

## 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 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
Birth through 8 Months	Show comfort with the familiar.	<ul style="list-style-type: none"> <li>▪ Recognizes and responds to familiar people, places, activities, and events (e.g. calms when dad enters the room).</li> <li>▪ Anticipates familiar setting, group, or routines with trusted primary caregivers, as demonstrated by turning toward caregiver or tracking toward caregiver.</li> <li>▪ Responds to a familiar sequence of events in daily routines.</li> <li>▪ Shows awareness of and responds to familiar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Build a sense of connection by respecting and reflecting child's home environment.</li> <li>▪ Use clothing and blanket from home for familiar feel and smell.</li> <li>▪ Post picture collages of family members and refer to them as you walk and hold the baby. Talk with child about family photos (point to members and describe what is happening in the picture).</li> <li>▪ Talk to and listen respectfully to infants sounds, and attend to their gazes and movements with comment and</li> </ul>

		<p>activities (songs, stories, or lullaby) from the home culture.</p> <ul style="list-style-type: none"> <li>▪ Calms when wants and needs are satisfied by caregivers.</li> <li>▪ Looks to where things are located in the environment.</li> <li>▪ Shows preferences for one adult over another.</li> <li>▪ Responds to emotions of adults and other children (e.g. happy, sad, angry, excited, and tense).</li> </ul>	<p>respect.</p> <ul style="list-style-type: none"> <li>▪ Model respect for diversity among children and their characteristics.</li> <li>▪ Provide opportunities to begin exploring awareness of self, family, and others through touch, photographs, mirrors, and sound recordings.</li> <li>▪ Point to and describe physical similarities and differences among familiar children and adults during daily activities and routines.</li> <li>▪ Share books with photos and illustrations of children and adults from different regions, cultures, or countries.</li> <li>▪ Provide ongoing opportunities for child to observe other children.</li> <li>▪ Be certain that children have access to familiar adults on a regular basis when rotating staff. Assigning one primary caregiver to each child increases trust.</li> <li>▪ Arrange the room, space, and materials/toys so that two or more children (including those with special health concerns/needs) can play alongside each other.</li> <li>▪ Provide space, time, and materials from the home culture for each child to use and explore as they imitate or attempt to reproduce actions.</li> <li>▪ Provide personal space for each child's items, and post the child's name and a current photo where child's possessions are kept.</li> <li>▪ Demonstrate finger-plays and sing songs from the child's home language or culture.</li> <li>▪ When children show concern about a family member leaving, help them watch as the parent leaves, and assure them that the parent will return. Have the parent wave bye-bye and smile as they leave.</li> </ul>
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