

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.

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GOAL 44: CHILDREN DIFFERENTIATE BETWEEN PEOPLE, PLACES, ACTIVITIES, AND EVENTS IN THE PAST AND PRESENT THAT RELATE TO SELF, GROUP IDENTITY, AND A SENSE OF THEIR COMMUNITY.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Shows awareness of personal membership of self and others in family, community, program, and culture.	<ul style="list-style-type: none"> ▪ Recognizes characteristics of self and others around them (e.g. age, physical characteristics, hair color, family name, age, abilities, and disabilities). ▪ Begins to demonstrate awareness of group membership according to different environments, activities, and routines (e.g. uses terms to show group identity, such as our house, the farmer's fence, my grandmother, our car, the policeman's car). ▪ Seeks safety and comfort from those with whom the child has trusting relationships across settings, routines, and activities. ▪ Observes, describes, and predicts events around them as they connect new experiences to past 	<ul style="list-style-type: none"> ▪ Make special places where children can talk about and post family photos; identify members and talk about group activities and special events. ▪ Use digital photography of events at school that represent groups of children playing and doing routines together. ▪ Offer celebrations and presentations where children come together and are identified as groups. ▪ Assure two way communications between parent and school about group events and activities. ▪ Assure that children know each other's names. ▪ Provide opportunities to draw pictures, paint, and dictate stories that depict child's group identity at home or other

		<p>experiences (e.g. when we go to the park on our street; we can play on the playground when we go to Sunday School together; is that puzzle at Grandma's for me?).</p> <ul style="list-style-type: none"> ▪ Recognizes and identifies familiar community helpers and their association with activities, routines, and locations (e.g. firefighters/ fire truck/ fire station; doctor/nurse/clinic/injections; policeman/police car/siren). ▪ Identifies group membership in family and explains roles (e.g. Mommy goes to work, and she buys groceries. My baby cries and Daddy gets up while I am sleeping and takes care of her. We Face Time with Uncle Cody. He lives away from my house. I love him.). ▪ Identifies relationships used during role play based on his/her personal home and family themes (e.g. flying on a plane, eating at restaurants, using digital cameras, attending a rodeo, caring for an ailing grandparent, visiting a jail, or experiencing a house fire). ▪ Begins to use play money for items in role play situations (play store). ▪ Recognizes that people rely on others for goods and services. ▪ Recalls information about the immediate past. ▪ During routines and daily activities, uses vocabulary associated with time and sequence (now, today, and later). ▪ Constructs geographic concepts and meanings in relation to self and community (e.g. "The store is near Nan's house." "It is a long way to my friend's house and I can't walk there."). ▪ Discusses different cultures as experienced through books and media. 	<p>settings (e.g. dance recital, gymnastics, or church group).</p> <ul style="list-style-type: none"> ▪ Talk to and listen respectfully to each child. ▪ Model respect for diversity. ▪ Show respect for diversity by offering public comments about and responses about individual children's accomplishments (e.g. "Shandra, you climbed to the top of the climbing wall today. That's something you have never done before today. Micah, you rode the scooter up hill and downhill without falling off even one time. Let's give them a hand on their work today."). ▪ Tell stories that show how people are alike and different. ▪ Tell stories and post pictures of celebrations or typical routines across cultures. ▪ Recite and display words or expressions in different languages that express the same thought or object. ▪ Discuss food preferences and sample foods that are unfamiliar to children, and perhaps not found in their home culture. Remember that many foods are unfamiliar to children who are not in the mainstream culture of a center, so be sure to plan time for each child to react to foods. ▪ Provide a variety of materials and toys for pretend role play. ▪ Provide community worker props and costumes for children to explore and pretend play. ▪ Have ample time for children to describe and ask questions about family routines and events during group times, including circle times, small group times, dramatic play, and mealtimes. ▪ Provide picture books illustrating community workers, family activities, and community events. ▪ Take walks around the neighborhood or field trips to experience places and community. Talk about the walk and trip before going, and plan for things to look for, then, do follow-up activities when you return. Document the trips and help children see how the setting provided group identity.
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