

Correlation of GA Early Learning Standards, GA Pre-K Content Standards and Kindergarten Standards with Work Sampling System
Social Studies Development

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Pre-K SS 1 Children will develop an appreciation of his/her role as a member of the family, the classroom, and the community

Infants Indicators • Sample Behaviors	1 Year Olds Indicators • Sample Behaviors	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
<p>Begins to recognize significant family and personal relationships C0SS1</p> <ul style="list-style-type: none"> Smiles when familiar adult picks him up out of crib Clings to mother and turns head away when an unfamiliar adult reaches out to touch her in the grocery store Laughs when sibling plays with him in the car Reaches for familiar adult when dropped off at her house for the day 	<p>Recognizes significant family and personal relationships C1SS1</p> <ul style="list-style-type: none"> Says "Nana" when grandmother comes into the room Says "Papa" when father arrives Runs to mother when an unfamiliar child approaches at the park Points to his puppy and calls her by name Points to a picture of brother, Drew, and says "Du." 	<p>Recognizes family roles and personal relationships C2SS1</p> <ul style="list-style-type: none"> Sees his aunt coming across parking lot and exclaims, "Auntie Mary!" Grins widely when helping put away toys and mother calls him "big family helper" Doesn't see teacher on the playground and starts to cry Identifies pictures of his mother, brother, grandfather, and dog Has a new baby sister; says "I am big sister!" 	<p>Recognizes family roles and personal relationships C3SS1</p> <ul style="list-style-type: none"> May cry briefly when dropped at Center; calms quickly when teacher reassures him Says, "I live with Daddy and Abuela (grandma)." Says, "Here comes Daisy's mommy." Says, "I have a big brother and a baby sister." Helps with family chores by helping to clear the table after a meal. Draws a picture of some of the roles in her family; says, "This is my daddy washing clothes; my mommy washes the dishes." 	<p>Begins to understand family structures and roles SS 1 a</p> <ul style="list-style-type: none"> Identifies different family structures Looks at photographs of classmates' families Reads stories about different family structures Participates in dramatic play in "home" setting, using dress-up clothes 	<p>People, Past and Present: Identifies similarities and differences in personal and family characteristics A 1</p>	SSKE1 SSKE2
		<p>Recognizes community roles and relationships C2SS3</p> <ul style="list-style-type: none"> Puts on police hat in Dramatic Play area after a policeman comes to class to visit Puts a toy stethoscope around his neck and says he will "make the baby better" Puts cup in the trash can "to keep our class clean" 	<p>Recognizes community roles and relationships C3SS3</p> <ul style="list-style-type: none"> In "puzzle helper" role, makes sure all puzzle pieces are picked up at clean-up time Sees an ambulance go by with its lights flashing and siren blaring; asks, "Is somebody sick?" Climbs on fire truck; sees the big hose and ladder when fire fighter visits school Looks at book with picture of adult looking at a little girl's teeth; says "She's a dentist." Goes with father to take the dog to "doggie doctor" and tells teacher about it when he sees her the next day 	<p>Participates in classroom jobs and contributes to the classroom community SS 1 b</p> <ul style="list-style-type: none"> Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets) 	<p>Interaction with Others: Participates in the group life of the class D 3 <i>from Personal and Social Domain</i></p>	SSKE1 SSKE2

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		Recognizes community roles and relationships C2SS3 <i>Refer to Sample Behaviors above</i>	Recognizes community roles and relationships C3SS3 <i>Refer to Sample Behaviors above</i>	Becomes aware of the roles, responsibilities and services provided by community workers SS 1 c <ul style="list-style-type: none"> • Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play • Identifies community workers by the uniform worn or the equipment used • Completes the community worker puzzle and describes the various jobs 	Human Interdependence: Describes some peoples' jobs and what is required to perform them B 2	SSKCG2 SSKE1
Begins to recognize significant family and personal relationships C0SS1 <i>Refer to Sample Behaviors above</i>	Recognizes significant family and personal relationships C1SS1 <i>Refer to Sample Behaviors above</i>	Recognizes family roles and personal relationships C2SS1 <i>Refer to Sample Behaviors above</i>	Recognizes family roles and personal relationships C3SS1 <i>Refer to Sample Behaviors above</i>	Becomes aware of family and community celebrations and events SS 1 d <ul style="list-style-type: none"> • Describes family celebrations (birthdays, family gatherings, holidays) • Participates in community events (parades, festivals, fairs, picnics) 	Human Interdependence: Begins to understand family needs, roles and relationships B 1	SSKH1 SSKG1

Pre-K SS 2 Children will develop a respect for differences in people

Infants	1 Year Olds Indicators <ul style="list-style-type: none"> • Sample Behaviors 	2 Year Olds Indicators <ul style="list-style-type: none"> • Sample Behaviors 	3 Year Olds Indicators <ul style="list-style-type: none"> • Sample Behaviors 	4 Year Olds GA Pre-K Perf. Indicators <ul style="list-style-type: none"> • Sample Behaviors 	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
	Begins to recognize individual preferences and differences C1SS2 <ul style="list-style-type: none"> • Notices that another child is playing with her favorite toy; she goes over to him, says "mine" and takes it back • Picks favorite "blankie" from among others to take to his mat 	Recognizes obvious individual preferences and differences C2SS2 <ul style="list-style-type: none"> • Notices classmate's glasses and says, "Glasses" C2SS2a • Walks next to friend, who is riding in his wheelchair • Is curious to taste a new dish for lunch when she goes to friend's house • Says, "My hair is long; ---'s is short" 	Recognizes individual preferences and differences C3SS2 <ul style="list-style-type: none"> • Says, "I'll be the mommy"; tells playmate, "you be the daddy" when playing C3SS2a • Says, "I have black hair like-." • Says, "Franklin has brown skin." • Says, "She has an ear like me," when he sees a little girl with hearing aids. • Asks what Señor G-- is saying when he speaks Spanish to the teacher • Says he likes to climb on the jungle gym, but his brother doesn't 	Identifies similarities and differences among people SS 2 a <ul style="list-style-type: none"> • Recognizes that classmates have hair, but it can be different colors, lengths, and textures • Uses multicultural dolls/books/materials. Materials should represent differing ethnicity, culture, ages, ability, and gender. 	People, Past and Present: Identifies similarities and differences in personal and family characteristics A 1	SSIP 1
	Begins to recognize individual preferences and differences C1SS2 <i>Refer to Sample Behaviors above</i>	Recognizes obvious individual preferences and differences C2SS2 <i>Refer to Sample Behaviors above</i>	Recognizes individual preferences and differences C3SS2 <i>Refer to Sample Behaviors above</i>	Demonstrates an emerging awareness and respect for culture and ethnicity SS 2 b <ul style="list-style-type: none"> • Learns some words of other languages • Tastes a snack that a classmate from another culture brings to school 	People, Past and Present: Identifies similarities and differences in personal and family characteristics A 1	SSKG1
	Begins to recognize individual preferences and differences C1SS2 <i>Refer to Sample Behaviors above</i>	Recognizes obvious individual preferences and differences C2SS2 <i>Refer to Sample Behaviors above</i>	Recognizes individual preferences and differences C3SS2 <i>Refer to Sample Behaviors above</i>	Demonstrates emerging awareness and respect for abilities SS 2 c <ul style="list-style-type: none"> • Reads a story about a child with a disability • Includes children with disabilities in play/conversation 	People, Past and Present: Identifies similarities and differences in personal and family characteristics A 1	SSIP 1 SSKCG2

Pre-K SS 3 Children will express beginning geographic thinking

Infants	1 Year Olds	2 Year Olds Indicators • Sample Behaviors	3 Year Olds Indicators • Sample Behaviors	4 Year Olds GA Pre-K Perf. Indicators • Sample Behaviors	Work Sampling System Preschool 4 Component: Indicator	Kdg. GPS
		<p>Explore concepts of place and location C2SS4</p> <ul style="list-style-type: none"> Looks under table for his truck when his mother tells him she thinks it rolled there Says she wants to go “downstairs” to see the toy train set in the basement Remembers where he left cup of juice and goes to get it Leads familiar adult to her classroom when he comes to visit for the first time 	<p>Explore concepts of place and location C3SS4</p> <ul style="list-style-type: none"> Goes up to the gate and asks mother if she can go out; knows she is supposed to stay inside her backyard While riding a tricycle through playground at school, notices that the path is smooth and other places are rocky and bumpy; decides to stay on the path Names the different stores and other locations he recognizes as he rides to school Tells teacher she’s going to ride on an airplane to visit her grandma who lives far away When it’s time to go outside, leads new student from classroom to playground 	<p>Identifies common features in the home and school environment SS 3 a</p> <ul style="list-style-type: none"> Describes what is seen on the way to school After touring the school, draws a picture about what was seen 	<p>People and where they live: Describes the location of things in the environment D 1</p>	SSKG2 SSKG3
		<p>Draws simple pictures L2FW2</p> <ul style="list-style-type: none"> Draws circular shapes and lines and says to adult, “See my car” Finger paints a picture and uses signs to say that it is a flower 	<p>Draws pictures L3FW2</p> <ul style="list-style-type: none"> Draws a round shape and says it is a puppy Draws a picture and says it is three pigs, after listening to the story Draws a picture of his family and tells about it at Circle Time 	<p>Creates simple representations of home, school, or community SS 3 b</p> <ul style="list-style-type: none"> Builds a familiar street with blocks Draws a simple map of classroom or school Drives toy cards on roads made from blocks or uses blue paper to represent water 	<p>People and where they live: Describes the location of things in the environment D 1</p>	SSKG2 SSKG3 SSMG1
		<p>Explore concepts of place and location C2SS4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Explore concepts of place and location C3SS4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Uses and responds to words to indicate directionality, position, and size SS 3 c</p> <ul style="list-style-type: none"> Identifies objects that are near and far Talks about the largest (smallest) building in the city Identifies buildings that are close to or far from the school. 	<p>People and where they live: Describes the location of things in the environment D 1</p>	SSMG1
		<p>Explore concepts of place and location C2SS4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Explore concepts of place and location C3SS4</p> <p><i>Refer to Sample Behaviors above</i></p>	<p>Develops awareness of the community, city, and state in which he/she lives SS 3 d</p> <ul style="list-style-type: none"> Takes a walking field trip to explore the local community Identifies the name of the city and state in which he/she lives Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital). 	<p>People and where they live: Shows awareness of the environment D 2</p>	SSKH2 SSKG2 SSKG3

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		Explore concepts of place and location C2SS4 <i>Refer to Sample Behaviors above</i>	Explore concepts of place and location C3SS4 <i>Refer to Sample Behaviors above</i>	Recognizes characteristics of other geographic regions and cultures SS 3 e • Explores the characteristics of arctic animals • Reads a story about life in the rain forest	People and where they live: Shows awareness of the environment D 2	SSKG2 SSKG1