

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
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

		<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). 	<p>language and the language used at school.</p> <ul style="list-style-type: none"> ▪ Provide child with opportunities to explore, identify, and discuss self and familiar others using photos, mirrors, photos, and video. ▪ 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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