



Standards Overview

Shanghai American School

Social Studies



PreK-K Social Studies

I. Learn about themselves and other people

- 1. Identify similarities and differences among people such as height, hair color, eye color, skin color, language, etc.
- 2. Take on a variety of roles in dramatic play (I'm the big sister, you're the mom)
- 3. Draw or paint pictures of self and others
- 4. Discuss how they and their families are similar to/different from their classmates. (I have two sisters in my family and you don't.)

II. Demonstrate awareness of their own and other cultures

- 1. Participate in discussions of family rituals and traditions related to culture
- 2. Talk about stories set in different cultural contexts

III. Become aware of how things, people, and places change over time

- 1. Relate their personal life to the process of change while talking about day to day events
- 2. Notice and talk about similarities and differences between people of different ages
- 3. Talk about the past, the present, and the future

IV. Explore how people depend upon one another for things (goods) and help (services) they need.

- 1. Discuss jobs at school and home.
- 2. Demonstrate awareness about things that everyone needs (food, water, shelter, protection, and clothing)
- 3. Show awareness that people work to provide the things others need (pretend to be the doctor or dentist in dramatic play, represent jobs in drawings)
- 4. Talk about ways that people get the things they need (buy things with money, grow food, make clothes)
- 5. Demonstrate awareness of money and how it is used (play store)

V. Understand what people need to do to live together and work in groups

- 1. Demonstrate awareness that everyone deserves to learn, be safe, respected, and listened to (waits his/her turn, protects other children, discusses what

Kindergarten Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Identifies the responsibilities of an individual in relation to their family [3]

Standard II Explore and apply geographic knowledge and skills

- 1. Recognize where they live and where they are from [7]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Identify the concepts of past, present and future in relation to calendar time [6]

Standard IV Applies economic concepts

- 1. Identify and describe jobs in our community [2]

Standard V Examines cultural practices and human interactions

- 1. Identify cultures within the classroom [6]

Grade 1 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Describe the groups that people belong to and why they belong to them [10]
- 2. Give examples of the different roles people fulfill within groups [10]
- 3. Identify the benefits and responsibilities of belonging to a group [10]

Standard II Explore and apply geographic knowledge and skills

- 1. Identify features of a basic globe
- 2. Describe how activities are influenced by your location [21]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Describe ways in which people's lives are influenced by time and change [9]
- 2. Give examples of changes that have affected family and community life [9]

Standard IV Applies economic concepts

- 1. Distinguish between needs and wants [12]
- 2. Describe what work is [9]
- 3. Describe different ways people use resources to meet their needs and wants [12]

Standard V Examines cultural practices and human interactions

- 1. Describe features of different cultures within the classroom

Grade 2 Social Studies

Standard I Analyze how individuals, groups, and institutions create and change structures of power, authority, and governance

- 1. Describe how and why groups are organized within communities [17]
- 2. Identify purposes of authority in various settings [25]
- 3. Identify the benefits and responsibilities of belonging to a group [21]

Standard II Explore and apply geographic knowledge and skills

- 1. Identify continents and oceans [10]
- 2. Give examples of ways people's activities are influenced by the location and physical features of a place over time. Scope and Sequence: a) Sports b) Farming c) Communication d) Travel e) Clothing, etc. [17]

Standard III Recognize how time, continuity, and change affect perspectives and relationships

- 1. Describe personal and family events over time [10]
- 2. Identify special events people may share within their communities [9]

Standard IV Applies economic concepts

- 1. Distinguish between goods and services [24]
- 2. Explain the interaction that occurs and the roles that people take in the production and consumption processes [24]
- 3. Describe various work roles within a school community [25]

Standard V Examines cultural practices and human interactions

- 1. Identify cultural groups in the school community [35]
- 2. Compare and contrast different cultures [18]

- might be fair treatment)
- 2. Participate in creating/following rules to ensure that everyone is safe, respected, and listened to.
- 3. Recognize the role of authority (leaders) and what leaders do (follows directions)
- 4. Participate in group decision making

VI. Develop geographic awareness

- 1. Notice how objects are spatially related to one another (i.e. far/near)
- 2. Describe and/or draw aspects of the environment.
- 3. Use blocks, clay or other materials to re-create aspects of the environment.
- 4. Interpret a simple map of a familiar environment.

VII. Develop awareness of the natural environment and how it can be protected.

- 1. Become aware of characteristics of the place they live and of other places.
- 2. Use blocks, clay or other materials to re-creates aspects of the environment.
- 3. Talk about how people can take care or harm the environment
- 4. Participate in efforts to protect the environment (i.e. save paper to be recycled)

- [31]
- 2. Identify similarities and differences between cultures [31]

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