

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			
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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
60 Months through Kindergarten	Construct understanding about group membership across family, community, school, and culture as they recognize characteristics of self	<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 themes 	<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 others.	<p>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 	<p>and observable characteristics). Be mindful and careful of children's sensitivities to being different.</p> <ul style="list-style-type: none"> ▪ Provide opportunities to explore how each person is special and unique within the classroom. ▪ 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).
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		<p>events (yesterday, last week, 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. 	<ul style="list-style-type: none"> ▪ 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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