

South Dakota Early Learning Guidelines and Head Start Child Development and Early Learning Framework

SOCIAL STUDIES

South Dakota Early Learning Guidelines	Head Start Child Development and Early Learning Framework
STANDARD 1 — Families/Cultures Through their explorations, play, and social interactions, children demonstrate an understanding of self, families, and cultures.	Domain: Social Studies Knowledge & Skills Domain Element: Self, Family & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.
Benchmarks	Examples
1. Identify themselves as individuals and as belonging to a family.	Identifies personal and family structure. <i>(Self, Family & Community)*</i>
2. Describe what a family is and roles that family members can play.	Identifies personal and family structure. <i>(Self, Family & Community)*</i>
3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.	
4. Demonstrate understanding that there are diverse families and cultures and all have value.	
STANDARD 2 — Community/Civics Through their explorations, play, and social interactions, children demonstrate an understanding of what it means to be a participating member of groups and communities.	Domain: Social Studies Knowledge & Skills Domain Element: Self, Family & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.
Benchmarks	Examples
1. Demonstrate confidence in expressing individual opinions and thoughts.	

*H.S. Example is paired with more than one South Dakota Benchmark. 1

2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.	Understands similarities and respects differences among people. <i>(Self, Family & Community)*</i>
3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong.	
4. Participate in creating and following rules and routines.	Understands the reasons for rules in the home and classroom and for laws in the community. <i>(Self, Family & Community)</i>
5. Take responsibility for simple tasks that contribute to the well-being of the group.	
STANDARD 3 — History/Time Through their explorations, play, and social interactions, children demonstrate an understanding of the passage of time and how the past influences their future.	Domain: Social Studies Knowledge & Skills Domain Element: History & Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.
Benchmarks	Examples
1. Describe past, current and future events.	Differentiates between past, present, and future. <i>(History & Events)</i>
2. Describe their day and coming activities in terms of daily routines (first we..., then we...).	
3. Describe how a past event relates to something happening currently or in the future.	Understands how people live and what they do changes over time. <i>(History & Events)</i>
4. Share stories or pictures about themselves in the past.	Recognizes events that happened in the past, such as family or personal history. <i>(History & Events)</i>

*H.S. Example is paired with more than one South Dakota Benchmark. 2

<p>STANDARD 4 — Geography/Places, People, and Environments Through their explorations, play, and social interactions, children demonstrate an awareness of their physical environment and its impact on daily living.</p>	<p>Domain: Social Studies Knowledge & Skills</p> <p>Domain Element: People & the Environment: The understanding of the relationship between people and the environment in which they live. Self, Family & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p>
Benchmarks	Examples
1. Describe where they live and where others live in relationship to them.	
2. Identify various living environments, such as farm, ranch, city, town, and country.	
3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river.	Recognizes aspects of the environment, such as roads, building, trees gardens, bodies of water, or land formations. <i>(People & the Environment)</i>
4. Draw or build representations of familiar places with a variety of materials.	Describes or draws aspects of the geography of the classroom, home, and community. <i>(Self, Family & Community)</i>
5. Identify various weather conditions and seasons and how they affect what we wear and what we do.	
6. Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.	<p>Understands that people can take care of the environment through activities, such as recycling. <i>(People & the Environment)</i></p> <p>Recognizes that people share the environment with other people, animals, and plants. <i>(People & the Environment)</i></p>

<p>STANDARD 5 — Economics Through their explorations, play, and social interactions, children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.</p>	<p>Domain: Social Studies Knowledge & Skills</p> <p>Domain Element: Self, Family & Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p>
<p style="text-align: center;">Benchmarks</p>	<p style="text-align: center;">Examples</p>
<p>1. Identify several community helpers and the services they provide.</p>	<p>Recognizes a variety of jobs and the work associated with them. <i>(Self, Family & Community)</i></p>
<p>2. Describe source of familiar foods, such as milk, apples, and eggs.</p>	
<p>3. Express knowledge that money can be used to purchase goods.</p>	
<p>4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.</p>	

*H.S. Example is paired with more than one South Dakota Benchmark. 4

South Dakota Early Learning Guidelines and Kindergarten and K-2 State Standards for Social Studies

SOCIAL STUDIES

South Dakota Early Learning Guidelines	K-2 State Standards for Social Studies
STANDARD 1 — Families/Cultures Through their explorations, play, and social interactions, children demonstrate an understanding of self, families, and cultures.	
Benchmarks	Grade-Specific Standards
1. Identify themselves as individuals and as belonging to a family.	
2. Describe what a family is and roles that family members can play.	
3. Share family traditions and daily routines and demonstrate interest in learning about the traditions of others.	
4. Demonstrate understanding that there are diverse families and cultures and all have value.	
STANDARD 2 — Community/Civics Through their explorations, play, and social interactions, children demonstrate an understanding of what it means to be a participating member of groups and communities.	Standards Area: Civics Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents. Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.
Benchmarks	Grade-Specific Standards
1. Demonstrate confidence in expressing individual opinions and thoughts.	Students are able to recognize the important actions required in demonstrating citizenship. (Supporting Skill)*,** Name the attributes of a good citizen. (Supporting Skill)*,**

*K-2 item is paired with more than one South Dakota Benchmark.

**K-2 Standard

<p>2. Demonstrate respect for the thoughts and opinions of others, even when different from their own.</p>	<p>Students are able to recognize the important actions required in demonstrating citizenship. (Supporting Skill)*,**</p> <p>Name the attributes of a good citizen. (Supporting Skill)*,**</p>
<p>3. Demonstrate understanding that communities are composed of groups of people who live, play, or work together and identify communities to which they belong.</p>	
<p>4. Participate in creating and following rules and routines.</p>	<p>Students are able to recognize the important actions required in demonstrating citizenship. (Supporting Skill)*,**</p> <p>Name the attributes of a good citizen. (Supporting Skill)*,**</p>
<p>5. Take responsibility for simple tasks that contribute to the well-being of the group.</p>	<p>Students are able to recognize the important actions required in demonstrating citizenship. (Supporting Skill)*,**</p> <p>Name the attributes of a good citizen. (Supporting Skill)*,**</p>
	<p>Students are able to identify patriotic symbols and participate in activities. (Supporting Skill)**</p>
<p>STANDARD 3 — History/Time Through their explorations, play, and social interactions, children demonstrate an understanding of the passage of time and how the past influences their future.</p>	<p>Standards Area: U.S. History</p> <p>Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.</p> <p>Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.</p>
<p>Benchmarks</p>	<p>Grade-Specific Standards</p>
<p>1. Describe past, current and future events.</p>	
<p>2. Describe their day and coming activities in terms of daily routines (first we..., then we...).</p>	
<p>3. Describe how a past event relates to something happening currently or in the future.</p>	

*K-2 item is paired with more than one South Dakota Benchmark.

**K-2 Standard

4. Share stories or pictures about themselves in the past.	
	Students are able to identify examples of legendary and/or historical American figures. (Supporting Skill)**
	Students are able to identify local and national celebrations. (Supporting Skill)**
STANDARD 4 — Geography/Places, People, and Environments Through their explorations, play, and social interactions, children demonstrate an awareness of their physical environment and its impact on daily living.	Standard: Geography Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.
Benchmarks	Grade-Specific Standards
1. Describe where they live and where others live in relationship to them.	
2. Identify various living environments, such as farm, ranch, city, town, and country.	
3. Describe familiar places in their environment, such as a house, classroom, park, lake, or river.	K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school. <i>(Geography)</i>
4. Draw or build representations of familiar places with a variety of materials.	K.G.1.1. Students are able to use map colors to recognize land and water. <i>(Geography)</i> K.G.1.2. Students are able to compare the globe and a map as models of the Earth. <i>(Geography)</i>
5. Identify various weather conditions and seasons and how they affect what we wear and what we do.	
6. Name natural resources, such as water, soil, clean air, and trees, describe how they help us, and how we can be good stewards of the environment.	

*K-2 item is paired with more than one South Dakota Benchmark.

**K-2 Standard

<p>STANDARD 5 — Economics Through their explorations, play, and social interactions, children demonstrate an understanding of how people work together to grow, produce, distribute, and consume goods and services that meet their wants and needs.</p>	<p>Standards Area: Economics Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.</p>
<p>Benchmarks</p>	<p>Grade-Specific Standards</p>
<p>1. Identify several community helpers and the services they provide.</p>	<p>K.E.1.1. Students are able to identify occupations with simple descriptions of work. <i>(Economics)</i></p>
<p>2. Describe source of familiar foods, such as milk, apples, and eggs.</p>	
<p>3. Express knowledge that money can be used to purchase goods.</p>	<p>K.E.1.3. Students are able to describe the role of money in everyday life. <i>(Economics)</i></p>
<p>4. Demonstrate understanding that people work to earn money to provide for their families and buy what they need.</p>	
	<p>K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries). <i>(Economics)</i></p>

*K-2 item is paired with more than one South Dakota Benchmark.

**K-2 Standard