

IDAHO EARLY LEARNING EGUIDELINES

DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: MATHEMATICS AND NUMERACY

- Goal 39: Children demonstrate understanding of numbers, ways of representing numbers, relationships among numbers, and number systems.
- Goal 40: Children demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement (including size, volume, height, weight, length, area, and time).
- Goal 41: Children demonstrate understanding of patterns, relations, and functions used to organize their world and facilitate problem solving.

SUB-DOMAIN: SCIENCE

- Goal 42: Children observe, describe, and collect information by exploring the world around them.
- Goal 43: Children engage in exploring and making sense of the natural world by asking questions and making predictions about cause and effect relations that can lead to generalizations.

SUB-DOMAIN: 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.
- 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).

SUB-DOMAIN: CREATIVE ARTS

- Goal 46: Children use creative arts to express and represent what they know, think, believe, or feel.
- Goal 47: Children demonstrate understanding and appreciation of creative arts.

DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****NUMBER SENSE AND OPERATIONS****GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Uses number words and concepts to explore and manipulate quantity, size, and relationships.</p>	<ul style="list-style-type: none"> ▪ Uses counting concepts including recognizing and naming numerals for 1, 2, and 3, and counting up to ten in home language without assistance (e.g. rote counting, saying one, two, three, four). ▪ Uses number to represent quantity (e.g. gets three apples out of the box). ▪ Matches objects. ▪ Sorts and groups objects, then uses number concepts to explain the effort (e.g. "These two tiny cats are the same and I put them in this little basket." "There are lots of red bears; I put them in the big purse." "The little dolls are in the cradle but the big dolls have to sit here. They are too big for the cradle."). ▪ Counts objects without assigning number to object. ▪ Counts quantities up to ten, recognizing that the last number counted represents the "total objects" and that counting is cumulative. ▪ Counts objects matching number and object in daily activities (e.g. one shoe and one foot, one for you and one for me, three boys need a biscuit so we need three in the basket). ▪ When counting, assigns number to each item, leaving none out, and counts the item only once. ▪ Applies counting to varied situations (e.g. counting objects, counting groups, counting people). ▪ Uses quantity comparison concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger). 	<ul style="list-style-type: none"> ▪ During daily routines, talk aloud about number, using number words and concepts to engage child in meaningful counting and activities that incorporate simple math computations (e.g. number of snacks needed for the number of children, number of containers at the sand table, number of teachers in the room, or how many more paint brushes we need for everyone at the art table). ▪ Have child divide objects equally among a group of people (e.g. each child gets three crackers or two different colors for crayons). ▪ Pose math questions relevant to daily life (e.g. "How many days until your birthday? How many days until the field trip?"). ▪ Estimate how many objects you have or will see and then count out loud (e.g. "How many children are here? Who is not?"). ▪ Offer small group activities where child uses pricing, money exchange, and recording of inventory and sales. ▪ Play culturally-appropriate card and board games using counting and number concepts with children. ▪ Make available daily puzzles and manipulative materials such as lotto games that link numerals to pictures to represent quantity. ▪ Post numerals and icons (simple pictures) at child level to indicate group size limits for each learning center. ▪ Describe and explain how printed numbers have different meanings (speed limits, temperature, clock, prices).

		<ul style="list-style-type: none"> ▪ May rote count backwards from ten. ▪ Differentiates numerals from letters. ▪ Recognizes and names numerals (pointing to written numerals as they are named by adult). ▪ Writes and identifies some numerals named by adult. ▪ Uses meanings of numbers to create strategies for solving problems and responding to practical situations, with assistance (e.g. "Jimmy took two crackers and I didn't get any."). 	<ul style="list-style-type: none"> ▪ Use pictures to represent real life situations involving mathematical concepts (such as simple addition used in cooking recipes). ▪ Provide a variety of objects for the child to collect, handle, and sort into groups (buttons, stones, pine cones). ▪ Provide cooking activities with recipes that link numerals to pictures to represent quantity. ▪ Count down as you start an activity (e.g. running a race, jumping and counting game). ▪ Repeat finger-plays, songs, and rhymes that use numbers. ▪ Tell and retell stories and read books about number concepts, counting, and with numerals. ▪ Point out numerals that represent page numbers, as you read.
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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: MATHEMATICS AND NUMERACY			
MEASUREMENT			
GOAL 40: CHILDREN DEMONSTRATE UNDERSTANDING OF MEASURABLE ATTRIBUTES OF OBJECTS AND THE UNITS, SYSTEMS, AND PROCESSES OF MEASUREMENT (INCLUDING SIZE, VOLUME, HEIGHT, WEIGHT, LENGTH, AREA, AND TIME).			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Uses geometric modeling and spatial reasoning according to different dimensions.	<ul style="list-style-type: none"> ▪ Matches, sorts, groups, and classifies objects based on one or more attributes or related characteristics. ▪ Compares several objects based on one or more attributes (length, size, weight) using words such as "shorter," and "shortest," "bigger," and "lighter." ▪ Uses positional terms such as "between," "inside," "over," "under," and "behind." ▪ Orders objects by size, volume, height, weight, and length; with assistance. ▪ Orders events in terms of time. ▪ Uses vocabulary to explain passage of time, including yesterday, today, tomorrow, next week, though not always accurately. ▪ Uses events to show passage of time (e.g. when I go home after school, my nana will be coming to my house). ▪ Uses descriptive words for measurable properties such as length and weight, or capacity. ▪ Uses measuring tools in play activities (e.g. measuring tape, measuring cups, and scales and balances). ▪ Measures liquids, solids, and semi-solids, such as sand and water, using a variety of containers. ▪ Measures objects using variable nonstandard units (e.g. "It's five shoes long!"). ▪ Uses measuring tools for objects using standard units and vocabulary, though not always accurately 	<ul style="list-style-type: none"> ▪ Demonstrate, explain, and engage child in activities that use nonstandard measurement (e.g. use handfuls to measure rice, use footsteps to measure distance). ▪ Provide sand and water play with measurement tools to explore measurement, volume, and weight. ▪ Model language and use body and objects using positional terms (behind, inside, on top, under). ▪ Provide materials that support classifying and ordering objects by size, shape, color, and volume. ▪ Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways (e.g. cooking experiences). ▪ Model and engage use of conventional measuring tools and methods in everyday situations (e.g. during cooking, art projects, grocery shopping). ▪ Continue to model language involving comparisons for size, volume, weight, and height (length) of people, toys, and objects. ▪ Play measuring games with child (e.g. "Which is heavier?" "Which is longer?" or "Let's see if we can tell what comes next in our schedule."). ▪ Display information using measurement graphs to visually compare activities and experiences (e.g. how many children have had asparagus or which is heavier, a pine cone, or a rectangular block). ▪ Measure objects using standard measuring units (measure a wooden block using paper clips, markers, then – ruler, tape measure, and balance.) Document

		<p>(rulers, tape measures, scales).</p> <ul style="list-style-type: none"> ▪ Standard unit (one-inch cubes, paper clips). ▪ Uses picture cookbook to follow sequence and measures amounts for cooking projects, with assistance. ▪ Uses some vocabulary in relationship to measurement tools (scale, cup, and ruler). May not have accurate understanding of meaning. ▪ Estimates size (e.g. "I'm as tall as the yellow bookshelf."). 	<p>findings with the children.</p>
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: MATHEMATICS AND NUMERACY****PROPERTIES OF ORDERING**

GOAL 41: CHILDREN DEMONSTRATE UNDERSTANDING OF PATTERNS, RELATIONS, AND FUNCTIONS USED TO ORGANIZE THEIR WORLD AND FACILITATE PROBLEM SOLVING.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.</p>	<ul style="list-style-type: none"> ▪ Compares shape and size of familiar objects. ▪ Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, and triangle). ▪ Sorts and builds stable structures with two- and three-dimensional shapes (e.g. unit blocks, Legos, spheres, cubes, cones). ▪ Sorts and classifies objects using vocabulary to describe and compare groups (e.g. more/less and same/different). ▪ Creates pictures and structures using various shapes. ▪ Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles). ▪ Describes and compares characteristics of familiar geometric and non-geometric shapes in the environment, with assistance (e.g. putting away unit blocks, preparing foods, serving self at mealtimes). ▪ Puts together and takes apart shapes to make other shapes (e.g. uses two triangles to make a rectangle). ▪ Makes and describes patterns including serration based on numbers, shapes, and size. ▪ Predicts what comes next in a pattern and completes the pattern with art materials or blocks. ▪ Creates or extends a complex pattern with more than two repeating elements. 	<ul style="list-style-type: none"> ▪ Engage the child in recognizing shapes in the environment (e.g. octagonal stop sign, bowls are circles). ▪ Provide a variety of increasingly complex materials related to patterns including preschool Legos, puzzles, and stringing beads. ▪ Provide opportunities for child to create art projects that use shapes (e.g. "You can draw a house by putting a triangle on top of a square." "Look at the door. What shape is it? You can draw a door in that shape."). ▪ Provide materials that can be connected and combined to create new shapes. ▪ Take child to observe murals or other community artwork; exploring together the variety of shapes used. ▪ Provide picture recipes that include step by step instructions for children to follow and complete. ▪ Play classification games with child (e.g. gather a group of items that include pairs of objects that go together - shoe/sock flower/vase, and find the items that go together). ▪ Play matching games that challenge the child to recognize what is missing. ▪ Play games that challenge the child to describe and identify shapes. ▪ Use a sensory bag or box where the child reaches in, feels, and describes an object/shape and attempts to name it. ▪ Challenge child to repeat patterns made by clapping, stomping, or with rhythm instruments.

			<ul style="list-style-type: none"> ▪ Provide materials such as pattern blocks to create patterns and designs. ▪ Encourage child to retell stories, recalling a sequence of events (e.g. "The Very Hungry Caterpillar" or "Goldilocks and the Three Bears"). ▪ Set up a stage and props for children to tell, retell, and act out stories (e.g. "Three Little Pigs" or "Three Billy Goats Gruff"). ▪ Display children's daily activities in sequence. Encourage child to explore ordinal numbers (first, second, third, etc., and last) used to describe members of a sequence of objects or events. ▪ Ask child to describe or explain a sequence used during a familiar activity or routine and ask, "What comes first? What comes next? What comes last?" ▪ Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community. ▪ Offer a daily "jobs list" where children set the tables for lunch or snack, using a specific routine and items. ▪ Provide storage for materials that encourage sorting clean up (labeled separate containers for pencils or markers).
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: SCIENCE****SCIENTIFIC INQUIRY****GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Calls attention to, describes, discusses, and explains similarities and differences among objects or events.</p>	<ul style="list-style-type: none"> ▪ Shows interest and curiosity in exploring, investigating, and using words to describe living and nonliving things. ▪ Asks “why” and “how” questions about objects and events. ▪ Participates in simple cooking experiences, including stirring, pouring, kneading, tasting, smelling, and talking about changes in the appearance and form of the food. ▪ Labels and describes sensory exploration of materials, objects, and natural phenomena (e.g. textures, visual imagery, temperature, auditory, or tastes). ▪ Makes comparisons and calls attention to details; and with adult assistance, explores the ways in which things are alike and different (e.g. notices how shells are the same or different; notices objects that float or sink; listens to and mimics different sounds of animals). ▪ Notices, describes, and predicts changes in the environment (e.g. dark clouds mean possible rain). ▪ Observes, compares, classifies, measures, and communicates observations of events and objects. ▪ Explores earth science, physical science, and life science through observations and experimentation with concrete objects. ▪ Uses simple tools (magnifiers, lenses, droppers) for exploration and investigation. ▪ Predicts the outcome of an investigation based on observation, evidence, or experience. 	<ul style="list-style-type: none"> ▪ Provide opportunities to explore, describe, collect, classify, and document materials, objects, and natural phenomena using various senses (e.g. experiment to collect items or experiences that are hot and cold, loud and soft, or rough and smooth). ▪ Provide opportunities to make, categorize, and label nature collages. ▪ Provide frequent cooking experiences with measuring sensory activities (squeezing, tasting) and describing and predicting changes. ▪ Provide opportunities to observe and explore different physical characteristics of living and nonliving things using investigative tools (magnifiers, droppers), with assistance. ▪ Provide opportunities to examine and create nature collections such as rocks, shells, and insects. ▪ Provide opportunities to group, order, and classify collections of rocks, shells, and toy animals. ▪ Play “I Spy” to describe living and nonliving items in the immediate surroundings. ▪ Provide opportunities for child to select items and place them in a sensory bag for others to explore, describe, and identify. Be sure to have the children chart their findings. ▪ Discuss which food items come from plants during snack time. ▪ Provide cooking experiences and talk about textures, tastes, smells, and changes that occur during experience. ▪ Provide a variety of fruits and vegetables for exploration to find similarities and differences, or to compare attributes of different seeds. Plant a garden and make a

		<ul style="list-style-type: none"> ▪ Respects living things (e.g. watering plants or trying to avoid stepping on ant hills). ▪ Explores answers to questions and forms new questions or conclusions. 	<p>month's long project of exploring, comparing and contrasting plants from soil to seeds to new plants to growing plant to harvesting to cooking and eating.</p> <ul style="list-style-type: none"> ▪ Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws), and encourage them to describe and predict the bubbles each item makes. ▪ Use lighting and different objects and describe their different shadows. ▪ Provide opportunities to compare and describe the similarities and differences of living and nonliving things with photos or illustrations in books. ▪ Have a museum table for bringing living and non-living items for display and discussion. ▪ Provide digital cameras, paper, and art materials for documenting child's observations (e.g. representations of the sequence of the emerging of a caterpillar; rubbings of shells, or a series of drawings of an amaryllis blooming).
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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: SCIENCE****SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS**

GOAL 43: CHILDREN ENGAGE IN EXPLORING AND MAKING SENSE OF THE NATURAL WORLD BY ASKING QUESTIONS AND MAKING PREDICTIONS ABOUT CAUSE AND EFFECT RELATIONS THAT CAN LEAD TO GENERALIZATIONS.

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.</p>	<ul style="list-style-type: none"> ▪ Creates strategies (from trial and error) to explore attributes and solve problems. ▪ Uses tools for sensory exploration in a trial and error fashion. ▪ Observes, describes, and predicts the phenomenon and outcomes. ▪ Uses everyday routines and events as springboards to systematic thinking (e.g. participates in food preparation and cooking, including mixing ingredients, measuring, kneading dough, observing and describing how ingredients change and taste.) ▪ Verbalizes observations. ▪ Uses questioning as a way to engage conversation rather than as an intended means for gathering information. ▪ Shows curiosity and interest about familiar/unfamiliar and living/nonliving things. ▪ Within cultural norms, shows awareness and respect for living things. ▪ Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world. ▪ Compares predictions with actual observations (e.g. predicts what will happen as different sized toy cars roll down a ramp, and then shows interest and perhaps surprise at what happens). ▪ Makes drawings of observed events. 	<ul style="list-style-type: none"> ▪ Create an environment that inspires child to have ideas and figure out how to do something. ▪ Provide an outdoor environment with sand, water, sand tools, wheel toys, and props to promote open-ended play and offer cause and effect moments. ▪ Encourage child to try out ideas, make mistakes, and develop contradictions and ask, "What do you think will happen if..." ▪ Encourage child to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences. ▪ Encourage child to observe patterns and offer possible predictions through questions (e.g. "What will happen if we put this flower in a vase without water?"). ▪ Provide opportunities for food preparation and cooking (e.g. pat the dough into tortillas and cook them, or pour eggs into a pan and watch them change as the eggs are scrambled, and, then, thinking about how the eggs in the muffin mix will change in the oven). ▪ Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws) and encourage them to question and predict what kind of bubbles different types of wands will make. ▪ Provide daily opportunities for child's exploration of sand, water, mud, and pebbles, with tools for pouring and manipulating; help child question what will happen. ▪ Provide child with simple machines such as flashlights or

		<ul style="list-style-type: none"> ▪ Makes predictions about observed changes in the environment that lead to generalizations. ▪ Connects math to science by using measurement tools and counting phenomenon or events. 	<p>toy cars to take apart and put back together (flashlight).</p> <ul style="list-style-type: none"> ▪ Provide wheel toys and slopes and ramps to observe and question how they might move. ▪ Provide child opportunities to explore, observe, and describe the properties of magnets with different materials such as fabric, plastic toys, nuts and bolts, or coins). ▪ Offer many natural experiences that encourage child to explore, describe, and classify according to interests (e.g. "Which of these insects crawl and which ones fly?"). ▪ Encourage children to act on their own observations of patterns and make predictions (e.g. add varying amounts of milk to pancake batter to see what happens when pancakes are cooked and eaten). ▪ Offer ways for children to document the outcomes of their predictions with what they see (e.g. "What happened with the pancakes? Did they look, taste, or cook the way you thought they would as you changed the amount of milk you put in the batter?"). ▪ Provide opportunities for child to mix colors and make predictions using paint, play dough, colored water). ▪ Provide a variety of measurement tools to explore attributes such as weight, lengths, and volume.
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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
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 settings, routines, and activities. ▪ Observes, describes, and predicts events around them as they connect new experiences to past 	<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 that depict child's group identity at home or other

		<p>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?).</p> <ul style="list-style-type: none"> ▪ 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>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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DOMAIN 4: GENERAL KNOWLEDGE

SUB-DOMAIN: SOCIAL STUDIES

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DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SOCIAL STUDIES			
SOCIAL STUDIES			
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).			
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. ▪ 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, 	<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 others' emotions in socially and culturally appropriate ways. ▪ Encourage child to actively discuss, establish, and remind

		<p>or when doing activities, though adult support may be needed for novel or favored object/events.</p> <ul style="list-style-type: none"> ▪ 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 to follow through on simple rules and limits.</p> <ul style="list-style-type: none"> ▪ 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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DOMAIN 4: GENERAL KNOWLEDGE**SUB-DOMAIN: CREATIVE ARTS****EXPRESSION AND REPRESENTATION****GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.**

Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
<p>36 to 60 Months</p>	<p>Uses artistic expression and language to communicate emotions and make meaning of experiences.</p>	<ul style="list-style-type: none"> ▪ Participates in group music experiences (e.g. songs, finger plays, chants, musical instruments). ▪ Sings or hums simple songs using variation in voice and with simple instruments. ▪ Repeats some words from an often-repeated song. ▪ Makes up simple repetitive songs using the voice as the instrument. ▪ Asks to sing a particular song. ▪ Takes on roles and offer simple themes in dramatic play activities (e.g. pantomimes movement of familiar things, acts out stories, takes on roles, and reenacts events from own life). ▪ Tests out one type of art repeatedly before moving on to another (e.g. painting at easel several days in a row, using different colors, or covering the whole paper with paint). ▪ Uses a variety of media and tools to create original works of art. ▪ Creates art work with details representing ideas, experiences, and feelings. May tell a story about the artwork or when asked, suggest narration for the artwork. ▪ Performs simple elements of dramatic presentation (e.g. bowing, clapping, microphones, audience, actors, stage). ▪ Uses clay and other medium to create three-dimensional sculptures or to pound or pull apart to express strong emotion. 	<ul style="list-style-type: none"> ▪ Point out and talk about various types of art and materials found in books, photographs, and on the computer. ▪ Each day, plan for creative art activities. ▪ Provide structured and unstructured creative art activities. ▪ Offer a variety of materials for free form creations (e.g. watercolors, collage materials, paints, paper, scissors, glue, crayons). ▪ Provide space, time, materials, and a place for storing incomplete artistic products. ▪ Offer space, time, and intentional planning for dance, murals, clay, dramatic creation, marching, and chanting. ▪ Provide a variety of supplies, time, and space for artistic exploration and expression. ▪ Involve child in diverse musical activities (song, dance, rhythm, and playing musical instruments) from his/her own and other cultural backgrounds. ▪ Seek children's permission and suggestions for displaying their creative art efforts. ▪ Have a digital camera always ready to document children's creative efforts. Make a file that includes a sequence showing beginning to final products.

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: CREATIVE ARTS			
UNDERSTANDING AND APPRECIATION			
GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
36 to 60 Months	Responds to and creates symbolic and representation art, music, dance, and dramatic themes.	<ul style="list-style-type: none"> ▪ Watches and mimics other children as they create art (e.g. sees a child dancing, and then tries to mimic the dance steps). ▪ Listens attentively at a concert, play, or puppet show. ▪ Hums, sings, or moves to the rhythm of recorded music. ▪ Explores and participates in various expressions of art (e.g. music, drama, visual art, sculpture). ▪ Uses art materials such as paint, markers, clay, glue, scissors, and paper for process and artistic expression. ▪ Notices various forms of art found in own environment. ▪ Wonders about or asks questions about works of art, paintings, songs, dance, and theatre. ▪ Plays creatively with “dress up,” clothes, costumes, and uniforms that are typical of the roles and people in their everyday life. ▪ Attempts to imitate and portray favorite characters in shows or books. 	<ul style="list-style-type: none"> ▪ Attend and view live musical performances with children. ▪ Daily, provide a range of art materials, times, and places and spaces for visual arts. ▪ Engage the child in various forms of dramatic expression (puppetry, story-telling, dance, plays, pantomime, theater). ▪ Offer pictures and posters of people in rich costume and pictures of rich cultural art. Place these near art areas, dramatic play areas, and music areas. ▪ Engage child in the observation and expression of what was seen when watching people from a variety of cultures creating art. ▪ Invite artists to the classroom to create their particular type of art. ▪ Provide opportunities for child to explore various art media independently after seeing professional artists using art materials. ▪ Talk with children about creating pictures, songs, or drama, and give them time, props, and encouragement, rather than making a model for them to copy. ▪ Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting). ▪ Arrange for long-term art projects (mural, beading, music, dance, weaving, carving, and mask-making) with guest artists from child’s own and other cultural backgrounds. ▪ Engage children in singing and music daily.