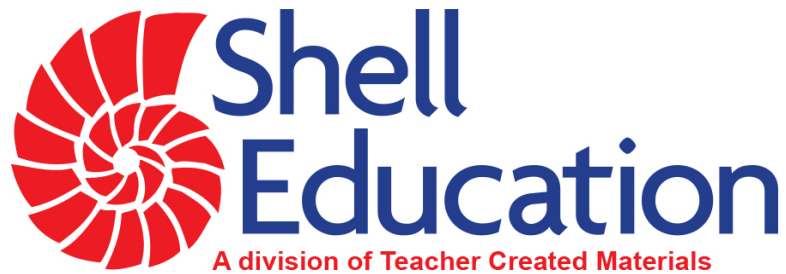


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# 180 Days of SOCIAL STUDIES

for Prekindergarten

Civics  
Economics  
Geography  
History



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# Standards Correlations

Shell Education is committed to producing educational materials that are research and standards based. To support this effort, this resource is correlated to the academic standards of all 50 states, the District of Columbia, the Department of Defense Dependent Schools, and the Canadian provinces. A correlation is also provided for key professional educational organizations.

To print a customized correlation report for your state, please visit our website at [www.tcmpub.com/administrators/correlations](http://www.tcmpub.com/administrators/correlations) and follow the online directions. If you require assistance in printing correlation reports, please contact the Customer Service Department at 1-800-858-7339.

## NCSS Standards and the C3 Framework

The activities in this book are aligned to the following National Council for the Social Studies (NCSS) standards and the C3 Framework.

| Discipline | Social Studies Topic          | NCSS Theme  |
|------------|-------------------------------|---|
| History    | Time and Calendars            | <b>Change, Continuity, and Context</b><br>• Create a chronological sequence of multiple events.   |
|            | Holidays                      | <b>Change, Continuity, and Context</b><br>• Create a chronological sequence of multiple events.   |
|            | Families Then and Now         | <b>Change, Continuity, and Context</b><br>• Compare life in the past to life today.<br><b>Perspectives</b><br>• Compare perspectives of people in the past to those of people in the present. |
|            | Schools Then and Now          | <b>Change, Continuity, and Context</b><br>• Compare life in the past to life today.<br><b>Perspectives</b><br>• Compare perspectives of people in the past to those of people in the present. |
|            | Communities and Neighborhoods | <b>Change, Continuity, and Context</b><br>• Generate questions about individuals and groups who have shaped a significant historical change.  |
| Civics     | Community Helpers             | <b>Civic and Political Institutions</b><br>• Explain how all people, not just official leaders, play important roles in a community.  |
|            | Citizenship                   | <b>Civic and Political Institutions</b><br>• Explain how all people, not just official leaders, play important roles in a community.  |

# Standards Correlations (cont.)

| Discipline | Social Studies Topic     | NCSS Theme  |
|------------|--------------------------|---|
| Civics     | Citizenship              | <p><b>Participation and Deliberation: Applying Civic Virtues and Democratic Principles</b></p> <ul style="list-style-type: none"> <li>Apply civic virtues when participating in school settings.</li> <li>Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.</li> </ul> <p><b>Processes, Rules, and Laws</b></p> <ul style="list-style-type: none"> <li>Explain how people can work together to make decisions in the classroom.</li> <li>Identify and explain how rules function in public (classroom and school) settings.</li> </ul> |
|            | Leaders                  | <p><b>Civic and Political Institutions</b></p> <ul style="list-style-type: none"> <li>Describe roles and responsibilities of people in authority.</li> <li>Explain what governments are and some of their functions.</li> </ul>   |
|            | Rules and Responsibility | <p><b>Civic and Political Institutions</b></p> <ul style="list-style-type: none"> <li>Explain the need for and purposes of rules in various settings inside and outside of school.</li> <li>Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> </ul> <p><b>Processes, Rules, and Laws</b></p> <ul style="list-style-type: none"> <li>Explain how people can work together to make decisions in the classroom.</li> <li>Identify and explain how rules function in public (classroom and school) settings.</li> </ul>    |
|            | Symbols and Landmarks    | <p><b>History: Change, Continuity, and Context</b></p> <ul style="list-style-type: none"> <li>Generate questions about individuals and groups who have shaped a significant historical change.</li> </ul>   |
| Geography  | Culture                  | <p><b>Human-Environment Interaction: Place, Regions, and Culture</b></p> <ul style="list-style-type: none"> <li>Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.</li> </ul>  |
|            | Maps and Geography       | <p><b>Geographic Representations: Spatial Views of the World</b></p> <ul style="list-style-type: none"> <li>Construct maps, graphs, and other representations of familiar places.</li> <li>Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.</li> <li>Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</li> </ul>   |
|            | Signs and Symbols        | <p><b>Geographic Representations: Spatial Views of the World</b></p> <ul style="list-style-type: none"> <li>Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.</li> </ul>   |

# Standards Correlations (cont.)

| Discipline | Social Studies Topic | NCSS Theme  |
|------------|----------------------|---|
| Geography  | How People Live      | <p><b>Human-Environment Interaction: Place, Regions, and Culture</b></p> <ul style="list-style-type: none"> <li>Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.</li> </ul> <p><b>Human-Environment Interaction: Place, Regions, and Culture</b></p> <ul style="list-style-type: none"> <li>Describe how human activities affect the cultural and environmental characteristics of places or regions.</li> <li>Identify some cultural and environmental characteristics of specific places.</li> </ul> |
| Economics  | Choices              | <p><b>Economic Decision Making</b></p> <ul style="list-style-type: none"> <li>Explain how scarcity necessitates decision-making.</li> <li>Identify the benefits and costs of making various personal decisions.</li> </ul> <p><b>Exchange and Markets</b></p> <ul style="list-style-type: none"> <li>Describe examples of costs of production.</li> </ul> <p><b>The National Economy</b></p> <ul style="list-style-type: none"> <li>Explain why people save.</li> </ul>   |
|            | Goods and Services   | <p><b>Exchange and Markets</b></p> <ul style="list-style-type: none"> <li>Describe the skills and knowledge required to produce certain goods and services.</li> <li>Describe the goods and services that people in the local community produce and those that are produced in other communities.</li> <li>Identify prices of products in a local market.</li> </ul> <p><b>The National Economy</b></p> <ul style="list-style-type: none"> <li>Describe examples of capital goods and human capital.</li> </ul>   |
|            | Money and Jobs       | <p><b>Exchange and Markets</b></p> <ul style="list-style-type: none"> <li>Explain how people earn income.</li> </ul> <p><b>The National Economy</b></p> <ul style="list-style-type: none"> <li>Describe examples of capital goods and human capital.</li> </ul>   |
|            | Needs and Wants      | <p><b>Economic Decision Making</b></p> <ul style="list-style-type: none"> <li>Explain how scarcity necessitates decision-making.</li> <li>Identify the benefits and costs of making various personal decisions.</li> </ul>  |

## TESOL and WIDA Standards

In this book, the following English language development standard is met: Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Name: \_\_\_\_\_



Today is the  
present day.

### Time to Draw

This is what I did today.



**Directions:** Read about and trace the word *today*. Talk about what you have already done today. Draw a picture of it. Talk about what else you might do today.



Name: \_\_\_\_\_



Tomorrow is

the day after  
today.

### Time to Draw

What will I do tomorrow?

**Directions:** Read about and trace the word *tomorrow*. Talk about what you want to do tomorrow. Draw a picture of it. Tell about your picture.

Name: \_\_\_\_\_



Yesterday is

the day before  
today.**Time to Draw****What did I do yesterday?**

**Directions:** Read about and trace the word *yesterday*. Talk about what you did yesterday. Draw a picture of it. Tell about your picture.

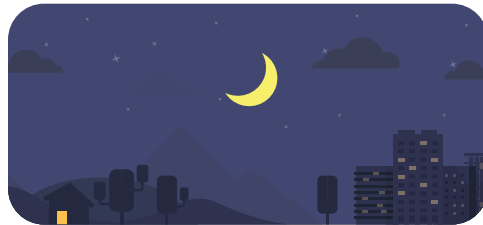
Name: \_\_\_\_\_



**Morning is the beginning of a day.**



**Noon is the middle of a day.**



**Night is the time after sunset.**

### Time to Draw

**Morning**

**Noon**

**Night**

**Directions:** Read about morning, noon, and night. Talk about what you do in the morning, at noon, and at night. Draw what you like to do each time of day. Share your pictures.

Name: \_\_\_\_\_

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
|        |        |         |           |          |        |          |

Time to Draw

My favorite  
day is



**Directions:** Talk about the days of the week. Read the sentence, and write your favorite day of the week. Draw what you like to do on that day. Tell someone why this is your favorite day.