

IDAHO EARLY LEARNING EGUIDELINES

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).

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

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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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Show range of emotions.	<ul style="list-style-type: none"> ▪ Indicates need for assistance (crying, making sounds, or gesturing) to adults and caregivers. ▪ Watches familiar people and responds in relation to their emotions. ▪ Shows awareness of change and routine with emotional response. May object to changes. ▪ Communicates likes and dislikes. 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment. ▪ Talk to and respond respectfully by giving the infant attention and eye contact. ▪ Give baby a chance to show a reaction by maintaining eye contact with the baby as he/she shows a reaction. ▪ Use give and take in gazing at and talking with the child (e.g. return a gaze from a child, and look away when the child looks away, or take turns making sounds with each other). ▪ Model respect for diversity by responding to children with the

		<ul style="list-style-type: none"> ▪ Smiles and laughs with known adults. ▪ Participates in interactive games (e.g. peek-a-boo) with others. 	<p>customs and manners of their culture.</p> <ul style="list-style-type: none"> ▪ Respond promptly to children’s needs, especially when the child gives sound cues or visual cues that a need exists. ▪ Acknowledge and name the expression of emotions from the infant. ▪ Model emotional expressions in social and cultural norms. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
6 to 18 Months	Shows awareness of emotions for self and others.	<ul style="list-style-type: none"> ▪ Indicates the need for assistance (crying, using words, or gesturing) to adults and caregivers. ▪ Comforts self by sucking, stroking, or hugging familiar objects. ▪ Responds to emotions expressed by others (crying when others cry). ▪ Follows simple directions or requests 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, and responsive environment. ▪ Talk to and listen respectfully to all children by giving them undivided and sustained attention and eye contact. ▪ Provide wait time to make sure children have time to think about their responses, as you wait for an answer or comment when you and the child are in a give and take conversation. ▪ Direct children's attention to children who are laughing or crying or

		<p>made by adults or children.</p> <ul style="list-style-type: none"> ▪ Looks to caregivers for assistance and guidance, when needed. ▪ Shows awareness of boundaries for people, objects, activities, and settings (e.g. sits in car seat, chooses preferred adult over unfamiliar adult, or resists biting when breastfeeding). ▪ Claims objects, toys, and people with verbal or non-verbal indicators (e.g. "mine!" or grabbing). ▪ Uses basic, simple self-help skills for feeding and undressing themselves. ▪ Shows interest in doing household and classroom chores such as clearing their spot at mealtime, wiping down a table, picking up toys, or pulling clothes from a laundry basket. 	<p>showing emotion and explain why that child is having that reaction (e.g. "Look how happy Kim is. He is enjoying his cheerios." "Misty is crying because she wanted to go with her brother. He will be back later.").</p> <ul style="list-style-type: none"> ▪ Model respect for diversity. ▪ Respond promptly to needs. ▪ Encourage expression of emotions in socially and culturally appropriate ways. ▪ Set, discuss, remind, and follow through on simple rules and limits. ▪ Play turn-taking games with a child (rolling a ball or looking at a picture) individually and in small groups of two or three. ▪ Provide multiples of popular or novel toys so children can have time with the toy and to take turns with the toy, rather than having to share the item. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. ▪ Provide child-sized household items for child to play and work with (cleaning cloths, brooms, kitchens items, garden tools).
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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
16 to 38 Months	With adult assistance, regulates self behavior to participate in groups with familiar people, objects, and play.	<ul style="list-style-type: none"> ▪ Actively seeks assistance by approaching adults and using words to express emotions and needs. ▪ Comforts self, as needed, using familiar objects. ▪ Responds to others' expressed emotions in more complex ways (comforting another child). 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Respond promptly to requests for assistance. ▪ Encourage expression, recognition, and response to others' emotions in socially and culturally appropriate ways. ▪ Establish, discuss, remind, and follow through on simple rules and

		<ul style="list-style-type: none"> ▪ May claim toys as “mine” but can give another child a turn when finished, with adult support. ▪ Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack). ▪ Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack). ▪ Helps with family, school, and community routines, with adult encouragement and assistance. ▪ May engage in pretend “house” play helping with cleaning, cooking, mowing, or painting. ▪ May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper) and props such as hats or jackets. 	<p>limits.</p> <ul style="list-style-type: none"> ▪ Allow a child to have their full “turn” before giving the desired toy to another child. A special individual transitional object (“lovey, Blankie”) does not have to be shared. ▪ Encourage conflict resolution through active listening and short descriptions (“That’s pushing. Does Maddie look hurt?”). ▪ Help to ensure that child’s messages are understood by others. ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls, dress-ups, and hats) that reflect home, family, community, and the world. ▪ Provide opportunities for child to assist and help with daily routines (clearing their space at the table, pouring milk, wiping the table, or sweeping the floor).
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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. 	<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

		<ul style="list-style-type: none"> ▪ 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, or when doing activities, though adult support may be needed for novel or favored object/events. ▪ 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’ emotions in socially and culturally appropriate ways.</p> <ul style="list-style-type: none"> ▪ Encourage child to actively discuss, establish, and remind others to follow through on simple rules and limits. ▪ 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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Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
60 Months through Kindergarten	Regulates behavior, emotions, and actions to successfully and cooperatively participate with familiar and unfamiliar people, objects, and across settings.	<ul style="list-style-type: none"> ▪ States and carries out most rules at home, school, and community. ▪ Regulates own behavior, emotions, and actions needed to participate cooperatively in most activities with peers and adults. ▪ States own feelings, needs, and opinions. ▪ Begins to recognize others' feelings, needs, and opinions (perspective) 	<ul style="list-style-type: none"> ▪ Provide a consistent, predictable, caring, responsive environment for child. ▪ Talk to and listen respectfully to all children. ▪ Model respect for diversity. ▪ Take the lead when identifying, explaining, and discussing group procedures used within the learning community; elaborating on their own thoughts, feelings, reactions, and ideas. ▪ Consistently model empathy, understanding, and self-control. ▪ Emphasize socially and culturally appropriate ways to express emotions.

		<p>taking).</p> <ul style="list-style-type: none"> ▪ With adult assistance, negotiates rules for games and fairness with peers. ▪ Discusses how groups make decisions and solve problems. ▪ Recognizes others' perspectives and uses that understanding to stand up for fairness. ▪ Identifies ways to be helpful to family and school. ▪ Independently cooperates with others in classroom routines and activities. ▪ Manages transitions and changes in routines throughout the day. ▪ Demonstrates ways to be helpful to the environment and the community, and understands why it is important. ▪ Explains how community helpers work to help others, and responds to their roles and settings when needed. ▪ Names rules and explains the rationale for the rules, and why self and others should follow the rule, though the child may not always abide by the rule. 	<ul style="list-style-type: none"> ▪ Pose "what if" and "do you remember when" questions about fairness for others. ▪ Encourage and coach active conflict resolution between peers, modeling empathy and understanding. ▪ Conduct group meetings, encouraging active selection of topics and participation in discussions related to justice, fairness, community welfare, and individual rights within real-life contexts that allow for leadership experiences. ▪ Create, discuss, and negotiate meaningful classroom jobs that foster respect and responsibility. ▪ Create community projects (e.g. cleanup playground, recycling). ▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world. ▪ Observe and discuss real-world rules and regulations, including consequences of following or not following the rules (e.g. traffic signs, public library lending rules, stealing, or acting out in crowded places). ▪ Identify and discuss community leaders and responsibilities (mayor, police captain, librarian, fire station captain) with opportunities for dramatic play of those roles.
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