

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
36 to 60 Months	Engages cooperatively in organized, culturally acceptable practices with familiar people, objects, settings, and play.	<ul style="list-style-type: none"> ▪ With some assistance, recognizes own feelings and chooses ways to control those feelings. ▪ Most of the time, chooses acceptable behaviors to control strong emotions in group situations. ▪ Follows simple rules and respects boundaries, most of the time. ▪ Usually monitors self behavior to follow and contribute to classroom routines and activities. ▪ Uses most materials safely and purposefully in different contexts and settings, with adult assistance. ▪ Manages most transitions and changes in routines. ▪ Takes turns with other children when using objects, 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment. ▪ Call children by their names. ▪ Make certain children know each other's names in the classroom. ▪ Talk to and listen respectfully to each child, and assist children to do the same with each other. ▪ Model respect for diversity. ▪ Encourage child to listen to, verbally express, and respond to others' emotions in socially and culturally appropriate ways. ▪ Encourage child to actively discuss, establish, and remind

		<p>or when doing activities, though adult support may be needed for novel or favored object/events.</p> <ul style="list-style-type: none"> ▪ Recognizes their roles as part of a group. ▪ Tries out strategies for entering group play. ▪ Shows awareness of group rules, though may need adult assistance to follow those rules. ▪ Observes that people have needs and wants. ▪ Shares occasionally (e.g. gives up a desired object or activity at expense of self desires). Expect that younger children in this age range to be more amenable to adult-mediated turn taking than true sharing. ▪ Begins to say “that’s not fair” as a rationale for getting their way. ▪ Identifies individuals who are helpful to people in their everyday lives (e.g. teacher, nurse, police officer, or wait staff at a restaurant). ▪ Participates in dramatic play with props to pretend roles and scenarios of community helpers. ▪ Takes initiative to be helpful to family, school, and community. ▪ Listens to and observes others opinions, feelings, and actions. ▪ Makes choices among limits. 	<p>others to follow through on simple rules and limits.</p> <ul style="list-style-type: none"> ▪ Model empathy, understanding, and self-control. ▪ Give child appropriate words to express emotions. ▪ Assure children that they will get a turn at a desirable item or activity, and then be sure to follow through to be sure children get a turn. This encourages trust in groups. ▪ Talk often about turn taking. Explain how to take turns: “When you are done with the digger, let Juan know that it is his turn.” ▪ When you see evidence of sharing, acknowledge the event, and explain what sharing means (“I see that Manuel was playing with his favorite blocks, and then he gave some of those to Michael. Manuel loved those blocks, but he shared them. Manuel is a sharer.”). ▪ Encourage conflict resolution through active listening and simple questioning between you and the children, and among children. ▪ Help to ensure that child’s messages are understood by others through discussion and questioning. ▪ Conduct group meetings, modeling listening and turn-taking skills within discussions related to justice, fairness, community welfare, and individual rights based on real-life contexts (e.g. knocking over other’s structures, taking toys or materials without permission, or choosing popular wheel toys at outside play). ▪ Create meaningful community jobs that foster respect and responsibility. ▪ Make opportunities for each child to be a leader or helper. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. ▪ Provide time, space, and props for dramatic play as children pretend adult roles and jobs (e.g. mom, dad, firefighters, law enforcement, health care folks, food service staff, or ambulance drivers).
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