

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			
SOCIAL STUDIES			
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
6 to 18 Months	Engages and responds to familiar people, places, activities, and events in their family, program, community, and culture.	<ul style="list-style-type: none"> ▪ Recognizes and responds to familiar people, places, activities, and events (e.g. runs to mother for comfort; reaches out for favorite toy). ▪ Shows awareness of self and body image (e.g. looks at and smiles at self-image in mirrors, or seeks to hold objects used for everyday routines). ▪ Anticipates and expresses interest in response to a familiar setting, group, or routines with trusted primary caregivers. ▪ Demonstrates expectations for familiar sequence of 	<ul style="list-style-type: none"> ▪ Match activities that address each child's needs and backgrounds with classroom activities that respect and reflect each child's home environment. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Help children explore their unique characteristics in relation to others through touch, photographs, mirrors, textures, visual media, and sound recordings. ▪ Encourage child to point as an adult describes physical

		<p>events in daily routines.</p> <ul style="list-style-type: none"> ▪ Responds to and begins to participate in familiar activities (songs and stories) from the home culture. ▪ Shows preference for primary caregivers and family members. ▪ Observes others and imitates their actions and play themes. ▪ Engages in mostly solitary play style. ▪ Begins to engage in parallel play style with other children. ▪ Can locate common items used in daily functions in the household or child care program. ▪ Shows response as people come and go in the immediate environment (e.g. waving bye-bye or hello, crying if a favored person leaves, or reaching toward a returning parent). ▪ Explores familiar environments including home and child care. ▪ Observes and imitates people's use of common technological devices or household tools. ▪ Shows interest in daily community routines (e.g. lawn mowers, road construction, garbage trucks, or wait staff in restaurants). 	<p>similarities and differences among familiar children and adults during daily activities and routines (e.g. Charlie has a hat on and Pete has a hat on. Baby Carl is getting some new hair. Miss Johnson has lots of hair on her head. Sam wears soft shoes, and Bess has on sandals.).</p> <ul style="list-style-type: none"> ▪ Show books and point to photos and illustrations of children and adults from different regions, cultures, or countries. ▪ Provide ongoing opportunities for child to observe and interact with other children and caregivers in familiar settings. ▪ Arrange the room, space, and materials/toys so that two or more children (including those with special health concerns or special learning needs) can play alongside each other and to interact and share the toys/materials. ▪ Provide space, time, and materials from the home culture for each child to use in imitating actions, simple roles, and in pretend play. ▪ Interact with children in pretend play. ▪ Provide labeled space with child's printed name and current photo where child's possessions are kept and demonstrate how child can retrieve and store personal items. ▪ Demonstrate and encourage child to participate in finger-plays and sing songs from the child's home language or culture by two-way sharing with parents to know activities at home and activities at school. ▪ Display child's family photos and encourage child to point to and name family members.
--	--	--	---