list-style-type: none"> 1. Identifies common features in the home and school environment (e.g., the library, the playground) 2. Identifies common features of the local landscape (e.g., houses, buildings, streets) 3. Creates simple representations of home, school, or community through drawings or block constructions 4. Begins to use words 	<p>(Psalm 90:2, Revelation 22:13)</p> <ol style="list-style-type: none"> a. God designed, created, and sustains His creation. (Genesis 1:1-31) b. God is good, holy, and loving. (Luke 18:19, 1 John 4:16, 1 Peter 1:16, Psalm 145:12) c. God is omniscient – all knowing. (Romans 11:33-36, Psalm 147:5) d. God is sovereign – nothing is beyond His ultimate interest, control, and authority. (Daniel 4:25) e. God is personal and also triune- He is coequally and coeternally God the Father, God the Son, Jesus, and God the Holy Spirit. (Hebrews 1:3) <p>2. <i>What is the nature of external reality, that is, the world around us?</i></p> <ol style="list-style-type: none"> a. God is the source of everything and created the universe out of nothing. (Genesis 1:1) b. The universe was created by God to be orderly. (Isaiah 45:18, Psalm 147:4) c. God is constantly involved in the unfolding pattern of the ongoing operation of the universe. (Psalm 24:1-2, Psalm 32:13-15) d. The universe reflects His glory. (Psalm 8:1, Psalm 19:1) <p>3. <i>What is a human being?</i></p> <ol style="list-style-type: none"> a. God created humans to know Him intimately and to have a loving relationship with Him. (Psalm 100:3)
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<p>(1) Individual, Culture, and Community All children live in some type of group or social organization. Prekindergarten children must learn the skills of communicating, sharing, cooperating, and participating with others. These individual skills are necessary for all groups to function successfully and fairly. The better children are able to understand others, the more they will feel a sense of community and connection with other people and with their world.</p>	<p>to indicate relative location (e.g., “front,” “back,” “near,” “far”)</p> <p>Economics The Child:</p> <ol style="list-style-type: none"> 1. Understands the basic human needs of all people for food, clothing, and shelter 2. Understands the roles, responsibilities, and services provided by community workers 3. Becomes aware of what it means to be a consumer <p>Correlation with TEKS <u>I Wonder</u> Saxon Publishers ISBN 1-56577-349-7</p> <p><u>I Discover</u> Saxon Publishers ISBN 1-56577-344-6</p> <p><u>I Explore</u> Saxon Publishers ISBN 1-56577-345-4</p>	<ol style="list-style-type: none"> b. Human beings are created in the image of God with the capacity to choose. (Genesis 1:27, Proverbs 8:10) c. Adam and Eve chose disobedience and brought death to themselves and sin entered the world. (Romans 5:12) d. All human beings have a choice and all have chosen sin that brings separation from God. (Romans 3:23) e. Sin is rebellion against God’s wishes and ways and this destroys our relationship with God. (Romans 8:7-8) f. God provides a way back to Himself through the death of His son Jesus (the second person of the Trinity), on the cross. (John 3:16, Romans 6:23) g. Human beings must respond to God with repentance of our sins, receiving forgiveness, and accepting Jesus as our Savior. (Romans 10:9-10) <p>4. <i>What happens to a person at death?</i></p> <ol style="list-style-type: none"> a. For each person death is either the gate to life with God and His people or the gate to eternal separation from God. (1 Corinthians 50:52) b. After death, your soul will continue to exist in an eternal way and there is a final judgment by God. (Revelation 20:12) c. Everyone chooses to honor and love Him by accepting Jesus as
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<p>The child:</p> <ul style="list-style-type: none"> • shares ideas and takes turns listening and speaking • cooperates with others in a joint activity • identifies and follows classroom rules • participates in classroom jobs and contributes to the classroom community • identifies similarities among people like himself/herself and classmates as well as among himself/herself and people from other cultures • begins to examine a situation from another person’s perspective. <p>(2) History Prekindergarten children are aware of time and begin to organize their lives around it. Three- and four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to present and future activities, demonstrating evidence of their growing understanding of time, change, and continuity.</p> <p>The child:</p> <ul style="list-style-type: none"> • identifies common events and routines (e.g., snack time, storytime) • begins to categorize time intervals using words (e.g., “today,” “tomorrow,” “next time”) • recognizes changes in the environment over time (e.g., growth, seasonal changes) • connects past events to current events (e.g., linking yesterday’s activity with what will happen today) • begins to understand cause-and-effect relationships (e.g., if one goes outside in the rain, one will get wet). <p>(3) Geography Geographic thinking for young children begins with the concepts of location and direction. Children use directions to locate their relative position in space and to locate their home and school in their community. They learn to recognize common features in their immediate environment and begin to represent them symbolically through drawings and constructions.</p> <p>The child:</p>	<p>Theme (T)</p> <p>T 1-9</p> <p>T 1-5, 7-8</p> <p>T 1</p> <p>T 2</p> <p>T 1-3</p> <p>T 2-3, 9</p> <p>T 4</p> <p>T 4</p> <p>T 4, 6</p> <p>T 4, 7</p> <p>T 3-4</p>	<p>our Lord and Savior or makes a choice to reject Jesus and grasp for self-fulfillment and personal glory. (Romans 6:23)</p> <p>d. Those who received Jesus as Savior will spend eternity in Heaven with God. (Philippians 4:10-21)</p> <p>e. Those who rejected Jesus as Savior will spend eternity in Hell without God. (Hebrews 10:26-27)</p> <p>5. <i>Why is it possible to know anything at all?</i></p> <p>a. Human beings can both know the world around them and God Himself because God has built within them the capacity to do so and because He takes an active role in communicating with them. (John 16:13)</p> <p>b. God’s own intelligence is the basis of human intelligence. Knowledge is possible because there is something to be known (God and His creation) and someone to know (God and human beings made in His image). (Genesis 1:27)</p> <p>c. God reveals, Himself to us in two basic ways: by general revelation and by special revelation. (Exodus 3:2, Psalm 19:1-4)</p> <p>d. In general revelation, God speaks through the creation of the universe and through His word, the Bible. (2 Samuel 22:31,</p>
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<ul style="list-style-type: none"> identifies common features in the home and school environment (e.g., the library, the playground) creates simple representations of home, school, or community through drawings or block constructions begins to use words to indicate relative location (e.g., “front,” “back,” “near,” “far”) identifies common features of the local landscape (e.g., houses, buildings, streets). 	<p>T 1, 3, 5, 7</p> <p>T 3, 5, 7</p> <p>T 1-3, 7-8</p> <p>T 1, 3, 5, 7</p>	<p>Psalm 19:1)</p> <ul style="list-style-type: none"> ➤ The Bible is internally consistent and unified in its principles and claims. ➤ There is tremendous coherence across the many authors and centuries during which the various books were written and in which its stories unfold. ➤ It is relevant to all the cultures of the world
<p>(4) Economics</p> <p>In prekindergarten, children learn about the world of work in their community. They explore the roles and relationships of consumers and producers, and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.</p>		<p>e. Special revelation is God revealing Himself through supernatural ways.</p>
<p>The child:</p> <ul style="list-style-type: none"> understands the basic human needs of all people for food, clothing, and shelter understands the roles, responsibilities, and services provided by community workers becomes aware of what it means to be a consumer. 	<p>T 3, 6</p> <p>T 3, 5</p> <p>T 5</p>	<p>Jesus Christ is the ultimate special revelation. He showed us what God is like more fully than any other form of revelation can. Because Jesus was also completely human, he spoke more clearly to us than any other form of revelation can. (John 14:7)</p>
	<p>Student Activities</p> <p>Role Play</p> <p>Games/Puzzles</p> <p>Stories</p> <p>Books</p> <p>Songs</p> <p>Art Projects</p> <p>Cooperative Learning</p> <p>Small Groups</p> <p>Drawing</p> <p>Manipulatives</p> <p>Teaching Strategies</p> <p>Direct Instruction</p> <p>Open-ended Questions</p>	<p>6. <i>How do we know what is right and wrong?</i></p> <ul style="list-style-type: none"> a. Ethics or the knowledge of right and wrong is based on the character of God as good (holy and loving). (Psalm 33:4) b. There is an absolute standard by which all moral judgments are measured and God Himself – His character of goodness (holiness and love) – is the standard. (1 Samuel 2:3) c. As a result of sin, morally, we have become less able to discern

	<p>Discussion Demonstration Brainstorming Problem Solving Read Aloud Facilitating Cooperative Learning Guest Speakers Visual Aids</p> <p>Evaluation Procedures Observation Class Participation Class Review Assessment</p> <p>Other Resources and Bibliography None</p>	<p>good and evil and less able to know God as He truly is. (Proverbs 1:7)</p> <p>d. God has revealed His standard in the various laws and principles expressed in the Bible. (Psalm 111:10)</p> <ul style="list-style-type: none"> ➤ He has dictated absolute moral truth to us. ➤ Every truth must conform to Biblical principles. ➤ Every choice must reflect God’s moral truth. ➤ We must promote, defend, and teach these truths to others. <p>7. <i>What is the meaning of human history?</i></p> <p>a. History is a meaningful sequence of events leading to the fulfillment of God’s purposes for humanity. (Psalm 22:27-28, Psalm 47:3)</p> <p>b. History is going somewhere, directed toward a known end. (Matthew 25:34)</p> <p>c. History is a form of revelation, not only does God reveal Himself in history, but the very sequence of events is revelation. (Psalm 33:13-14, Psalm 47:9)</p> <p>d. History has meaning because God is behind all events, not only sustaining all things by His powerful word but also in all things working for the good of those who love Him. (Psalm 40:5, Romans 8:28)</p>
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		<p><i>What should our response be to God?</i> <i>What were we made for?</i></p> <p>We were made to Love – Matthew 22:37, Worship – Romans 12:1, Obey – 2 John 6, and Give Glory – Psalm 96:3.</p>
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