

People and How They Live

Prekindergarten

PEOPLE AND HOW THEY LIVE

PK.1. Children demonstrate a sense of self within the context of family.

1. Demonstrate knowledge of personal information (e.g., name, birth date, gender, and phone number). (Points to cubby and says, “There’s my name ... Derrick.” Enters block area and says, “I’m a girl, but I can play here, too.”)
2. Identify family members and recognize that families vary. (Points to drawing of family and says, “That’s my mommy, that’s my daddy, that’s my baby sister, and that’s me.” Looks at photos of families and says, “You have lots of people in your family, but there’s just me and my mommy in mine.”)
3. Recognize the roles within the home. (Draws a picture of grandmother preparing dinner. While putting away blocks, says: “I have to put away my toys at home before we eat supper.”)

PK.2. Children develop an understanding of self within the context of community.

1. Begin to demonstrate respect for others, cooperation, and fairness. (Listens to others during class discussions. Helps classmate sponge the tables after lunch.)
2. Describe or represent their home and other homes in their neighborhood. (Says, “Lots of people live in my apartment building.” Comments, “The houses on my street are big with bricks on the outside.”)
3. Participate in group goals and planning. (Participates in morning meeting and sets activities for the day. Makes plans with other children about what they will do when they go outside.)
4. Describe how people affect their environment in ways that are negative (litter and pollution) and positive (recycling and planting trees). (Says, “That paper on our playground makes it yucky. I’ll pick it up.” Asks, “Can we plant some flowers out here so it can be pretty?”)

PK.3. Children begin to notice and acknowledge diversity.

1. Begin to identify similarities and differences among people (e.g., gender, race, culture, language, and abilities). (Remarks, “My hair is brown like yours, but yours is curly and mine is straight.” Asks, “Do your glasses help you see better?”)
2. Demonstrate an emerging respect for culture and ethnicity. (Will learn some words of another language. Tastes a snack that a classmate from another culture brings to school.)
3. Demonstrate emerging awareness and respect for abilities. (Listens to a story about a child with a disability. Includes children with disabilities in play.)

ECONOMICS

PK.4. Children develop a basic understanding of economic concepts.

1. Discuss or dramatize different jobs of people in their community, and demonstrate awareness of their responsibilities. (After studying a picture of a firefighter in a book, comments, “A firefighter came because there was smoke in the kitchen next door.” Pretends to be a doctor and says, “Your baby is sick. I need to give her a shot.”)
 2. Demonstrate understanding of beginning concepts of buying, selling, and trading. (Uses play money to buy groceries in dramatic play area. Sets up toy store and asks teacher how to write a for sale sign.)
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TIME, CONTINUITY, AND CHANGE

PK.5. Children begin to understand how people and things change over time.

1. Demonstrate understanding that time and the passage of time can be measured. (Looks at the sand timer and says, "Hurry, hurry. Cleanup time is almost over." Points to clock in dramatic play area and says, "Time to wake up and go to school!")
2. Distinguish the difference between past, present, and future events. (Recalls that yesterday a fire truck came to the school. States, "Tomorrow is my birthday.")
3. Demonstrate awareness of changes over time. (Says, "My grandma used to walk with a cane; now she's in a wheelchair." Says, "My mama had to buy me new shoes because my feet keep getting bigger and bigger.")
4. Know and follow the established routines of the day. (Turns over the hourglass with sand to see if he can clean up before the sand empties into the next chamber. Makes statements such as, "This afternoon we're all going for a walk to the library.")
5. Track and talk about changes that take place in their families. (Tells the class about the new baby in the family. Says, "I was once a baby, but now I'm a big girl and I go to school.")

GEOGRAPHY

PK.6. Children begin to understand basic geographic concepts.

1. Identify geographic features of their immediate surroundings (e.g., rivers, hills, wetlands, and streams). (Creates a river using sand and water and says, "This river is just like the one we go over near my house." Says, "I get tired running up this hill.")
2. Begin to learn personal geographic information (e.g., street address, neighborhood, city, and country). (Dials toy phone and says, "Quick, doctor, come to 2331, 45th Place, NE. My baby is sick." Comments, "I live in Washington, DC.")
3. Demonstrate understanding that maps are tools to help us find where we are and where we are going. (Scribbles a map and uses it on the playground to find a buried treasure. Plays with maps and refers to one on a pretend trip.)
4. Demonstrate understanding of how people, things, and ideas move from one place to another. (Comments, "I rode the Metro to school today." Shares, "The mailman brought me a present from my Grandma. She lives far, far away.")

CIVIC VALUES AND HISTORICAL THINKING

PK.7. Children begin to learn the basic civic and democratic principles.

1. Demonstrate appropriate social interactions that include sharing, compromise, and respect for others. (Participates in group activities. Shares toys with classmates.)
2. Make choices and decisions. (Chooses which center he will work in. Participates in creating classroom rules.)
3. Demonstrate an understanding of rules and the purposes they serve. (Cautions others on the slide, "Go down feet first or you'll get hurt." Says, "I put my name on the sign-up sheet to get a turn at the computer.")
4. Identify symbols and practices identified with the United States. (Recognizes the American flag. Says, "I saw the president on TV; he was visiting a school in Washington, DC.")

