

Social Studies	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
<p>23. Demonstrates understanding of people and how they live</p>					<p>Knowledge of Human Characteristics 23a. Demonstrates understanding that he or she is part of a family <i>Example:</i> Brings a small photo album from home and talks about pictures of family members, including siblings, parents, aunts, uncles, grandparents, and cousins.</p> <p>23b. Identifies some similarities and differences in physical and personal characteristics <i>Example:</i> Draws a family portrait and comments that her dad is taller than her mom.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Help children understand the relationships among different family members. • Provide opportunities for children to share information about family members, highlighting characteristics such as male/female, old/young, people who work inside the home/outside the home, etc. <p>Knowledge of Life in a Community 23c. Demonstrates understanding that people have different kinds of jobs <i>Example:</i> Identifies some types of jobs and the tools people use to perform them. For example, explains that a dentist uses tools to clean and repair teeth and that a mechanic uses other tools to fix cars.</p> <p>23d. Identifies various means of transportation <i>Example:</i> Talks about different buses in his neighborhood, explaining that anyone may ride a city bus but only school children may ride the school bus.</p> <p>23e. Participates in the creation of a classroom community <i>Example:</i> Checks the classroom job board to see whether it is his turn to set the table for lunch.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Make a poster about people in the community and the jobs they perform. • Create a graph of different types of transportation children have used, e.g., car, bus, subway, train, boat, plane. • Ask children about favorite foods and talk about why particular foods are good for their bodies. • Work with children to create a set of classroom rules that will help them work together. <p>Change Related to Familiar People and Places 23f. Demonstrates understanding that people and places change over time <i>Example:</i> After a trip to the Museum of American History, contributes a drawing for a class book about horses and buggies, model-T cars, and modern cars.</p> <p>23g. Use words to describe time <i>Example:</i> Explains that her grandmother was a child "a long time ago."</p> <p>23h. Describes the basic features and relative locations of familiar places in the community <i>Example:</i> Says that he lives near the school playground but that he and his mom have to go far to get to the supermarket.</p> <p><i>Supportive Practices:</i></p> <ul style="list-style-type: none"> • Discuss books that have photographs of city neighborhoods long ago and now. Ask the children questions about what remains the same and what is different. • Encourage children to tell stories about different times in their lives, such as when they were babies. As you talk with children, use the terms <i>then</i> and <i>now</i>. • Support children's interest in making maps of the school. 	

