

IDAHO EARLY LEARNING EGUIDELINES

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.

Domain 4: General Knowledge

Sub-Domain: Social Studies

[Birth through 8 Months](#)

[6 to 18 Months](#)

[16 to 38 Months](#)

[36 to 60 Months](#)

[60 Months through Kindergarten](#)

DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Show comfort with the familiar.	<ul style="list-style-type: none"> ▪ Recognizes and responds to familiar people, places, activities, and events (e.g. calms when dad enters the room). ▪ Anticipates familiar setting, group, or routines with trusted primary caregivers, as demonstrated by turning toward caregiver or tracking toward caregiver. ▪ Responds to a familiar sequence of events in daily routines. ▪ Shows awareness of and responds to familiar activities (songs, stories, or lullaby) from the home culture. 	<ul style="list-style-type: none"> ▪ Build a sense of connection by respecting and reflecting child's home environment. ▪ Use clothing and blanket from home for familiar feel and smell. ▪ 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). ▪ Talk to and listen respectfully to infants sounds, and attend to their gazes and movements with comment and respect. ▪ Model respect for diversity among children and their characteristics. ▪ Provide opportunities to begin exploring awareness of self, family, and others through touch, photographs, mirrors, and

		<ul style="list-style-type: none"> ▪ Calms when wants and needs are satisfied by caregivers. ▪ Looks to where things are located in the environment. ▪ Shows preferences for one adult over another. ▪ Responds to emotions of adults and other children (e.g. happy, sad, angry, excited, and tense). 	<p>sound recordings.</p> <ul style="list-style-type: none"> ▪ Point to and describe physical similarities and differences among familiar children and adults during daily activities and routines. ▪ Share books with photos and illustrations of children and adults from different regions, cultures, or countries. ▪ Provide ongoing opportunities for child to observe other children. ▪ 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. ▪ 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. ▪ Provide space, time, and materials from the home culture for each child to use and explore as they imitate or attempt to reproduce actions. ▪ Provide personal space for each child's items, and post the child's name and a current photo where child's possessions are kept. ▪ Demonstrate finger-plays and sing songs from the child's home language or culture. ▪ 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.
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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 	<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 similarities and differences among familiar children and adults during daily activities and routines (e.g. Charlie has a hat on and Pete has a

		<p>sequence of 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>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.
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	Intentionally selects and participates in daily activities and routines reflecting cultural traditions and values with adults and peers.	<ul style="list-style-type: none"> ▪ Begins to recognize and associate differing environments, activities, and routines with people and group membership. ▪ Points to, identifies, and describes self and others. ▪ Begins to make predictions about what may happen, and connects new experiences to past experiences (e.g. a parent goes to work and later returns home). ▪ Shows recognition of simple sequence in events (e.g. naptime is after lunch). 	<ul style="list-style-type: none"> ▪ Call children by name. ▪ Teach children each other's names, and teach them to call each other by name, and to look at each other as they make comments or requests. ▪ Communicate frequently with parents to share activities that occur at home and school. ▪ Talk to and listen respectfully to each child. ▪ Model respect for diversity. ▪ Intentionally prepare yourself to use both child's home language and the language used at school. ▪ Provide child with opportunities to explore, identify, and discuss self and familiar others using photos, mirrors, photos, and video.

		<ul style="list-style-type: none"> ▪ Actively selects and participates in activities and routines with peers and adults. ▪ Locates items in the environment (e.g. outdoor shoes are kept in cubbies; dishes are stored in the kitchen). ▪ Maintains trusting relationships with caregivers and begins developing trusting relationships with peers. ▪ Actively selects and engages in pretend play with familiar activities and routines such as cooking, cleaning, and caring for a baby or yard work. ▪ Follows some daily routines (e.g. gets shoes to signal to go outside). ▪ Recognizes that an event is beginning and ending. ▪ Recalls information about the immediate past. ▪ Identifies desired items in stores, restaurants, school, or at a relative's home. ▪ Begins to develop sense of self in relation to the environment (e.g. recognizes house as "my home;" building as "my school"). ▪ Takes on familiar roles with objects and toys (e.g. pushing doll stroller as a grocery cart, feeding doll with toy bottle, talking on the phone, playing flower girl at a wedding). 	<ul style="list-style-type: none"> ▪ Encourage child to recognize and discuss similarities and differences among children and adults (hair color, gender). ▪ Encourage child to identify and describe photos and illustrations of children and adults from different regions, countries, or cultures. ▪ Read books and offer questions and comments for child to point to and describe photos and illustrations of children and adults from a variety of backgrounds, cultures, ethnicity, and geography. ▪ Sing songs and finger plays in both the child's home language and in the common language of the classroom. ▪ 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 and interact through play. ▪ Provide space, time, and materials from the home culture for each child to select and use in imitating actions, simple roles, and in pretend play. ▪ Provide opportunities for children to play beside each other and interact with others during pretend play (e.g. each child at a small group time table with their own doll and tub for washing). ▪ Provide labeled space with child's printed name and current photo where child's possessions are kept and encourage child to actively retrieve and store personal items. ▪ Demonstrate and encourage child to actively select and participate in finger-plays and sing songs from the child's home language or culture. ▪ Display or make a class book of children's family photos and encourage children to point to and name family members. ▪ Make a class book of students' photos for children to name and describe.
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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 	<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

		<p>settings, routines, and activities.</p> <ul style="list-style-type: none"> ▪ Observes, describes, and predicts events around them as they connect new experiences to past 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?). ▪ 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>that depict child's group identity at home or other 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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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Construct understanding about group membership across family, community, school, and culture as they recognize characteristics of self and others.	<ul style="list-style-type: none"> ▪ Expands on and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities. ▪ Recognize self in multiple roles as a member of family, classroom, and community (e.g. brother and son, boy and kindergartener, t-ball player and gymnast.) ▪ Identifies simple aspects of own culture (e.g. foods, clothing, celebrations). ▪ Engages in sophisticated role play with 	<ul style="list-style-type: none"> ▪ Assure that children in a group know and use each other's names. ▪ Find ways to build a sense of community through activities that respect and reflect each child's home environment. ▪ Talk to and listen respectfully to each child. ▪ Model respect for diversity. ▪ Encourage child to explore and discuss physical commonalities and differences (e.g. skills and abilities and observable characteristics). Be mindful and careful of children's sensitivities to being different. ▪ Provide opportunities to explore how each person is special

		<p>themes and plots.</p> <ul style="list-style-type: none"> ▪ Negotiates role play activity and responsibilities according to simple logic and perspective taking (e.g. "I'll be mommy because I'm a girl; you be daddy because you're a boy.>"). ▪ Recognizes and generalizes shared and different characteristics in relation to others (e.g. everyone has hair but with different colors, textures, length; some children run fast; some children have trouble running). ▪ Makes inferences, predictions, and generalizations about people, activities, group membership, and events based on observations and participation in past and present activities and routines. ▪ Explains roles and jobs of community workers within systems of service (e.g. mail delivery system, waste disposal system). ▪ Recognizes and associates different relatives with different locations. ▪ Shares and discusses similarities and differences in family travel with peers and adults. ▪ Examines and explores various family roles in other families to see how they differ from or are the same as their own. ▪ Expresses increased understanding of different people, places, and regions as experienced through books, videos, and television. ▪ Expands use of vocabulary associated with time (e.g. "now," "then," "before," "after," "today," "yesterday," and "tomorrow"). ▪ Identifies current events in the community and in other areas or regions. ▪ Uses common technological devices (cell phone, cameras, gears, hinges, microwave, and computers) as appropriate to family cultural values. ▪ Describes and explains how machines, inventions, and technology are used in the home (toaster, vacuum, can opener). ▪ Records and discusses calendar and historical events (yesterday, last week, 	<p>and unique within the classroom.</p> <ul style="list-style-type: none"> ▪ Observe and discuss how people of all ages may use adaptive equipment in many settings. ▪ Prepare, sample, and discuss different foods, including familiar and unfamiliar foods. Engage parents for information about children's favorite recipes and foods at home, and your center's food service staff for preparing the food. ▪ Explore different ways families in your program celebrate holidays and special occasions. ▪ Explore and discuss different family structures (size and type of members) using family photos. ▪ Share stories, pictures, and music of your life, family, and culture. ▪ Plan for a variety of diverse literature, field trips, and visitors to stimulate thinking about culture and group identification. ▪ Tell stories and read books and poetry that reflect the cultural heritage of the United States - present, past, real, and fiction. ▪ Teach songs that are reflective of history and heritage of the United States. ▪ Invite older family members (parents or grandparents) to describe and discuss historical lifestyles or events (what it was like when grandpa was in grade school). ▪ Identify community workers (sales clerk, mail carrier) to respond to children's questions regarding how these jobs are performed and the tools they use. Plan ahead for the visits with the children asking them what they know and what they want to learn from the visitor. Follow up with more activities and documentation of what the children learned when the visit is completed. ▪ Use various art forms (dramatic play, blocks, sand, painting, or music) to express different roles and tools needed. ▪ Explore simple machines in guided learning centers (toaster, microwave, egg beater, or turkey baster). ▪ Make a collage of machines used at school and at home. ▪ Provide children opportunities to describe what they see and pass on their way to school. ▪ Use flannel boards and building blocks to make three dimensional maps that show location of items in a room or show how the playground looks. ▪ Make and use a map of a familiar area such as child's home, neighborhood, school, or classroom. Identify the globe as a model of the Earth. ▪ Graph ways that child or others have traveled.
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		<p>month, or year).</p> <ul style="list-style-type: none"> ▪ Recognizes that people meet their needs by sharing, trading, and using money to buy goods and services. ▪ Identifies different means and characteristics of transportation used today to travel from place to place. 	
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