

## DOMAIN 4: GENERAL KNOWLEDGE

### SUB-DOMAIN: SOCIAL STUDIES

*Social studies are defined as the integrated study of the social sciences. The social studies curriculum draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, sociology, and world affairs (Idaho State Department of Education Social Studies Position Statement, 2010-2016).*

Children learn about society, government, and civic behavior through personal experiences as a family member, as a classroom member, and as a member of the community in which they live. Children start to learn about democracy by having many opportunities to live, work, and resolve problems with others. Early childhood experiences help children understand and respect their own history, how people are similar and different from each other, and how people in communities help each other.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
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GOAL 45: CHILDREN DEMONSTRATE AWARENESS AND UNDERSTANDING OF INDIVIDUAL FAIRNESS, GROUP RIGHTS, AND RESPONSIBILITIES (DEMOCRATIC IDEALS) FOR MEMBERSHIP AND PARTICIPATION IN GROUP ACTIVITIES (SUCCESSFUL CITIZENSHIP).			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	With adult assistance, regulates self-behavior to participate in groups with familiar people, objects, and play.	<ul style="list-style-type: none"> <li>▪ Actively seeks assistance by approaching adults and using words to express emotions and needs.</li> <li>▪ Comforts self, as needed, using familiar objects.</li> <li>▪ Responds to others' expressed emotions in more complex ways (comforting another child).</li> <li>▪ May claim toys as "mine" but can give another child a turn when finished, with adult support.</li> <li>▪ Begins to participate as a group member of a family or classroom community (helps clean up, helps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment.</li> <li>▪ Talk to and listen respectfully to all children.</li> <li>▪ Model respect for diversity.</li> <li>▪ Respond promptly to requests for assistance.</li> <li>▪ Encourage expression, recognition, and response to others' emotions in socially and culturally appropriate ways.</li> <li>▪ Establish, discuss, remind, and follow through on simple</li> </ul>

		<p>prepare snack).</p> <ul style="list-style-type: none"> <li>▪ Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack).</li> <li>▪ Helps with family, school, and community routines, with adult encouragement and assistance.</li> <li>▪ May engage in pretend "house" play helping with cleaning, cooking, mowing, or painting.</li> <li>▪ May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper) and props such as hats or jackets.</li> </ul>	<p>rules and limits.</p> <ul style="list-style-type: none"> <li>▪ Allow a child to have their full "turn" before giving the desired toy to another child. A special individual transitional object ("lovey, Blankie") does not have to be shared.</li> <li>▪ Encourage conflict resolution through active listening and short descriptions ("That's pushing. Does Maddie look hurt?").</li> <li>▪ Help to ensure that child's messages are understood by others.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls, dress-ups, and hats) that reflect home, family, community, and the world.</li> <li>▪ Provide opportunities for child to assist and help with daily routines (clearing their space at the table, pouring milk, wiping the table, or sweeping the floor).</li> </ul>
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