

Proclamation 2021 Breakouts to the Texas Prekindergarten Guidelines (TPG)

Course	Prekindergarten		
---------------	-----------------	--	--

For the full text of the Texas Prekindergarten Guidelines, visit <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386>.

(VII) SOCIAL STUDIES DOMAIN

Social studies is integral to young children’s lives and is naturally engaging in the classroom. Driven by a desire to know and achieve mastery over self, family and their environment, children are eager to gain understanding of the many aspects of their culture and community beginning with their family, then moving into the environmental world. Through social studies, children begin to develop the self-understanding that will serve as a foundation for learning about others and the world. Although all aspects of education have the goal of preparing children to become contributing members of society, social studies is particularly well suited to foster the skills and attitudes necessary for citizenship in a democracy. Skills such as beginning economics, geography awareness, problem-solving, decision-making, and working independently as well as in teams in a classroom, prepare children to become fully functioning members of society.

Prekindergarten children come from a variety of cultural and linguistic settings; therefore, their understanding of the world around them can be unique and very diverse. It is important to realize that children bring different background knowledge to the classroom, and this will undoubtedly influence their understanding of some concepts in the social studies domain. Therefore, it is important to incorporate and honor the child’s home, community, and culture in their understanding and world view.

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills. Prekindergarten children are aware of time and begin to organize their lives around it. Four-year-old children learn to depend on events and routines that occur in a regular and predictable order. They begin to understand past events and how these events relate to their cultural background as well as present and future activities, demonstrating evidence of their growing understanding of time, change, culture, and continuity.	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(a) Child identifies similarities between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(b) Child identifies similarities between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(c) Child identifies differences between himself, classmates and other children inclusive of specific characteristics
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(1) Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences	(d) Child identifies differences between himself, classmates and other children inclusive of cultural influences
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(a) Child identifies similarities in characteristics of families

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(2) Child identifies similarities and differences in characteristics of families	(b) Child identifies differences in characteristics of families
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(a) Child connects [his] life to events
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(b) Child connects [his] life to time
(VII) SOCIAL STUDIES DOMAIN	(A) People, Past and Present Skills	(3) Child connects [his] life to events, time, and routines	(c) Child connects [his] life to routines
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills. In prekindergarten, children learn about the world in their community. They explore the roles and relationships of consumers and producers and become aware that people produce services as well as goods. Children learn that their community benefits from many different people working in many different ways.	(1) Child demonstrates that all people need food, clothing, and shelter	(a) Child demonstrates that all people need food
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(b) Child demonstrates that all people need clothing
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(1) Child demonstrates that all people need food, clothing, and shelter	(c) Child demonstrates that all people need shelter
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(2) Child demonstrates understanding of what it means to be a consumer	(a) Child demonstrates understanding of what it means to be a consumer
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(a) Child discusses the roles of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(b) Child discusses the roles of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(c) Child discusses the roles of community helpers
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(d) Child discusses the responsibilities of family
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(e) Child discusses the responsibilities of school
(VII) SOCIAL STUDIES DOMAIN	(B) Economic Skills	(3) Child discusses the roles and responsibilities of family, school, and community helpers	(f) Child discusses the responsibilities of community helpers

Domain	Skill	Outcome	Breakout
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills. Prekindergarten children begin to think about geography using location and direction. Children use direction to locate their relative position in space and to locate their home and school in their community.	(1) Child identifies and creates common features in the natural environment	(a) Child identifies common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(1) Child identifies and creates common features in the natural environment	(b) Child creates common features in the natural environment
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(a) Child explores geography tools
(VII) SOCIAL STUDIES DOMAIN	(C) Geography Skills	(2) Child explores geography tools and resources	(b) Child explores geography resources
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills. The child begins to understand important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.	(1) Child identifies flags of the United States and Texas	(a) Child identifies [the flag] of the United States
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(1) Child identifies flags of the United States and Texas	(b) Child identifies [the flag] of Texas
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(a) Child recites the Pledge of Allegiance to the United States flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(b) Child recites the Pledge of Allegiance to the state flag
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(2) Child recites the Pledge of Allegiance to the United States flag and the state flag and observes a moment of silence*	(c) Child observes a moment of silence*
(VII) SOCIAL STUDIES DOMAIN	(D) Citizenship Skills	(3) The child engages in voting as a method for group decision-making	(a) The child engages in voting as a method for group decision-making