

## EC4 SOCIAL STUDIES FRAMEWORK

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### THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

#### Back to School

- Explanation of classroom rules and expectations
- Showing empathy
- Solving conflicts

#### Daily Circle Time

- Organize the daily schedule
- Respond to questions about the weather

#### Families

- Share their own families culture and traditions

#### Holidays

- Act out holiday stories and traditions

#### Community helpers / Fairytales

- Act out community jobs
- Act out daily routines
- Create a map

- Build a model

## **PERFORMANCE INDICATORS**

### **DEVELOPING QUESTIONS AND PLANNING INQUIRY**

Demonstrate an understanding of the different types of questions. DOK 1

### **EVALUATING SOURCES AND USING EVIDENCE**

Recognize titles of books. DOK 1

Demonstrate an understanding of how to examine a situation from another person's perspective. DOK 1 E

### **COMMUNICATING CONCLUSIONS**

Through dramatic play, or other media, demonstrate an understanding of topics discussed in class. DOK 1

### **APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

#### ***HISTORY***

Recognize that history describes events and people of other times and places DOK 1

Use pictures, drawings or other media to tell others about the sequence of personal and classroom events. DOK 1, 2 E

Identify their own family's cultural and family traditions. DOK 1

#### ***CIVICS***

Identify classroom rules and routines, appropriate and inappropriate social behavior, sharing and taking turns and discuss the impact they have on the functioning of the classroom. DOK 1 E

#### ***ECONOMICS***

Engage in dramatic play that demonstrates the understanding of buying, selling and trading goods. DOK 1, 2

Demonstrate an understanding of how people depend one on another for the things (goods) and (help) services they need. DOK 1

#### ***GEOGRAPHY***

Create a simple map and describe location within it using positional words (near/far, behind and in front, above/below, here and over there.) DOK 1, 2

Use blocks to represent how objects in the classroom are spatially related to one another. DOK 1