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|  | **Social Studies Resources[[1]](#footnote-1)** |
| **Evidence Sources** | **College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History** [**http://www.socialstudies.org/c3**](http://www.socialstudies.org/c3) **(3-9)**  *The result of a three year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.* **Powerful, Purposeful Pedagogy in Elementary School Social Studies (5-9)**[**https://www.socialstudies.org/positions/powerfulandpurposeful**](https://www.socialstudies.org/positions/powerfulandpurposeful) *This position statement from the* National Council for the Social Studies delineates the scope and purpose of social studies education for young children. **Social Studies for Early Childhood and Elementary School Children: Preparing for the 21st Century (5-9)** [**http://www.jeffbloom.net/docs/SS3-EarlyChildhoodElementary.pdf**](http://www.jeffbloom.net/docs/SS3-EarlyChildhoodElementary.pdf)  *This report from the National Council on Social Studies Task Force on Early Childhood/Elementary Social Studies discusses the definition, rationale, and goals for social studies in the early childhood/elementary years; the developmental characteristics that should be considered in planning a social studies program; an overview of the basic research for elementary social studies; a look at the current status of social studies in the elementary school; and a discussion of preservice and in-service education for teachers of early childhood/elementary social studies.* |
| **Print Sources** | **Calendar Time for Young Children: Good Intentions Gone Awry (3-6)** [**http://www.naeyc.org/files/tyc/file/CalendarTime.pdf**](http://www.naeyc.org/files/tyc/file/CalendarTime.pdf)  *What is the long-term impact on children when they engage regularly in an activity they do not fully understand? Here is a fresh look at calendar time considering what we know about child development and best practices.*  **Claiming the Promise of Place-Based Education** [**http://www.bankstreet.edu/occasional-paper-series/33/**](http://www.bankstreet.edu/occasional-paper-series/33/) **(3-9)**  *From New York City to the foothills of the Himalayas, the teachers and students described in this collection of articles are engaged in the essential work of exploring the “diversity and community… that exists and thrives” outside the narrowly defined classroom. Each of the papers in Claiming the Promise of Place-based Education offers an antidote to the forces that disconnect us from the places we teach, learn, and live in. Taken together, they provide an opportunity to reflect on the power of place in education. Take a few minutes to enjoy the fresh air that the authors of this issue have brought with them to share with you by reading one or more of the articles. Then think about how to use these ideas in your work.*  **Exploring Social Studies through Children's Books** **(0-8)** [**https://www.naeyc.org/files/yc/file/200509/SocialStudiesBooksBTJ905.pdf**](https://www.naeyc.org/files/yc/file/200509/SocialStudiesBooksBTJ905.pdf)  *Children’s books offer an excellent way for teachers and children to explore the many themes of social studies. Through books children can learn about their own culture and family, cultures around the world, geography, history, community, and more. This article shares a selection of books touching on these themes.*  [**PreK-8 Environmental Education Activity Guide**](https://www.plt.org/curriculum/environmental-education-activity-guide/) **(3-9)**  [**https://www.plt.org/curriculum/environmental-education-activity-guide/**](https://www.plt.org/curriculum/environmental-education-activity-guide/)  *This collection of 96 hands-on interdisciplinary activities address diverse topics including forests, wildlife, water, air, energy, waste, climate change, invasive species, community planning, and more. Each activity is tailored to specific grade levels and learning objectives. The materials provide educators the tools they need to bring the environment into their classrooms — and their students into the environment.*  **Social Studies in Preschool? Yes!**  **(3-5)** [**https://www.mbaea.org/documents/resources/Young\_Children\_\_March\_2014\_Social\_S\_F240BFB7A4BAC.pdf**](https://www.mbaea.org/documents/resources/Young_Children__March_2014_Social_S_F240BFB7A4BAC.pdf)  *Author Ann Epstein highlights how children learn to get along, make friends, and participate in decision making through engaging in social studies learning. Her article highlights practical ways to build children’s capacity to value diversity, learn about community roles, create and follow rules, understand history, geography and economic, and appreciate ecology.* |
|  | **Social Studies Resources** |
| **Print** | **Social Studies in Today’s Early Childhood Curriculum**[**https://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf**](https://www.naeyc.org/files/yc/file/200509/MindesBTJ905.pdf)  *Gayle Mindes’ thoughtful article highlights opportunities to address social studies content across the early childhood curriculum and through both environments and interactions. The article also highlights an emphasis on social studies as a vehicle for building an appreciation of individual differences and diversity.* |
| **Audiovisual Sources** | **10 Best Social Studies Tools for Elementary School (5-9)**  [**https://www.commonsense.org/education/top-picks/10-best-social-studies-tools-for-elementary-school**](https://www.commonsense.org/education/top-picks/10-best-social-studies-tools-for-elementary-school)  *This collection of elementary-focused social studies tools will get kids digging into history and exploring places near and far, all while learning about different societies and cultures, and how they fit into the big picture.*  **PBS Learning Media (5-9)**  [**https://vermont.pbslearningmedia.org/resource/evscps.sci.life.getfrom/what-do-you-get-from-that/#.WQnA8sa1vZs**](https://vermont.pbslearningmedia.org/resource/evscps.sci.life.getfrom/what-do-you-get-from-that/#.WQnA8sa1vZs)  *This URL will connect you with videos for young children that address key social studies concepts. Many are available in Spanish and include a learning assessment (quiz).*  **Social Studies: The Kindergarten Experience (5-6)**  [**https://www.teachingchannel.org/videos/teaching-kindergarteners-social-studies**](https://www.teachingchannel.org/videos/teaching-kindergarteners-social-studies)  *In this 15-minute example, the California Gold Rush is the vehicle for sharing ideas about maps, through tactile, auditory, and visual experiences.* |
| **Online** | **Growing Up WILD (3-9)**  [**http://www.projectwild.org/growingupwild.htm**](http://www.projectwild.org/growingupwild.htm)  *Growing Up WILD is an early childhood education program that builds on children’s sense of wonder about nature and invites them to explore wildlife and the world around them.  The website offers activities and experiences for developing positive impressions about the natural world and lifelong social and academic skills.*  **Introduction to Land, Air, and Water (Preschool Geography) (3-5)**  [**http://www.giftofcuriosity.com/introduction-to-land-air-and-water-preschool-geography/**](http://www.giftofcuriosity.com/introduction-to-land-air-and-water-preschool-geography/)  *This blog post shares ideas for introducing the concepts of land, air, and water to preschool children.*  **Project Learning Tree** **(0-9)**  [**https://www.plt.org/**](https://www.plt.org/)  *This website offers resources through which families and educators can use the environment to engage children in learning – both outside and indoors. Lesson plans, curriculum resources, and ideas for families are free, downloadable, and align with state standards.* |

1. This collection was compiled and annotated by [Camille Catlett](mailto:camille.catlett@unc.edu) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of March 2018. [↑](#footnote-ref-1)