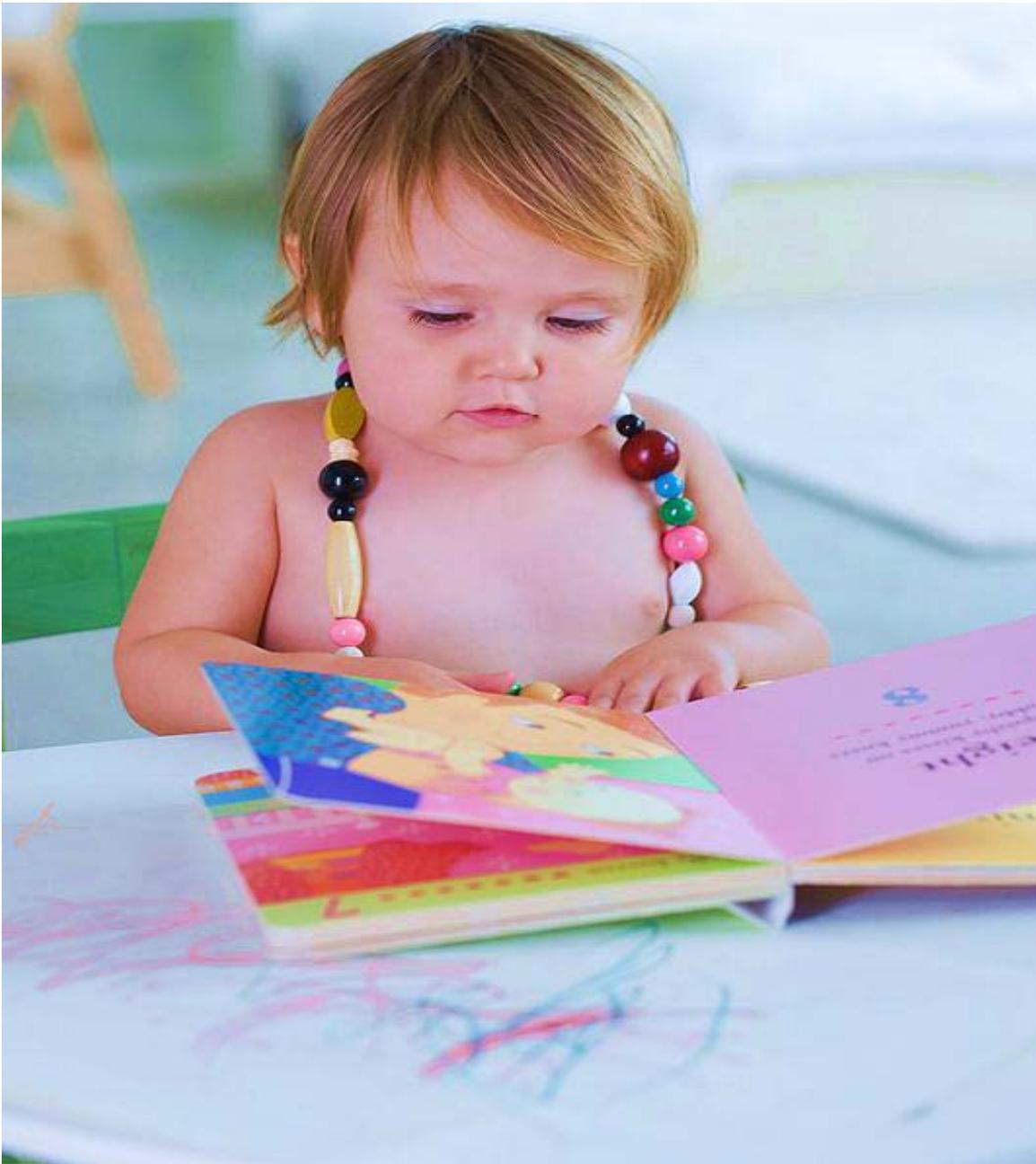


# IDAHO EARLY LEARNING eGUIDELINES



## **DOMAIN 4:** **GENERAL KNOWLEDGE**



Revised December 2013  
First Edition 2009

## DOMAIN 4: GENERAL KNOWLEDGE

### INTRODUCTION

During the first years of life, children gain knowledge and understanding of their environments. They develop skills in:

- Logic
- Reasoning
- Observation
- Imagination
- Problem-solving

Learning about arts, social studies, mathematics and numeracy, and science is facilitated and mediated by development of cognitive skills that include:

- Attention
- Memory
- Sensory awareness
- Analysis
- Interpretation

Exploration, play, repetition, and elaboration are key elements that support development of these complex brain processes. Children connect learning experiences with their life and see the relevancy of knowledge. A child's culture is foundational to how the child learns to use these process skills.

### RATIONALE

The early childhood years encompass significant development of the child's brain as well as the emergence of language and thinking. At birth, a child's brain is nearly 30% developed; and by age 5, the brain is over 90% developed (Shonkoff & Phillips, 2000). This rich and unique time of growth creates the foundation for later academic learning. Indicators in this domain are aligned with the Idaho K-12 Standards and are grounded in evidence-based practices for early childhood development.

### GENERAL DEFINITION

For the purposes of the *Idaho Early Learning eGuidelines*, **Domain 4: General Knowledge**, is divided into sub-domains:

- Mathematics and Numeracy
- Science
- Social Studies
- Family, Community, and Culture
- Creative Arts

### MATHEMATICS AND NUMERACY

Mathematics and numeracy skills include skills for using numbers and quantity, spatial relations, numerous mathematical operations, measurements, and properties of ordering. These skills are

essential for children to effectively navigate everyday mathematical situations (National Council of Teachers of Mathematics, 2009).

## **SCIENCE**

Scientific thinking and knowledge skills include observation, building an understanding of cause and effect in the natural world, and making predictions. It is the development of scientific thinking that helps children apply and test their knowledge through methodical inquiry and verification. By acquiring scientific knowledge, children gain an understanding of and information about their surroundings.

## **SOCIAL STUDIES**

Developing knowledge of social studies supports children's explorations of how people interact with and relate to people nearby and around the world. Social studies include:

- History and historical reasoning (includes concepts about time, past, and future)
- Geography (includes weather, land forms, and impact of geography on humans)
- Economics (includes understanding very basic concepts of money markets)
- Ecology (includes the natural world around us)
- Technology

The goals in this section are based on recommendations from the Idaho State Department of Education Social Studies Position Statement (2010-2016).

## **FAMILY, COMMUNITY, AND CULTURE**

General knowledge in this topic includes how children develop awareness of themselves in relation to their families, their near community, and their cultural foundations.

## **CREATIVE ARTS**

Children's ability to express and represent themselves through movement, music, theater, and visual arts are an outgrowth of cognition. Expressing and representing ideas through the arts is paired with an understanding and appreciation of the arts. The arts give children ways to express their feelings, experiences, and meanings in ways that go beyond the limits of spoken and written language. This includes learning the symbolic and cultural arts traditions of their community and culture.

## **SUPPORTING INDIVIDUAL DIFFERENCES, LANGUAGE, AND DIVERSITY**

Children differ in their rates of acquiring general knowledge and in the ways in which they learn, remember, and understand. For example, some children favor logical reasoning to tackle a learning task, while others take a creative or movement-based approach. Differences in children's cognitive approaches are common, and should not be viewed as deficits. Some children who have disabilities, developmental delays, or who are at risk for developmental delays, sometimes require adaptations to support acquisition of general knowledge.

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 39: CHILDREN DEMONSTRATE UNDERSTANDING OF NUMBERS, WAYS OF REPRESENTING NUMBERS, RELATIONSHIPS AMONG NUMBERS, AND NUMBER SYSTEMS.**

**Domain 4:** General Knowledge

**Sub-Domain:** Mathematics and Numeracy

[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: 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
Birth through 8 Months	Begins to show awareness of quantity.	<ul style="list-style-type: none"> <li>▪ Shows cues of hunger and fullness.</li> <li>▪ Begins to show awareness of differences between people and objects.</li> <li>▪ Responds by focusing on an object pointed to by someone.</li> <li>▪ Begins to show awareness of small quantity differences; looking at or reaching for two or more people or holds an object in each hand.</li> <li>▪ Begins to respond to the spoken concept, “more” in reference to food or play.</li> <li>▪ Uses gestures to request “more.”</li> </ul>	<ul style="list-style-type: none"> <li>▪ Feed infants in relation to hunger and fullness cues.</li> <li>▪ Respond to child’s hunger and fullness cues with either more food or by withdrawing food.</li> <li>▪ Pair words for “more” with action around hunger, fullness, reaching for more toys, more hugs, or more music.</li> <li>▪ Talk about the size of everyday objects (e.g. big, little, tall, short, heavy, light).</li> <li>▪ Engage children in activities that show “more.” Eating, dressing, and singing or play times are good times to talk about concepts of more.</li> <li>▪ Use number games and vocabulary with child, using numerical terms (e.g. two eyes, one nose, two hands, one belly button).</li> <li>▪ Comment on socks and shoes as they are put on the infant (e.g. say, “One shoe . . . two shoes”).</li> <li>▪ Count objects in child’s environment “out loud” in the home language.</li> <li>▪ Use counting finger-plays, songs, and number rhymes (e.g. “One, Two, Buckle My Shoe”).</li> <li>▪ Tell stories and read books about amounts.</li> </ul>

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
6 to 18 Months	Manipulate objects with a variety of attributes and quantities.	<ul style="list-style-type: none"> <li>▪ Notices characteristics of objects (e.g. size, color, shape, or quantity).</li> <li>▪ Use all senses to manipulate objects and people (e.g. selects objects to taste, touch, smell, and listen to sounds).</li> <li>▪ Drops objects; then looks for the object.</li> <li>▪ Begins to use symbols, signs, and utterances to show “more” and “all gone.”</li> <li>▪ Fills and dumps containers with objects.</li> <li>▪ Searches for objects that are out of sight.</li> <li>▪ Shows interest in real-life mathematical concepts (e.g. matching objects, lining up objects, enjoying books with numbers and counting).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in activities that show “more.”</li> <li>▪ Provide toys and objects that have a variety of sensory attributes.</li> <li>▪ Use number words to label items in daily routines (e.g. counting shoes, toes, or food).</li> <li>▪ Use counting finger-plays, songs, and number rhymes.</li> <li>▪ Provide opportunities for child to fill and dump containers with objects.</li> <li>▪ Tell stories and read books with number words and counting.</li> <li>▪ Provide number/numeral materials in child’s environment (e.g. posters and pictures that include numerals or blocks with numerals on them).</li> <li>▪ Read books that have themes such as big and little, more, all gone, and counting.</li> <li>▪ Sing songs that introduce numbers and encourage the child to sing some of the song (e.g. 3 little ducks, 3 little monkeys).</li> <li>▪ Describe the groups/arrangements of objects that the child places together (e.g. “I see you put more blocks over here.”).</li> <li>▪ Hide objects to be found.</li> </ul>

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
16 to 38 Months	Compare differences between two or more objects, groups of objects, and quantity of objects.	<ul style="list-style-type: none"> <li>▪ Matches objects by a single characteristic (e.g. size, color, shape, or quantity; puts all the toy cars together).</li> <li>▪ Sorts objects by a single characteristic (e.g. size, color, shape, or quantity; puts all of the balls in one basket).</li> <li>▪ Begins to imitate counting, using number words without one to one correspondence, and without order.</li> <li>▪ Counts rote, saying number words, though not always in the correct order.</li> <li>▪ Recognizes that a single object is “one” regardless of size, shape, or other attributes.</li> <li>▪ Imitates counting rhymes or songs such as Five Little Monkeys.</li> <li>▪ Recognizes small quantities and assigns number, though not always correctly (e.g. sees two blocks and says, “Two”).</li> <li>▪ Manipulates sets of up to three items.</li> <li>▪ Uses words to symbolize quantity and comparisons of quantity (e.g. all, some, none, more).</li> <li>▪ Recognizes basic common relations (sock and shoe go together).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use quantity concepts in everyday routines (e.g. “Would you like one more or two more pieces?”).</li> <li>▪ Pair objects during daily activities (e.g. one child gets one spoon at the lunch table).</li> <li>▪ Provide child with math-related toys and objects for matching, sorting, and counting that are representative of their own and other cultural backgrounds.</li> <li>▪ Model using math in daily activities (e.g. count children who want milk).</li> <li>▪ Use counting finger-plays, songs, and number rhymes, and repeat them often.</li> <li>▪ Tell and retell stories, sing songs, and read books with numbers and counting.</li> <li>▪ Provide opportunities for child to fill and dump containers with objects at the water table and sand table.</li> <li>▪ Provide opportunities to sort common objects and offer commentary as the child sorts (e.g. sorting laundry: “You put all of the socks in this basket. I’ll fold the shirts.”).</li> <li>▪ Provide small table blocks and unit blocks for child to play, build, and explore.</li> <li>▪ Comment on sorting and matching during clean-up (e.g. “Do you want to put the big ones on the shelf, or the little ones?”).</li> </ul>

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
36 to 60 Months	Uses number words and concepts to explore and manipulate quantity, size, and relationships.	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Uses number to represent quantity (e.g. gets three apples out of the box).</li> <li>▪ Matches objects.</li> <li>▪ 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.").</li> <li>▪ Counts objects without assigning number to object.</li> <li>▪ Counts quantities up to ten, recognizing that the last number counted represents the "total objects" and that counting is cumulative.</li> <li>▪ 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</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Have child divide objects equally among a group of people (e.g. each child gets three crackers or two different colors for crayons).</li> <li>▪ Pose math questions relevant to daily life (e.g. "How many days until your birthday? How many days until the field trip?").</li> <li>▪ Estimate how many objects you have or will see and then count out loud (e.g. "How many children are here? Who is not?").</li> <li>▪ Offer small group activities where child uses pricing, money exchange, and recording of inventory and sales.</li> <li>▪ Play culturally-appropriate card and board games using counting and number concepts with children.</li> <li>▪ Make available daily puzzles and manipulative materials such as lotto games that link numerals to pictures to represent quantity.</li> <li>▪ Post numerals and icons (simple pictures) at child level to indicate group size limits for each learning center.</li> <li>▪ Describe and explain how printed numbers have different meanings (speed limits, temperature, clock, prices).</li> <li>▪ Use pictures to represent real life situations involving mathematical concepts (such as simple addition used in cooking</li> </ul>

		<p>basket).</p> <ul style="list-style-type: none"> <li>▪ When counting, assigns number to each item, leaving none out, and counts the item only once.</li> <li>▪ Applies counting to varied situations (e.g. counting objects, counting groups, counting people).</li> <li>▪ Uses quantity comparison concepts (more, less, some, many, all, a few, none, huge, tiny, small, smaller, large, larger).</li> <li>▪ May rote count backwards from ten.</li> <li>▪ Differentiates numerals from letters.</li> <li>▪ Recognizes and names numerals (pointing to written numerals as they are named by adult).</li> <li>▪ Writes and identifies some numerals named by adult.</li> <li>▪ 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.").</li> </ul>	<p>recipes).</p> <ul style="list-style-type: none"> <li>▪ Provide a variety of objects for the child to collect, handle, and sort into groups (buttons, stones, pine cones).</li> <li>▪ Provide cooking activities with recipes that link numerals to pictures to represent quantity.</li> <li>▪ Count down as you start an activity (e.g. running a race, jumping and counting game).</li> <li>▪ Repeat finger-plays, songs, and rhymes that use numbers.</li> <li>▪ Tell and retell stories and read books about number concepts, counting, and with numerals.</li> <li>▪ Point out numerals that represent page numbers, as you read.</li> </ul>
--	--	--	---

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
60 Months through Kindergarten	Counts with understanding and recognizes “how many” are in sets of objects, showing understanding of discrete numbers.	<ul style="list-style-type: none"> <li>▪ Shows verbal, symbolic, and physical representation of numbers up to ten.</li> <li>▪ When asked, tells what number comes before or after a given number up to ten.</li> <li>▪ Tells what number comes before or after a given number up to 20, with assistance.</li> <li>▪ Demonstrates the difference between addition (more) and subtraction (take away), with assistance.</li> <li>▪ Counts using one to one correspondence to answer “how many?”</li> <li>▪ Demonstrates counting where quantity is not affected by the arrangement of the objects being counted.</li> <li>▪ When counting items, counts each item only once and does not leave any out.</li> <li>▪ Uses numbers to predict and make realistic estimates (e.g. “I think there are about 20 marbles in that jar.”).</li> <li>▪ Helps another child count or group objects or solve a quantity based problem.</li> <li>▪ Puts numeral cards in order 1 to 10.</li> <li>▪ Uses number in daily functions and in meaningful ways.</li> <li>▪ Demonstrates knowledge of numeration</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage the child in activities and interactions that use numbers and counting (e.g. surveying each other about class activities, playing bank, post office, or cooking activities, or keeping a count of individual, physical, or academic accomplishments).</li> <li>▪ Have children divide objects equally among a group of people (e.g. each child gets three crackers or five different color crayons).</li> <li>▪ Use counting finger-plays, songs, and number rhymes, and repeat them frequently.</li> <li>▪ Estimate how many objects there are and then count out loud.</li> <li>▪ Child and adult pose math questions relevant to daily life (“How many days until your birthday? How many days until the field trip?”).</li> <li>▪ Use printed numerals in meaningful ways (recording daily temperature for weather forecasts, posting prices for a lemonade stand or bake sale).</li> <li>▪ Use pictures to represent real-life situations involving mathematical concepts (simple addition used in cooking recipes).</li> <li>▪ Tell and retell stories and read books with numbers and counting.</li> <li>▪ Model writing simple math equations that are relevant to real-life situations (e.g. create and record recipes).</li> <li>▪ Plan small group times where children solve word</li> </ul>

		<p>system by counting forward by ones to at least 31.</p> <ul style="list-style-type: none"> <li>▪ Identifies a penny as a value of money.</li> <li>▪ By end of kindergarten year: <ul style="list-style-type: none"> <li>➤ Selects strategies appropriate for solving a problem.</li> <li>➤ Uses concrete objects to illustrate the concepts of addition and subtraction.</li> <li>➤ Counts to 100 by ones.</li> <li>➤ Counts forward beginning from a given number (e.g. twenty one, twenty two...).</li> <li>➤ Writes numerals from 0-20.</li> <li>➤ Identifies whether the number of objects in one group is greater than, less than, or equal.</li> <li>➤ Compares two numbers between 1 and 10 presented as written numerals.</li> <li>➤ Represents addition and subtraction with objects, fingers, mental images, or drawings.</li> <li>➤ Solves addition and subtraction word problems.</li> <li>➤ For numbers less than or equal to ten, decomposes that number in more than one way.</li> <li>➤ Fluently adds and subtracts within five.</li> <li>➤ With assistance, composes and decomposes numbers from 11-19 into tens and ones.</li> </ul> </li> </ul>	<p>problems, and document their findings using equations.</p> <ul style="list-style-type: none"> <li>▪ Provide objects and opportunities for manipulating and arranging objects into groups and sub-groups and for counting.</li> <li>▪ Count and provide opportunities to think and talk about number concepts in everyday conversations (e.g. “The bookshelf has room for books, but how many will fit?” “Shall we count the blocks you used for your building?”).</li> </ul>
--	--	--	---

## ***IDAHO EARLY LEARNING EGUIDELINES***

**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).**

**Domain 4:** General Knowledge

**Sub-Domain:** Mathematics and Numeracy

[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: 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
Birth through 8 Months	Uses sensory exploration to investigate environment and spatial relationships.	<ul style="list-style-type: none"> <li>▪ Shows awareness of own body space.</li> <li>▪ Holds, handles, mouths, and plays with toys and objects of different sizes and shapes.</li> <li>▪ Moves to get a toy.</li> <li>▪ Reaches for and grasps toy.</li> <li>▪ Finds toy that is partially hidden.</li> <li>▪ Uses senses to explore and distinguish objects' attributes (e.g. sucking, turning head toward sounds, looking, throwing, moving, grasping, dropping, touching, and rubbing.)</li> <li>▪ Moves items across midline without intention, and later with intentionality.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide defined areas that allow for movement and exploration of personal space with materials and activities.</li> <li>▪ Provide opportunities to reach and grab adult fingers and objects.</li> <li>▪ Use vocabulary that describes spatial relationships such as "in" and "out" as baby explores items.</li> <li>▪ Gently stretch baby's arms over head or wide from sides saying "SO BIG!"</li> <li>▪ While baby watches, cover a toy with a clear cup and ask where is the ...? You can find it." Then, let baby find it under the cup.</li> <li>▪ Describe and make simple comparisons such as more, less, same, as you interact with the baby in daily routines.</li> <li>▪ Provide baby with toys that have incremental sizes (nesting cups, stackable rings) from own and other cultural backgrounds.</li> <li>▪ During daily care routines, talk with the baby about their surroundings, their body movements, and what will happen next.</li> <li>▪ Describe baby's sensory explorations (e.g. you moved the rattle and it made a tinkling sound; you held the bear in your hand and then dropped it; you found your thumb!; you touched the book's page; you tasted that doll's head; or, you saw your hand when it came over your chest).</li> </ul>

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
6 to 18 Months	Investigates environments to compare spatial relationships among objects.	<ul style="list-style-type: none"> <li>▪ Increases awareness of body space in relation to people and objects.</li> <li>▪ Intentionally passes objects from hand to hand.</li> <li>▪ Moves one object to gain access to another object.</li> <li>▪ With assistance, matches a few objects by simple size attributes (big, little).</li> <li>▪ Fills and empties containers with objects, sometimes filling and emptying when full, but typically simply putting items in containers and then emptying without concern for amount.</li> <li>▪ Looks under a blanket or pillow to find a toy that child has seen adult “hide” there.</li> <li>▪ Nests two to three objects, such as cups or blocks, though not always sequentially.</li> <li>▪ Takes objects apart and attempts to put them together.</li> <li>▪ Moves wheeled toys around furniture or large objects.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide defined areas that allow for spatial movement activities.</li> <li>▪ Offer a variety of materials that are different sizes, volume, height, weight, and lengths.</li> <li>▪ Provide containers of various sizes and shapes to fill and empty with toys and objects.</li> <li>▪ Help children begin to understand volume (filling, emptying) by offering water and sand play often.</li> <li>▪ Play hiding and find games (e.g. Peek-a-boo).</li> <li>▪ Model language for making comparisons such as more, less, or same and encourage child to make comparisons.</li> <li>▪ Provide safe, simple, and multi-part toys such as snap-together blocks and simple puzzles.</li> <li>▪ Comment on items and activities using vocabulary for size, volume, weight, and length (e.g. “Please hand me the big truck,” or, “Let’s go sit on the long rug,” or “My, that is a heavy block you are moving.”).</li> <li>▪ During daily care routines, talk about measurement concepts using everyday activities and language such as tiny and big, more, less, colder, raining harder, all gone, or lots of cereal in the bowl.</li> <li>▪ To show the passage of time, use familiar events and “what comes next” or “what comes after” language (e.g. “After we eat snack, your mommy will come to take you home,” or “When you wake up from your nap, we will go outside.”). Then follow through. Remind the child...“You took a nap, and now it is time to go outside,” or “We had snack, and now I see your mommy coming in to get you.”</li> </ul>

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
16 to 38 Months	Orders and sequences objects according to different dimensions.	<ul style="list-style-type: none"> <li>▪ Uses size words, such as “many,” “big,” and “little,” appropriately.</li> <li>▪ Fills and empties containers with attention to amounts (with sand, water, blocks, or objects).</li> <li>▪ Compares the size of various everyday objects (e.g. puts different people’s shoes side by side to see differences).</li> <li>▪ Identifies objects by a single characteristic such as big or small, heavy or light, and tall or short, with assistance.</li> <li>▪ Looks at two objects and identifies which one is bigger or smaller.</li> <li>▪ Explores with simple measuring tools such as measuring cups with water or sand.</li> <li>▪ Explores change of size and volume by squeezing, patting, and rolling play dough.</li> <li>▪ Demonstrates comparative behavior by nesting up to five cups.</li> <li>▪ Orders objects by size, volume, height, weight, and length, with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide sand and water play; giving child opportunities to pour, fill, scoop, weigh, and dump with a variety of containers.</li> <li>▪ Use language for comparisons according to size, volume, weight, and height (length) of people, toys, and objects.</li> <li>▪ Use language about basic shapes: square, circle, rectangle, and triangle (e.g. “Can you bite the corner off of the triangle sandwich?”).</li> <li>▪ In small groups, offer activities where children learn about different sizes of blocks and objects, then offer opportunity to create simple structures with direction.</li> <li>▪ In free play time, offer blocks of different sizes, weights, lengths, and such, and observe to see when a child might need a prop or comment to build successfully.</li> <li>▪ Help child arrange toys or objects from smallest to largest or longest to shortest.</li> <li>▪ Look at pictures of the child, with the child talking about how s/he is getting bigger.</li> <li>▪ Provide play dough for children to explore, squish, and manipulate. Encourage rolling and pulling to alter clay to take on different dimensions.</li> <li>▪ Offer opportunity for children to serve themselves at mealtimes, using individual measuring cups with small amounts of liquid, from which each child can pour into their own glass.</li> <li>▪ Use child sized serving utensils for children to serve solids and beverages at mealtimes, and talk about how much the serving utensil holds.</li> <li>▪ Talk about times of the day (e.g. this morning, after lunch, arrival time, leaving time, lunch time, and diapering time).</li> </ul>

**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
<p><b>36 to 60 Months</b></p>	<p>Uses geometric modeling and spatial reasoning according to different dimensions.</p>	<ul style="list-style-type: none"> <li>▪ Matches, sorts, groups, and classifies objects based on one or more attributes or related characteristics.</li> <li>▪ Compares several objects based on one or more attributes (length, size, weight) using words such as “shorter,” and “shortest,” “bigger,” and “lighter.”</li> <li>▪ Uses positional terms such as “between,” “inside,” “over,” “under,” and “behind.”</li> <li>▪ Orders objects by size, volume, height, weight, and length; with assistance.</li> <li>▪ Orders events in terms of time.</li> <li>▪ Uses vocabulary to explain passage of time, including yesterday, today, tomorrow, next week, though not always accurately.</li> <li>▪ Uses events to show passage of time (e.g. when I go home after school, my nana will be coming to my house).</li> <li>▪ Uses descriptive words for measurable properties such as length and weight, or capacity.</li> <li>▪ Uses measuring tools in play activities (e.g. measuring tape, measuring cups, and scales and balances).</li> <li>▪ Measures liquids, solids, and semi-solids, such as sand and water, using a variety of containers.</li> <li>▪ Measures objects using variable nonstandard units (e.g. “It’s five shoes long!”).</li> <li>▪ Uses measuring tools for objects using standard units and vocabulary, though not always accurately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate, explain, and engage child in activities that use nonstandard measurement (e.g. use handfuls to measure rice, use footsteps to measure distance).</li> <li>▪ Provide sand and water play with measurement tools to explore measurement, volume, and weight.</li> <li>▪ Model language and use body and objects using positional terms (behind, inside, on top, under).</li> <li>▪ Provide materials that support classifying and ordering objects by size, shape, color, and volume.</li> <li>▪ Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups) for child to use in purposeful ways (e.g. cooking experiences).</li> <li>▪ Model and engage use of conventional measuring tools and methods in everyday situations (e.g. during cooking, art projects, grocery shopping).</li> <li>▪ Continue to model language involving comparisons for size, volume, weight, and height (length) of people, toys, and objects.</li> <li>▪ 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.”).</li> <li>▪ 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).</li> <li>▪ Measure objects using standard measuring units (measure a wooden block using paper clips, markers, then – ruler, tape measure, and balance.) Document findings with the</li> </ul>

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

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
60 Months through Kindergarten	Orders objects according to spatial attributes using nonstandard and standard units of measurement.	<ul style="list-style-type: none"> <li>▪ Compares objects by measurement attributes (e.g. longer/shorter, heavy/light, or more/less).</li> <li>▪ Uses multiple attributes for comparisons when sorting, classifying, and placing objects in a series (e.g. size, volume, height, weight, and length).</li> <li>▪ Uses basic measurement with standard units in the customary and metric systems (e.g. inches using a ruler or measuring tape).</li> <li>▪ Independently measures amounts and follows steps in simple experiments or cooking projects</li> <li>▪ Estimates everyday measures (e.g. how many steps are needed to walk across a street.)</li> <li>▪ Uses conventional vocabulary of measurement ("pound," "inch," "cup"), though not always accurately.</li> <li>▪ Uses basic time vocabulary (e.g. minute, hour).</li> <li>▪ Names days of the week.</li> <li>▪ Orders events in a day.</li> <li>▪ Use comparison vocabulary for temperatures (hotter/colder).</li> <li>▪ Reads calendar according to days,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate, explain, and engage child in activities that measure with standard traditional measuring units (e.g. measure a table by inches using measuring tape).</li> <li>▪ Provide a variety of measuring tools (tape measures, rulers, balance scales, measuring cups, or thermometers) and opportunities for child to select the tool needed for an appropriate measurement (e.g. using a scale to measure the apple's weight).</li> <li>▪ Introduce charts and graphing for children to use as a way to show sequences and quantity comparisons.</li> <li>▪ Provide calendar activities to describe and discuss events according to days, weeks, months.</li> <li>▪ Celebrate anniversaries, such as 100 days in school, or a month completed, or 10 days of sunny days.</li> <li>▪ Provide cooking experiences (including ethnic "home" foods) using written and picture recipes, sequences, and measurements with teacher support.</li> <li>▪ Play measuring games (e.g. "Which is heavier?" "Which is longer?" or "How many steps?").</li> <li>▪ Use posters, rhymes, and songs to support understanding that standard units of measurement remain constant (a foot in measurement is always 12 inches).</li> <li>▪ Provide opportunities to explore the concept that shape can change, but volume/amount remains constant (conservation of volume/mass). Include water and sand play with variable size containers, and play dough for rolling, patting, and mashing opportunities.</li> <li>▪ Pose many "What if you change..." and "How do you know..." questions about measurement and experiments with materials</li> </ul>

		<p>weeks, months.</p> <ul style="list-style-type: none"> <li>▪ Directly compare two objects with a measurable attribute.</li> <li>▪ Understands that standard unit of measurement is common, to see which objects have “more” or “less.”</li> <li>▪ Classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.</li> </ul>	<p>such as sand, water, and play dough.</p> <ul style="list-style-type: none"> <li>▪ In dramatic play areas, include measuring tools, growth charts, dolls, and stuffed animals for weighing and determining height. Be sure to offer pencils and paper for recording findings.</li> </ul>
--	--	--	--

## ***IDAHO EARLY LEARNING EGUIDELINES***

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

**Domain 4:** General Knowledge

**Sub-Domain:** Mathematics and Numeracy

[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: 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
Birth through 8 Months	Develops awareness of sounds, sights, or motor activities that occur regularly in daily routines.	<ul style="list-style-type: none"> <li>▪ Responds to variations in visual patterns, sounds, smells, tastes, and touch.</li> <li>▪ Develops awareness of familiar sequences of events in daily routines.</li> <li>▪ Begins to show expectations for familiar sequences of events in daily routines.</li> <li>▪ Feels, handles, and explores objects with a variety of textures, shapes, and sizes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide visual patterns, variations in light, variation in music, and a variety of tactile materials both indoors and outside in the child's environment.</li> <li>▪ Describe patterns and sequences during routines such as diaper changing and feeding.</li> <li>▪ Offer toys that involve shapes (blocks, jar lids, plastic containers).</li> <li>▪ Sing songs, use finger-plays, and read books with repeatable action patterns, familiar objects, colors, and shapes; noting similarities and differences.</li> <li>▪ Offer a variety of touches (gentle, firm) and textures.</li> <li>▪ Gently massage baby's arms and legs or gently rub the baby's head or forehead with a variety of textures such as a silky cloth or a cool washcloth.</li> <li>▪ When feeding, use words such as "beginning" and "all done," or "full" and "empty."</li> <li>▪ Talk about the sequence you use as you dress and undress the baby, as you change a diaper, clean, and feed.</li> </ul>

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
6 to 18 Months	Notices and responds to patterns in daily routines.	<ul style="list-style-type: none"> <li>▪ Shows anticipation of familiar sequences of events in daily routines.</li> <li>▪ Reaches for utensils, cups, or bottles when food is placed in front of them.</li> <li>▪ Matches a few objects by color, shape, or size, with assistance.</li> <li>▪ Matches simple two-dimensional shapes in form board and puzzles.</li> <li>▪ Uses clothing for dressing, putting on hats, attempting to put on shoes or coats, and undressing self.</li> <li>▪ Claps, moves to musical rhythms.</li> <li>▪ Manipulates known household and classroom items (e.g. picks up toy cup and pretends to drink).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and discuss patterns occurring in daily events and familiar objects (e.g. actions used to make toys open or close, such as when a jack-in-the-box pops up).</li> <li>▪ Tell and ask the child to tell, "What comes next? What happens next?" or "What do we do next?" during daily or familiar activities and routines such as getting dressed or brushing teeth.</li> <li>▪ Sing songs, use finger-plays, and read books with repeated action patterns, familiar objects, colors, and shapes; asking the child to help describe similarities and differences.</li> <li>▪ Offer the names of objects, shapes, and colors found in the child's environment. Use those words throughout the day, beginning with naming specific items, then, show that the same word can be used for another object (e.g. the red rattle and then the red coat.).</li> <li>▪ Provide opportunities for the child to sort and classify familiar objects in meaningful ways (e.g. "Get your shoe from the cubby. Now, get your other shoe that is the same as that one.").</li> </ul>

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
16 to 38 Months	Recalls and anticipates familiar sequences of events and objects and uses this to predict and respond to events.	<ul style="list-style-type: none"> <li>▪ Recognizes patterns in objects and events.</li> <li>▪ Uses simple patterns in putting objects in order.</li> <li>▪ Uses simple sequences such as socks, then shoes.</li> <li>▪ Repeats actions in sequence such as sequential finger-plays.</li> <li>▪ Explores matching and sequencing in games and with toys (e.g. the round block goes in the round hole, and the square block in the square hole, then we dump all of them out and start again.).</li> <li>▪ Follows sequences for routines (e.g. diaper change, pajamas, brush teeth, get a drink of water, rocking chair and book, and then bed).</li> <li>▪ Groups objects on the basis of visual characteristics (shape or color) or themes (functional uses such as items for scooping).</li> <li>▪ Uses everyday objects that go together (e.g. shoe/sock, pencil/paper, spoon/plate).</li> <li>▪ Matches simple two-dimensional shapes in form board and puzzles (circles, squares, triangles).</li> <li>▪ Identifies two geometric shapes (circle, square).</li> <li>▪ Sings familiar songs and clapping or marching.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point out where groups of objects belong in their surroundings (coats are hung up on coat racks or cubbies; paint is located in the art area). Talk often about how things go together.</li> <li>▪ Offer verbal assistance to help children sort objects and make common relationships (e.g. "Where do we keep the scissors?" or "There, your diaper is on. What else should we put on your body?").</li> <li>▪ Provide opportunities for child to notice and describe patterns in nature (patterns in rocks, the sky, leaves, or shells).</li> <li>▪ Use shapes and sequence words in daily life (e.g. "Let's cut the cornbread into squares. First we cut a line here, and then let's cut across that line.&gt;").</li> <li>▪ Identify the features of shapes when child plays with them.</li> <li>▪ Point out and talk about shapes during daily activities (e.g. "Where do you see circles?").</li> <li>▪ Provide play and art materials that have different visual attributes (thin circles, red squares, and small triangles).</li> <li>▪ Demonstrate, explain, and engage child in activities that identify culturally-specific patterning in artwork or objects.</li> <li>▪ Provide opportunities to help with food preparation, following a specified pattern/sequence.</li> <li>▪ Play games with pattern/sequences/actions (Five Little Monkeys, Going on a Bear Hunt).</li> <li>▪ Offer vocabulary that supports child's curiosity (e.g. "What do we use scissors for?" "Do all of these rocks fit in the bucket?" "Will the block sink in the water?").</li> </ul>

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
36 to 60 Months	Sorts, orders, classifies, and forms simple patterns among objects using color, number, size, and shape.	<ul style="list-style-type: none"> <li>▪ Compares shape and size of familiar objects.</li> <li>▪ Identifies and labels different kinds of two-dimensional shapes (square, circle, rectangle, and triangle).</li> <li>▪ Sorts and builds stable structures with two- and three-dimensional shapes (e.g. unit blocks, Legos, spheres, cubes, cones).</li> <li>▪ Sorts and classifies objects using vocabulary to describe and compare groups (e.g. more/less and same/different).</li> <li>▪ Creates pictures and structures using various shapes.</li> <li>▪ Recognizes non-geometrical shapes in nature (clouds or other things that are not circles, squares, triangles).</li> <li>▪ 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).</li> <li>▪ Puts together and takes apart shapes to make other shapes (e.g. uses two triangles to make a rectangle).</li> <li>▪ Makes and describes patterns including serration based on numbers, shapes, and size.</li> <li>▪ Predicts what comes next in a pattern and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage the child in recognizing shapes in the environment (e.g. octagonal stop sign, bowls are circles).</li> <li>▪ Provide a variety of increasingly complex materials related to patterns including preschool Legos, puzzles, and stringing beads.</li> <li>▪ 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.").</li> <li>▪ Provide materials that can be connected and combined to create new shapes.</li> <li>▪ Take child to observe murals or other community artwork; exploring together the variety of shapes used.</li> <li>▪ Provide picture recipes that include step by step instructions for children to follow and complete.</li> <li>▪ 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).</li> <li>▪ Play matching games that challenge the child to recognize what is missing.</li> <li>▪ Play games that challenge the child to describe and identify shapes.</li> <li>▪ Use a sensory bag or box where the child reaches in, feels, and describes an object/shape and attempts to name it.</li> <li>▪ Challenge child to repeat patterns made by clapping, stomping, or with rhythm instruments.</li> <li>▪ Provide materials such as pattern blocks to create patterns and designs.</li> </ul>

		<p>completes the pattern with art materials or blocks.</p> <ul style="list-style-type: none"> <li>▪ Creates or extends a complex pattern with more than two repeating elements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to retell stories, recalling a sequence of events (e.g. "The Very Hungry Caterpillar" or "Goldilocks and the Three Bears").</li> <li>▪ 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").</li> <li>▪ 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.</li> <li>▪ 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?"</li> <li>▪ Provide materials in shapes that can be used to represent or recreate murals or other art forms in the community.</li> <li>▪ Offer a daily "jobs list" where children set the tables for lunch or snack, using a specific routine and items.</li> <li>▪ Provide storage for materials that encourage sorting clean up (labeled separate containers for pencils or markers).</li> </ul>
--	--	--	--

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
60 Months through Kindergarten	Sorts, classifies, and orders objects by a variety of attributes and paired common relations.	<ul style="list-style-type: none"> <li>▪ Recognizes, names, compares, sorts, and creates two- and three-dimensional shapes (sphere, cube, and cone).</li> <li>▪ Combines shapes to create two-dimensional figures.</li> <li>▪ Investigates and predicts the results of putting together and taking apart two- and three-dimensional shapes.</li> <li>▪ Describes characteristics of familiar geometric and non-geometric shapes in the environment, with assistance.</li> <li>▪ Recognizes and creates shapes that have symmetry.</li> <li>▪ Recognizes, describes, and extends patterns; and translates from one representation to another.</li> <li>▪ Uses rules/generalizations to replicate patterns.</li> <li>▪ Creates own patterns applying determined rules or generalizations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide construction materials of varying sizes and shapes for multiple purposes (color strips of paper used to create weaving patterns).</li> <li>▪ Play games with visual patterns like cards, dominoes, and dice for child to recognize pattern arrangements representing specific quantities.</li> <li>▪ Help the children carry out and make graphs of surveys for likes/dislikes (e.g. survey child's favorite item from the lunch menu).</li> <li>▪ Record daily lunch count or weather forecasts and complete data analysis to reveal patterns.</li> <li>▪ Help child draft/illustrate picture recipes for other children to use.</li> <li>▪ Play classification games that encourage child to describe, compare/contrast, match, and identify objects simultaneously.</li> <li>▪ Ask child to use ordinal numbers (first, second, third) to describe or retell stories and events.</li> <li>▪ Challenge child to make predictions concerning functional patterns in daily routines and activities (e.g. "What might happen if we don't count how many want milk for lunch?").</li> <li>▪ Provide opportunities for child to observe functional patterns when adding/subtracting.</li> </ul>

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 42: CHILDREN OBSERVE, DESCRIBE, AND COLLECT INFORMATION BY EXPLORING THE WORLD AROUND THEM.**

**Domain 4:** General Knowledge

**Sub-Domain:** Science

[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: 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><b>Birth through 8 Months</b></p>	<p>Shows interest in familiar people, objects, and events in the immediate environment.</p>	<ul style="list-style-type: none"> <li>▪ Indicates personal needs (hunger, thirst).</li> <li>▪ Observes physical relationships using the senses (e.g. turns head toward sounds, mouthing, grasping, and reaching for objects).</li> <li>▪ Shows interest in surroundings by tracking toward and focusing on familiar faces, objects in close proximity (including plants and animals), and events.</li> <li>▪ Begins to show awareness that people or objects exist after they are no longer present (beginning of object permanence).</li> <li>▪ Visually tracks attachment figure and reaches for or communicates verbally to them.</li> <li>▪ Ceases to cry upon hearing attachment figure's voice or seeing their face.</li> <li>▪ Social responses become more selective near the end of this stage, and saved for known individuals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide appropriate space, time, and materials for child to explore (play on the floor with babies and get face-to-face with them; provide easy to grasp objects for them to hold).</li> <li>▪ Safeguard the environment; maximizing freedom for exploration.</li> <li>▪ Provide opportunities to look at "the baby in the mirror."</li> <li>▪ Describe observable natural events (e.g. raindrops forming puddles or a squirrel climbing up a tree).</li> <li>▪ Support and encourage child's exploration by smiling, nodding, and describing what the child is doing.</li> <li>▪ Provide a changing variety of familiar and novel materials that can be used in different ways (e.g. containers for scooping, putting objects into, and for banging).</li> <li>▪ Read a variety of picture books with real-life photos and drawn/painted illustrations of familiar living and nonliving things.</li> <li>▪ Provide opportunities to play jointly with caregivers, other children, and objects.</li> <li>▪ Respect child's explorations without predetermined outcomes or expectations.</li> </ul>

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
6 to 18 Months	Observes events, actions, objects and people. Responds non-verbally and with one word responses to comments and reactions of, others, and shows preferences for people, events, actions, and objects.	<ul style="list-style-type: none"> <li>▪ Focuses on familiar and unfamiliar faces, familiar and novel objects in different environmental settings (including plants and animals), and events.</li> <li>▪ Notices and begins to express individual wants and preferences.</li> <li>▪ After repeated exposure to the same toys and objects, explores novel ways of using the materials.</li> <li>▪ Integrates simultaneous use of more than one sense (e.g. uses sight, touch, and hearing by looking at and shaking a toy to hear its sound).</li> <li>▪ Notices and uses sounds or one word to label objects and events in the environment.</li> <li>▪ Seeks indoor and outdoor environments for play and exploration.</li> <li>▪ Explores natural objects such as water, leaves, rocks, sand, mud, sun, rain, and clouds.</li> <li>▪ Explores living things using multiple senses (e.g. scent of flower, rough texture of tree bark).</li> <li>▪ With assistance, shows awareness of object permanence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide space, time, and materials for child to explore (e.g. place child on floor with open-ended toys such as blocks, containers, pots and pans, sand, mud, and water).</li> <li>▪ Provide sensory materials for child to explore (e.g. water, foods with varying textures, ice cubes, and pudding on a tray).</li> <li>▪ Safeguard the environment; maximizing freedom for exploration indoors and outdoors.</li> <li>▪ Respect child's explorations without predetermined outcomes or expectations.</li> <li>▪ Talk about what the child is experiencing (e.g. "There is bright sunshine on your face.").</li> <li>▪ Model language that is both labeling and descriptive to encourage children to give names to observable natural events ("Leaves!" "Falling leaves.").</li> <li>▪ Support and encourage child's words and sounds for exploring items and situations by smiling, nodding, and repeating the child's words.</li> <li>▪ Read a variety of picture books with real-life photos or drawn/painted illustrations of familiar and unfamiliar living and nonliving things, and encourage child to point to and describe.</li> <li>▪ Provide opportunities to play jointly with caregivers, other children, and objects.</li> </ul>

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
16 to 38 Months	Describes observable characteristics of objects, people, and events.	<ul style="list-style-type: none"> <li>▪ With continued exposure to the same toys and objects, explores novel and multiple ways of using the materials.</li> <li>▪ Expands on choices for outdoor play.</li> <li>▪ Plays with, explores, and experiments with water, sand, and mud.</li> <li>▪ Notices, understands, and expresses personal wants, needs, and preferences.</li> <li>▪ Demonstrates curiosity about the natural environment and identifies and labels the Earth's materials.</li> <li>▪ Gathers, groups, and labels natural materials.</li> <li>▪ Uses varying sensory exploration of objects to see similarities and differences.</li> <li>▪ Has a repertoire of single words to name and describe natural phenomenon and objects (e.g. rain, sunny, muddy, hot, bird).</li> <li>▪ Explores and investigates physical properties of living and nonliving things.</li> <li>▪ Shows understanding of object permanence; looking for people and objects that have disappeared.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to explore new and unfamiliar toys and objects to find multiple ways for using them.</li> <li>▪ Provide child daily with varied opportunities to explore, describe, and discuss the similarities and differences observed with natural objects and phenomenon.</li> <li>▪ Talk about tastes, textures, temperature, and smells of food during meals.</li> <li>▪ Provide child with varied opportunities to play, explore, and experiment with water, sand, and mud; and offer words to label what happens as they use funnels, tubes, containers, and utensils.</li> <li>▪ Provide child with child-safe bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry baskets, straws), and offer words that describe the bubbles that each item makes.</li> <li>▪ Support, encourage, and guide child's observations and explorations by discussing and asking questions about their findings without predetermined outcomes or expectations.</li> <li>▪ Provide opportunities to label and describe Earth's materials while on nature walks.</li> <li>▪ Provide opportunities to explore and investigate physical properties of living and nonliving things.</li> <li>▪ Offer uninterrupted time for children to investigate and play with items in the natural environment.</li> <li>▪ Have extra clothes and hand washing materials close by where children can engage in "messy" play without undue stress.</li> </ul>

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
36 to 60 Months	Calls attention to, describes, discusses, and explains similarities and differences among objects or events.	<ul style="list-style-type: none"> <li>▪ Shows interest and curiosity in exploring, investigating, and using words to describe living and nonliving things.</li> <li>▪ Asks “why” and “how” questions about objects and events.</li> <li>▪ Participates in simple cooking experiences, including stirring, pouring, kneading, tasting, smelling, and talking about changes in the appearance and form of the food.</li> <li>▪ Labels and describes sensory exploration of materials, objects, and natural phenomena (e.g. textures, visual imagery, temperature, auditory, or tastes).</li> <li>▪ 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).</li> <li>▪ Notices, describes, and predicts changes in the environment (e.g. dark clouds mean possible rain).</li> <li>▪ Observes, compares, classifies, measures, and communicates observations of events and objects.</li> <li>▪ Explores earth science, physical science, and life science through observations and experimentation with concrete objects.</li> <li>▪ Uses simple tools (magnifiers, lenses, droppers) for exploration and investigation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 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).</li> <li>▪ Provide opportunities to make, categorize, and label nature collages.</li> <li>▪ Provide frequent cooking experiences with measuring sensory activities (squeezing, tasting) and describing and predicting changes.</li> <li>▪ Provide opportunities to observe and explore different physical characteristics of living and nonliving things using investigative tools (magnifiers, droppers), with assistance.</li> <li>▪ Provide opportunities to examine and create nature collections such as rocks, shells, and insects.</li> <li>▪ Provide opportunities to group, order, and classify collections of rocks, shells, and toy animals.</li> <li>▪ Play “I Spy” to describe living and nonliving items in the immediate surroundings.</li> <li>▪ 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.</li> <li>▪ Discuss which food items come from plants during snack time.</li> <li>▪ Provide cooking experiences and talk about textures, tastes, smells, and changes that occur during experience.</li> <li>▪ 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 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.</li> <li>▪ Provide child with bubble solution and a variety of wands and household items (ladles with holes, spatulas, funnels, strawberry</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Predicts the outcome of an investigation based on observation, evidence, or experience.</li> <li>▪ Respects living things (e.g. watering plants or trying to avoid stepping on ant hills).</li> <li>▪ Explores answers to questions and forms new questions or conclusions.</li> </ul>	<p>baskets, straws), and encourage them to describe and predict the bubbles each item makes.</p> <ul style="list-style-type: none"> <li>▪ Use lighting and different objects and describe their different shadows.</li> <li>▪ Provide opportunities to compare and describe the similarities and differences of living and nonliving things with photos or illustrations in books.</li> <li>▪ Have a museum table for bringing living and non-living items for display and discussion.</li> <li>▪ 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).</li> </ul>
--	--	---	--

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
60 Months through Kindergarten	Collects, categorizes, and describe objects and observations to organize knowledge and experiences about the natural world.	<ul style="list-style-type: none"> <li>▪ Uses observations, descriptions, and predictions to explain the natural world.</li> <li>▪ Has a repertoire of words and tools to collect information and organize findings.</li> <li>▪ Has a repertoire of words and tools to document results of observations and experimentations.</li> <li>▪ Makes comparisons and contrasts based on observations and vocabulary that includes descriptive and comparative words.</li> <li>▪ Collects and categorizes everyday objects, events, and experiences from the natural world to independently function (e.g. helps with food preparation, seeing how ingredients can be combined successfully, or gathers flowers for a bouquet and observes what happens if they have no water).</li> <li>▪ Makes drawings of observed objects or events (e.g. spider webs).</li> <li>▪ Uses non-fiction picture books and electronic resources to gather information about objects or topic.</li> <li>▪ Makes inferences, drawing more meaning from what is visible than what is said, and predicts future events.</li> <li>▪ Describes event/objects using comparison of prediction and observed outcome (e.g. "If we put the hard potato in the oven, it will become soft. If we put the hard bread in the oven, it will become</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to invite curiosity and interest through experiences that encourage the child to explore, describe, and classify living and nonliving items through increasingly descriptive categories (e.g. sand and water as it runs through fingers; sounds of different animals; making different size bubbles with household items).</li> <li>▪ Provide opportunities to organize, discuss, and draw conclusions based on observations about living and nonliving things using investigative tools (looking at a caterpillar's sections through magnifier; weighing ingredients that one might use for cooking, counting the number of people who use a piece of outside play equipment during outside time).</li> <li>▪ Provide child with bubble solution and challenge them to find items in the classroom that will make bubbles.</li> <li>▪ Encourage child to make own photos, drawings, stories, or books about living and nonliving things.</li> <li>▪ Help children use digital technology to gather pictures or information about natural phenomenon.</li> <li>▪ Provide cooking experiences and talk about measurement, changes when ingredients are mixed, and sources of heat making change (baking, boiling, and frying).</li> <li>▪ Introduce unfamiliar foods at snack and mealtime, offering small group activities where children study that food prior to eating.</li> <li>▪ Provide opportunities for child to describe living and nonliving items in a museum type center, or make a digital video interview of the child telling what they know.</li> <li>▪ Carry out projects where children tell what they know about an item or event in the natural world, and what they would like to find out. Ask them to brainstorm how they might find out what they want to know, and then plan lessons that help them explore the topic.</li> <li>▪ Provide child with an assortment of investigative tools and</li> </ul>

		<p>soft. But, no, the potato became soft, but the bread became harder.”).</p> <ul style="list-style-type: none"> <li>▪ Uses scientific tools, such as locomotion devices (gears and pulleys), technological tools, and measurement devices.</li> <li>▪ Classify objects into given categories; count the numbers of objects in each category and sorts the categories by number.</li> </ul>	<p>devices to explore and describe, draw, and write about (e.g. magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books, or internet resources).</p> <ul style="list-style-type: none"> <li>▪ Encourage child to discuss how we get food from plants, animals, farms, and fields.</li> <li>▪ Brainstorm with the children about what they will need to plant a flowerbed or vegetable garden. Help them get those items and build the garden.</li> <li>▪ Offer tools for measuring moisture content of soil. Let children use, read, and document their findings. Note that they may want to do this repeatedly, so offer lots of different pots of soil, with varying amounts of moisture.</li> <li>▪ Encourage child to observe patterns and make predictions (e.g. “What happens to the lima bean planted in soil if it does not get any water?”).</li> <li>▪ Help child organize needed materials (paper, markers, crayons, and scissors to draw or create collage life cycles of insects, animals, and plants).</li> <li>▪ Read and reread life cycle books such as, The Hungry Caterpillar.</li> <li>▪ Provide child with the needed writing materials to document, visually organize (create charts, graphs, tables), and display observation results (measuring the height of a sprouted lima bean; daily temperature pattern for one week).</li> </ul>
--	--	---	--

## ***IDAHO EARLY LEARNING EGUIDELINES***

**GOAL 43: CHILDREN FURTHER 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.**

**Domain 4:** General Knowledge

**Sub-Domain:** Science

[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: 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
Birth through 8 Months	Engages and explores the physical and natural world.	<ul style="list-style-type: none"> <li>▪ Uses senses to begin understanding cause and effect during daily experiences and routines.</li> <li>▪ Uses sucking, holding, looking, touching, throwing, and dropping in sensory explorations.</li> <li>▪ Kicks, reaches, rolls, and makes sounds to gain a desired object.</li> <li>▪ Shows interest and surprise when events occur that do not follow expected sequences (e.g. shows surprise when a ball rolls into a tube and does not roll out at the opposite end).</li> <li>▪ Watches and predicts the actions of people, objects, and events in the world around them.</li> <li>▪ Shows preference or discomfort given specific sensory experiences (e.g. vigorously moving toward or away from objects and people).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be certain the environment is absolutely safe for the baby to explore (e.g. make certain the crib is free of hazards, the floor during floor time is clear of hazards, mealtime environments are hygienic and clear of hazards, and adult supervision is close and constant).</li> <li>▪ Offer safely suspended toys to bat and kick, especially those that make sounds.</li> <li>▪ Provide toys that change colors, patterns, or sounds when rolled or moved.</li> <li>▪ Take babies outside to see different light, longer distances, and feel temperature changes and breezes.</li> <li>▪ Wait for child to gesture or motion or make a sound as a signal for help or assistance.</li> <li>▪ Smile, nod, and verbally acknowledge the child's observations and explorations.</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>▪ Offer safe natural materials (leaves, shells, snow, and food items) for free exploration, being sure to closely supervise.</li> <li>▪ Offer responsive materials to explore.</li> <li>▪ Create an environment that inspires child to figure out how to do something.</li> <li>▪ Offer opportunities for infants to use two or more senses simultaneously (e.g. put a rattle in a box for the baby to discover as you shake it).</li> <li>▪ Provide toys and materials that can be used in different ways (balls bounce and roll and can be tossed into a container).</li> <li>▪ Refrain from intervening too quickly as child explores sensory experiences. Wait for the child's looks for help or verbalizations, then, offer help immediately.</li> <li>▪ Verbally describe the results of child's actions (e.g. "You dropped the spoon." or "Feel the dog's soft fur.").</li> <li>▪ Encourage repetitive activities such as "peek-a-boo."</li> <li>▪ Talk with child about objects and events (e.g. "Is that soft? Is that warm?").</li> </ul>

DOMAIN 4: GENERAL KNOWLEDGE			
SUB-DOMAIN: SCIENCE			
SCIENTIFIC INQUIRY—THINKING, ASKING, ACTING, AND SOLVING PROBLEMS			
GOAL 43: CHILDREN FURTHER 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
6 to 18 Months	Explores cause and effect relations through observation and trial and error.	<ul style="list-style-type: none"> <li>▪ Uses senses to initiate trial and error problem solving.</li> <li>▪ Attempts to repeat cause and effect events (e.g. pushing bowl off highchair tray).</li> <li>▪ Drops objects; then looks to see where the object lands.</li> <li>▪ Fills and dumps containers with objects.</li> <li>▪ Observes and uses single word descriptions to explain and predict outcomes and phenomenon.</li> <li>▪ Looks for other’s responses when surprised by events that do not follow expected sequences.</li> <li>▪ With increased motor skills, actively pursues an object that disappears in an unusual location displaying object permanence.</li> <li>▪ Solves simple problems using a series of actions, an object, or a caregiver to reach a goal (e.g. pulling a string to reach an attached toy).</li> <li>▪ Imitates a caregiver’s action(s) to solve a problem.</li> <li>▪ Demonstrates persistence when trying to solve a problem (e.g. fitting a puzzle piece in a space).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create an environment that inspires child to have ideas and figure out how to do something to cause a reaction (e.g. stacking blocks and knocking them over).</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>▪ With supervision, offer materials for child to explore, compare, and describe (e.g. leaves, water, snow, and food items).</li> <li>▪ Intentionally promote development of scientific reasoning by providing responsive materials to explore.</li> <li>▪ Promote reasoning and problem-solving skills by making time for children to observe, experience, and label a variety of materials.</li> <li>▪ Each day, provide containers, scoops, sponges, funnels, shovels, and such for water and other sensory play at a sensory table.</li> <li>▪ Refrain from intervening too quickly as child explores problem-solving experiences and help point out, describe, and discuss the results of child’s actions.</li> <li>▪ Wait for child to gesture, motion, or verbally signal for help or assistance.</li> <li>▪ Acknowledge, encourage, and support explorations and attempts at problem-solving.</li> <li>▪ Offer environments where children are safe and free to explore learning and solve problems independently. This means adults are attentive to the child’s actions, but do not interfere with their play, rather they intervene when the child shows frustration.</li> <li>▪ Resist offering your own solutions until the child has time to explore and try out solutions.</li> <li>▪ Allow and encourage repetitive activities such as dropping and picking up objects.</li> <li>▪ Model problem-solving behaviors that are developmentally within child’s ability to imitate.</li> <li>▪ Talk with child about natural objects and everyday events (how does food smell, taste, or feel.).</li> </ul>

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
16 to 38 Months	Varies actions to see what happens as a result (cause and effect).	<ul style="list-style-type: none"> <li>▪ Uses senses and trial and error to solve problems.</li> <li>▪ Repeats to see if results are the same. May look to caregiver for reaction or explanation.</li> <li>▪ Intentionally uses a series of actions, an object, or a caregiver to reach a goal or outcome.</li> <li>▪ Imitates and begins to vary a caregiver's action(s) to solve a problem.</li> <li>▪ Uses trial and error to find possible solutions to a problem (moving a puzzle piece around to find the right place).</li> <li>▪ Creates and uses simple tools to solve problems or test a reaction (e.g. sticks, shovel, bucket, or hammer).</li> <li>▪ Initiates action/reaction scenarios (e.g. throwing rocks in a pond, stomping in a puddle).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create an environment that inspires child to have ideas and figure out how to do something (e.g. provide open-ended materials, combinations of materials, and easy access to a variety of props and materials).</li> <li>▪ Provide toys and surfaces where children push, pull, and transport objects.</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions. Talk about what happens.</li> <li>▪ Encourage child to explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences.</li> <li>▪ Actively promote development of scientific reasoning by providing safe environments and responsive materials to explore, such as play dough, mud, sand, and water.</li> <li>▪ Plan outdoor environments and experiences that stimulate experimentation and questions.</li> <li>▪ Promote development of reasoning and problem-solving skills by making available problem-solving opportunities to observe, experience, and explore using a variety of materials that further encourage experimentation with possible solutions.</li> <li>▪ Provide toys and materials that can be used in different ways to encourage intentional problem solving and exploration.</li> <li>▪ Provide safe cooking experiences (e.g. stirring ingredients in a bowl, cutting a slice of cheese with a plastic or safe knife “cut some bites of cheese—how big is a bite?”).</li> <li>▪ Add simple experiments to activities (e.g. during food preparation, ask: “What happens when you squeeze the empty egg shell in your hand?”).</li> <li>▪ Refrain from intervening too quickly as child explores problem-solving experiences, and discuss and experiment with solutions and the results of their experiments.</li> <li>▪ Wait for child to gesture, motion, or verbalize a request for help or</li> </ul>

			<p>assistance.</p> <ul style="list-style-type: none"> <li>▪ Acknowledge, encourage, and support explorations and attempts at problem-solving and new learning.</li> <li>▪ Emphasize freedom to explore learning and problem-solving opportunities rather than providing or emphasizing predetermined solutions or outcomes.</li> <li>▪ Ask questions such as “What do you think the ball will do when you drop it?”</li> </ul>
--	--	--	--

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
36 to 60 Months	Investigates unfamiliar phenomena using both trial and error and systematic trials, with assistance.	<ul style="list-style-type: none"> <li>▪ Creates strategies (from trial and error) to explore attributes and solve problems.</li> <li>▪ Uses tools for sensory exploration in a trial and error fashion.</li> <li>▪ Observes, describes, and predicts the phenomenon and outcomes.</li> <li>▪ 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.)</li> <li>▪ Verbalizes observations.</li> <li>▪ Uses questioning as a way to engage conversation rather than as an intended means for gathering information.</li> <li>▪ Shows curiosity and interest about familiar/unfamiliar and living/nonliving things.</li> <li>▪ Within cultural norms, shows awareness and respect for living things.</li> <li>▪ Makes simple predictions and inferences about cause and effect relations based on observations, explorations, and experimentations with objects and events in the natural world.</li> <li>▪ Compares predictions with actual observations (e.g. predicts what will</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>▪ Provide an outdoor environment with sand, water, sand tools, wheel toys, and props to promote open-ended play and offer cause and effect moments.</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions and ask, “What do you think will happen if...”</li> <li>▪ Encourage child to actively explore, compare, and describe safe natural materials (leaves, shells, snow, and food items) according to observable similarities and differences.</li> <li>▪ 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?”).</li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Provide child with simple machines such as flashlights or toy cars to take apart and put back together (flashlight).</li> <li>▪ Provide wheel toys and slopes and ramps to observe and question how they might move.</li> <li>▪ Provide child opportunities to explore, observe, and describe the properties of magnets with different materials such as fabric, plastic toys,</li> </ul>

		<p>happen as different sized toy cars roll down a ramp, and then shows interest and perhaps surprise at what happens).</p> <ul style="list-style-type: none"> <li>▪ Makes drawings of observed events.</li> <li>▪ Makes predictions about observed changes in the environment that lead to generalizations.</li> <li>▪ Connects math to science by using measurement tools and counting phenomenon or events.</li> </ul>	<p>nuts and bolts, or coins).</p> <ul style="list-style-type: none"> <li>▪ 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?").</li> <li>▪ 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).</li> <li>▪ 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?").</li> <li>▪ Provide opportunities for child to mix colors and make predictions using paint, play dough, colored water).</li> <li>▪ Provide a variety of measurement tools to explore attributes such as weight, lengths, and volume.</li> </ul>
--	--	--	--

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
60 Months through Kindergarten	Plan and conduct intentional investigations to explore questions or problems.	<ul style="list-style-type: none"> <li>▪ Combines sensory exploration with intentional, specific strategies to solve problems and make predictions that lead to generalizations about phenomenon and objects.</li> <li>▪ Uses investigative tools (magnifiers, magnets, pulleys, and string) to gather information and extend understanding.</li> <li>▪ Uses books and electronic information to gather information about a favorite topic (e.g. spiders, cranes, recipes).</li> <li>▪ Makes inferences, predictions, and generalizations based on observations and experiences.</li> <li>▪ Makes drawings with some labels and dictates words for adult to write about events and observations.</li> <li>▪ Makes observations and notes over several days of an experiment (beans sprouting).</li> <li>▪ Increasingly tries an experiment more than once or twice.</li> <li>▪ Compares predictions with actual observations.</li> <li>▪ Asks questions about objects, organisms, and events in the environment.</li> <li>▪ Makes predictions about the environment and generalizes outcomes to the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create an environment that inspires child to have ideas and figure out how to do something.</li> <li>▪ Encourage child to try out ideas, make mistakes, and develop contradictions.</li> <li>▪ Provide child with an assortment of investigative tools and devices to explore and make predictions and generalizations about observations (magnifiers, binoculars, telescopes, and microscopes; weights and balancing scales; tubes and funnels; bicycle chain and gear sprockets; animal guide books).</li> <li>▪ Offer sensory table play with increasingly complex tools and measuring options (e.g. things with holes that float and sink, tubes and pipes, containers with marked measure, or variety of sizes and styles of squirt bottles).</li> <li>▪ Offer recipes in word and picture formats and help children alter or vary the recipe ingredients, based on predictions about what they might like to combine, or add to a recipe (e.g. raisins to a bread recipe, or items to include for making a pizza or taco).</li> <li>▪ Encourage child to act on their own observations of patterns, make predictions, draw pictures, and write stories or recipes that reflect outcomes (how to make thicker pancakes; how to make thinner pancakes).</li> <li>▪ Provide opportunities and resources for getting more information (e.g. books and computer resources).</li> <li>▪ Ask questions for further explorations, "What will happen to the cars if you make the block ramp higher or longer?" Provide child with an assortment of investigative tools to draw and write about their observations, predictions, and generalizations ("Which items are magnetic and which items are not?").</li> <li>▪ Support persistence and trying an experiment over and over to get same or different results. Ask real questions and listen to children's answers. Record their ideas and post these near the</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Displays curiosity and interest to organize and plan observations, explorations, and experiments with living and nonliving things and events in the environment.</li> <li>▪ Takes responsibility for living things in keeping with expectations of the culture.</li> <li>▪ Uses gathered information (data) to construct and communicate reasonable explanations.</li> </ul>	<p>experiment.</p> <ul style="list-style-type: none"> <li>▪ Take digital pictures and videos and help children put the pictures in sequence and suggest narration for the sequences. Display the results.</li> <li>▪ Listen to and discuss stories that illustrate everyday changes from the environment (e.g. seasons, growing plants, animals, food) and then make material available for children to illustrate their thoughts and dictate their stories. Help children think about what specific things they saw and discussed and then help them make generalizations about general situations that are similar.</li> </ul>
--	--	---	--

## ***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

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

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

## 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
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"> <li>▪ Recognizes and responds to familiar people, places, activities, and events (e.g. runs to mother for comfort; reaches out for favorite toy).</li> <li>▪ 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).</li> <li>▪ Anticipates and expresses interest in response to a familiar setting, group, or routines with trusted primary caregivers.</li> <li>▪ Demonstrates expectations for familiar</li> </ul>	<ul style="list-style-type: none"> <li>▪ Match activities that address each child’s needs and backgrounds with classroom activities that respect and reflect each child’s home environment.</li> <li>▪ Talk to and listen respectfully to all children.</li> <li>▪ Model respect for diversity.</li> <li>▪ Help children explore their unique characteristics in relation to others through touch, photographs, mirrors, textures, visual media, and sound recordings.</li> <li>▪ 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</li> </ul>

		<p>sequence of events in daily routines.</p> <ul style="list-style-type: none"> <li>▪ Responds to and begins to participate in familiar activities (songs and stories) from the home culture.</li> <li>▪ Shows preference for primary caregivers and family members.</li> <li>▪ Observes others and imitates their actions and play themes.</li> <li>▪ Engages in mostly solitary play style.</li> <li>▪ Begins to engage in parallel play style with other children.</li> <li>▪ Can locate common items used in daily functions in the household or child care program.</li> <li>▪ 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).</li> <li>▪ Explores familiar environments including home and child care.</li> <li>▪ Observes and imitates people's use of common technological devices or household tools.</li> <li>▪ Shows interest in daily community routines (e.g. lawn mowers, road construction, garbage trucks, or wait staff in restaurants).</li> </ul>	<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"> <li>▪ Show books and point to photos and illustrations of children and adults from different regions, cultures, or countries.</li> <li>▪ Provide ongoing opportunities for child to observe and interact with other children and caregivers in familiar settings.</li> <li>▪ 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.</li> <li>▪ Provide space, time, and materials from the home culture for each child to use in imitating actions, simple roles, and in pretend play.</li> <li>▪ Interact with children in pretend play.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Display child's family photos and encourage child to point to and name family members.</li> </ul>
--	--	--	--

## 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
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"> <li>▪ Begins to recognize and associate differing environments, activities, and routines with people and group membership.</li> <li>▪ Points to, identifies, and describes self and others.</li> <li>▪ 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).</li> <li>▪ Shows recognition of simple sequence in events (e.g. naptime is after lunch).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Call children by name.</li> <li>▪ 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.</li> <li>▪ Communicate frequently with parents to share activities that occur at home and school.</li> <li>▪ Talk to and listen respectfully to each child.</li> <li>▪ Model respect for diversity.</li> <li>▪ Intentionally prepare yourself to use both child's home language and the language used at school.</li> <li>▪ Provide child with opportunities to explore, identify, and discuss self and familiar others using photos, mirrors, photos, and video.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Actively selects and participates in activities and routines with peers and adults.</li> <li>▪ Locates items in the environment (e.g. outdoor shoes are kept in cubbies; dishes are stored in the kitchen).</li> <li>▪ Maintains trusting relationships with caregivers and begins developing trusting relationships with peers.</li> <li>▪ Actively selects and engages in pretend play with familiar activities and routines such as cooking, cleaning, and caring for a baby or yard work.</li> <li>▪ Follows some daily routines (e.g. gets shoes to signal to go outside).</li> <li>▪ Recognizes that an event is beginning and ending.</li> <li>▪ Recalls information about the immediate past.</li> <li>▪ Identifies desired items in stores, restaurants, school, or at a relative's home.</li> <li>▪ Begins to develop sense of self in relation to the environment (e.g. recognizes house as "my home;" building as "my school").</li> <li>▪ 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).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encourage child to recognize and discuss similarities and differences among children and adults (hair color, gender).</li> <li>▪ Encourage child to identify and describe photos and illustrations of children and adults from different regions, countries, or cultures.</li> <li>▪ 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.</li> <li>▪ Sing songs and finger plays in both the child's home language and in the common language of the classroom.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ Demonstrate and encourage child to actively select and participate in finger-plays and sing songs from the child's home language or culture.</li> <li>▪ Display or make a class book of children's family photos and encourage children to point to and name family members.</li> <li>▪ Make a class book of students' photos for children to name and describe.</li> </ul>
--	--	--	---

## 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"> <li>▪ Recognizes characteristics of self and others around them (e.g. age, physical characteristics, hair color, family name, age, abilities, and disabilities).</li> <li>▪ 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).</li> <li>▪ Seeks safety and comfort from those with whom the child has trusting relationships across</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make special places where children can talk about and post family photos; identify members and talk about group activities and special events.</li> <li>▪ Use digital photography of events at school that represent groups of children playing and doing routines together.</li> <li>▪ Offer celebrations and presentations where children come together and are identified as groups.</li> <li>▪ Assure two way communications between parent and school about group events and activities.</li> <li>▪ Assure that children know each other's names.</li> <li>▪ Provide opportunities to draw pictures, paint, and dictate stories</li> </ul>

		<p>settings, routines, and activities.</p> <ul style="list-style-type: none"> <li>▪ 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?).</li> <li>▪ 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).</li> <li>▪ 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.).</li> <li>▪ 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).</li> <li>▪ Begins to use play money for items in role play situations (play store).</li> <li>▪ Recognizes that people rely on others for goods and services.</li> <li>▪ Recalls information about the immediate past.</li> <li>▪ During routines and daily activities, uses vocabulary associated with time and sequence (now, today, and later).</li> <li>▪ 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.").</li> <li>▪ Discusses different cultures as experienced through books and media.</li> </ul>	<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"> <li>▪ Talk to and listen respectfully to each child.</li> <li>▪ Model respect for diversity.</li> <li>▪ 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.").</li> <li>▪ Tell stories that show how people are alike and different.</li> <li>▪ Tell stories and post pictures of celebrations or typical routines across cultures.</li> <li>▪ Recite and display words or expressions in different languages that express the same thought or object.</li> <li>▪ 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.</li> <li>▪ Provide a variety of materials and toys for pretend role play.</li> <li>▪ Provide community worker props and costumes for children to explore and pretend play.</li> <li>▪ 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.</li> <li>▪ Provide picture books illustrating community workers, family activities, and community events.</li> <li>▪ 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.</li> </ul>
--	--	--	---

## 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
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"> <li>Expands on and maintains trusting relationships with familiar and unfamiliar peers and adults across settings, routines, and activities.</li> <li>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.)</li> <li>Identifies simple aspects of own culture (e.g. foods, clothing, celebrations).</li> <li>Engages in sophisticated role play with</li> </ul>	<ul style="list-style-type: none"> <li>Assure that children in a group know and use each other's names.</li> <li>Find ways to build a sense of community through activities that respect and reflect each child's home environment.</li> <li>Talk to and listen respectfully to each child.</li> <li>Model respect for diversity.</li> <li>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.</li> <li>Provide opportunities to explore how each person is special</li> </ul>

		<p>themes and plots.</p> <ul style="list-style-type: none"> <li>▪ 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.&gt;").</li> <li>▪ 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).</li> <li>▪ Makes inferences, predictions, and generalizations about people, activities, group membership, and events based on observations and participation in past and present activities and routines.</li> <li>▪ Explains roles and jobs of community workers within systems of service (e.g. mail delivery system, waste disposal system).</li> <li>▪ Recognizes and associates different relatives with different locations.</li> <li>▪ Shares and discusses similarities and differences in family travel with peers and adults.</li> <li>▪ Examines and explores various family roles in other families to see how they differ from or are the same as their own.</li> <li>▪ Expresses increased understanding of different people, places, and regions as experienced through books, videos, and television.</li> <li>▪ Expands use of vocabulary associated with time (e.g. "now," "then," "before," "after," "today," "yesterday," and "tomorrow").</li> <li>▪ Identifies current events in the community and in other areas or regions.</li> <li>▪ Uses common technological devices (cell phone, cameras, gears, hinges, microwave, and computers) as appropriate to family cultural values.</li> <li>▪ Describes and explains how machines, inventions, and technology are used in the home (toaster, vacuum, can opener).</li> <li>▪ Records and discusses calendar and historical events (yesterday, last week,</li> </ul>	<p>and unique within the classroom.</p> <ul style="list-style-type: none"> <li>▪ Observe and discuss how people of all ages may use adaptive equipment in many settings.</li> <li>▪ 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.</li> <li>▪ Explore different ways families in your program celebrate holidays and special occasions.</li> <li>▪ Explore and discuss different family structures (size and type of members) using family photos.</li> <li>▪ Share stories, pictures, and music of your life, family, and culture.</li> <li>▪ Plan for a variety of diverse literature, field trips, and visitors to stimulate thinking about culture and group identification.</li> <li>▪ Tell stories and read books and poetry that reflect the cultural heritage of the United States - present, past, real, and fiction.</li> <li>▪ Teach songs that are reflective of history and heritage of the United States.</li> <li>▪ 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).</li> <li>▪ 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.</li> <li>▪ Use various art forms (dramatic play, blocks, sand, painting, or music) to express different roles and tools needed.</li> <li>▪ Explore simple machines in guided learning centers (toaster, microwave, egg beater, or turkey baster).</li> <li>▪ Make a collage of machines used at school and at home.</li> <li>▪ Provide children opportunities to describe what they see and pass on their way to school.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Graph ways that child or others have traveled.</li> </ul>
--	--	--	--

		<p>month, or year).</p> <ul style="list-style-type: none"><li>▪ Recognizes that people meet their needs by sharing, trading, and using money to buy goods and services.</li><li>▪ Identifies different means and characteristics of transportation used today to travel from place to place.</li></ul>	
--	--	--	--

## ***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			
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
Birth through 8 Months	Show range of emotions.	<ul style="list-style-type: none"> <li>▪ Indicates need for assistance (crying, making sounds, or gesturing) to adults and caregivers.</li> <li>▪ Watches familiar people and responds in relation to their emotions.</li> <li>▪ Shows awareness of change and routine with emotional response. May object to changes.</li> <li>▪ Communicates likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment.</li> <li>▪ Talk to and respond respectfully by giving the infant attention and eye contact.</li> <li>▪ Give baby a chance to show a reaction by maintaining eye contact with the baby as he/she shows a reaction.</li> <li>▪ 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).</li> <li>▪ Model respect for diversity by responding to children with the</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Smiles and laughs with known adults.</li> <li>▪ Participates in interactive games (e.g. peek-a-boo) with others.</li> </ul>	<p>customs and manners of their culture.</p> <ul style="list-style-type: none"> <li>▪ Respond promptly to children’s needs, especially when the child gives sound cues or visual cues that a need exists.</li> <li>▪ Acknowledge and name the expression of emotions from the infant.</li> <li>▪ Model emotional expressions in social and cultural norms.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> </ul>
--	--	--	---

## 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 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
6 to 18 Months	Shows awareness of emotions for self and others.	<ul style="list-style-type: none"> <li>▪ Indicates the need for assistance (crying, using words, or gesturing) to adults and caregivers.</li> <li>▪ Comforts self by sucking, stroking, or hugging familiar objects.</li> <li>▪ Responds to emotions expressed by others (crying when others cry).</li> <li>▪ Follows simple directions or requests</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, and responsive environment.</li> <li>▪ Talk to and listen respectfully to all children by giving them undivided and sustained attention and eye contact.</li> <li>▪ 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.</li> <li>▪ Direct children’s attention to children who are laughing or crying or</li> </ul>

		<p>made by adults or children.</p> <ul style="list-style-type: none"> <li>▪ Looks to caregivers for assistance and guidance, when needed.</li> <li>▪ 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).</li> <li>▪ Claims objects, toys, and people with verbal or non-verbal indicators (e.g. "mine!" or grabbing).</li> <li>▪ Uses basic, simple self-help skills for feeding and undressing themselves.</li> <li>▪ 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.</li> </ul>	<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"> <li>▪ Model respect for diversity.</li> <li>▪ Respond promptly to needs.</li> <li>▪ Encourage expression of emotions in socially and culturally appropriate ways.</li> <li>▪ Set, discuss, remind, and follow through on simple rules and limits.</li> <li>▪ Play turn-taking games with a child (rolling a ball or looking at a picture) individually and in small groups of two or three.</li> <li>▪ 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.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> <li>▪ Provide child-sized household items for child to play and work with (cleaning cloths, brooms, kitchens items, garden tools).</li> </ul>
--	--	---	--

## 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 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
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"> <li>▪ Actively seeks assistance by approaching adults and using words to express emotions and needs.</li> <li>▪ Comforts self, as needed, using familiar objects.</li> <li>▪ Responds to others' expressed emotions in more complex ways (comforting another child).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment.</li> <li>▪ Talk to and listen respectfully to all children.</li> <li>▪ Model respect for diversity.</li> <li>▪ Respond promptly to requests for assistance.</li> <li>▪ Encourage expression, recognition, and response to others' emotions in socially and culturally appropriate ways.</li> <li>▪ Establish, discuss, remind, and follow through on simple rules and</li> </ul>

		<ul style="list-style-type: none"> <li>▪ May claim toys as “mine” but can give another child a turn when finished, with adult support.</li> <li>▪ Begins to participate as a group member of a family or classroom community (helps clean up, helps prepare snack).</li> <li>▪ Increases awareness of physical/spatial boundaries (must stay in nursery room; sit at table to eat snack).</li> <li>▪ Helps with family, school, and community routines, with adult encouragement and assistance.</li> <li>▪ May engage in pretend “house” play helping with cleaning, cooking, mowing, or painting.</li> <li>▪ May show interest in community or neighborhood routines (garbage truck, mail truck, lawn mowing, street sweeper) and props such as hats or jackets.</li> </ul>	<p>limits.</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Encourage conflict resolution through active listening and short descriptions (“That’s pushing. Does Maddie look hurt?”).</li> <li>▪ Help to ensure that child’s messages are understood by others.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls, dress-ups, and hats) that reflect home, family, community, and the world.</li> <li>▪ 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).</li> </ul>
--	--	---	--

## 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 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"> <li>▪ With some assistance, recognizes own feelings and chooses ways to control those feelings.</li> <li>▪ Most of the time, chooses acceptable behaviors to control strong emotions in group situations.</li> <li>▪ Follows simple rules and respects boundaries, most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment.</li> <li>▪ Call children by their names.</li> <li>▪ Make certain children know each other’s names in the classroom.</li> <li>▪ Talk to and listen respectfully to each child, and assist children to do the same with each other.</li> <li>▪ Model respect for diversity.</li> <li>▪ Encourage child to listen to, verbally express, and respond to</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Usually monitors self behavior to follow and contribute to classroom routines and activities.</li> <li>▪ Uses most materials safely and purposefully in different contexts and settings, with adult assistance.</li> <li>▪ Manages most transitions and changes in routines.</li> <li>▪ Takes turns with other children when using objects, or when doing activities, though adult support may be needed for novel or favored object/events.</li> <li>▪ Recognizes their roles as part of a group.</li> <li>▪ Tries out strategies for entering group play.</li> <li>▪ Shows awareness of group rules, though may need adult assistance to follow those rules.</li> <li>▪ Observes that people have needs and wants.</li> <li>▪ 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.</li> <li>▪ Begins to say “that’s not fair” as a rationale for getting their way.</li> <li>▪ Identifies individuals who are helpful to people in their everyday lives (e.g. teacher, nurse, police officer, or wait staff at a restaurant).</li> <li>▪ Participates in dramatic play with props to pretend roles and scenarios of community helpers.</li> <li>▪ Takes initiative to be helpful to family, school, and community.</li> <li>▪ Listens to and observes others opinions, feelings, and actions.</li> <li>▪ Makes choices among limits.</li> </ul>	<p>others’ emotions in socially and culturally appropriate ways.</p> <ul style="list-style-type: none"> <li>▪ Encourage child to actively discuss, establish, and remind others to follow through on simple rules and limits.</li> <li>▪ Model empathy, understanding, and self-control.</li> <li>▪ Give child appropriate words to express emotions.</li> <li>▪ 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.</li> <li>▪ 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.”</li> <li>▪ 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.”).</li> <li>▪ Encourage conflict resolution through active listening and simple questioning between you and the children, and among children.</li> <li>▪ Help to ensure that child’s messages are understood by others through discussion and questioning.</li> <li>▪ 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).</li> <li>▪ Create meaningful community jobs that foster respect and responsibility.</li> <li>▪ Make opportunities for each child to be a leader or helper.</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> <li>▪ 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).</li> </ul>
--	--	--	--

## 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 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
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"> <li>▪ States and carries out most rules at home, school, and community.</li> <li>▪ Regulates own behavior, emotions, and actions needed to participate cooperatively in most activities with peers and adults.</li> <li>▪ States own feelings, needs, and opinions.</li> <li>▪ Begins to recognize others' feelings, needs, and opinions (perspective)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a consistent, predictable, caring, responsive environment for child.</li> <li>▪ Talk to and listen respectfully to all children.</li> <li>▪ Model respect for diversity.</li> <li>▪ Take the lead when identifying, explaining, and discussing group procedures used within the learning community; elaborating on their own thoughts, feelings, reactions, and ideas.</li> <li>▪ Consistently model empathy, understanding, and self-control.</li> <li>▪ Emphasize socially and culturally appropriate ways to express emotions.</li> </ul>

		<p>taking).</p> <ul style="list-style-type: none"> <li>▪ With adult assistance, negotiates rules for games and fairness with peers.</li> <li>▪ Discusses how groups make decisions and solve problems.</li> <li>▪ Recognizes others' perspectives and uses that understanding to stand up for fairness.</li> <li>▪ Identifies ways to be helpful to family and school.</li> <li>▪ Independently cooperates with others in classroom routines and activities.</li> <li>▪ Manages transitions and changes in routines throughout the day.</li> <li>▪ Demonstrates ways to be helpful to the environment and the community, and understands why it is important.</li> <li>▪ Explains how community helpers work to help others, and responds to their roles and settings when needed.</li> <li>▪ 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.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pose "what if" and "do you remember when" questions about fairness for others.</li> <li>▪ Encourage and coach active conflict resolution between peers, modeling empathy and understanding.</li> <li>▪ 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.</li> <li>▪ Create, discuss, and negotiate meaningful classroom jobs that foster respect and responsibility.</li> <li>▪ Create community projects (e.g. cleanup playground, recycling).</li> <li>▪ Provide materials (photographs, books, posters, games, puzzles, foods, dolls) that reflect home, family, community, and the world.</li> <li>▪ 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).</li> <li>▪ Identify and discuss community leaders and responsibilities (mayor, police captain, librarian, fire station captain) with opportunities for dramatic play of those roles.</li> </ul>
--	--	---	---

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 46: CHILDREN USE CREATIVE ARTS TO EXPRESS AND REPRESENT WHAT THEY KNOW, THINK, BELIEVE, OR FEEL.**

**Domain 4:** General Knowledge

**Sub-Domain:** Creative Arts

[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: 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
Birth through 8 Months	Responds to light, color, sound, texture, and motion.	<ul style="list-style-type: none"> <li>▪ Seeks visual complexity such as light and dark or strong patterns.</li> <li>▪ Visually tracks moving colorful objects or persons.</li> <li>▪ Gazes at pictures, photographs, and mirrors.</li> <li>▪ Calms to repetition, but shows interest when repetition ceases and a new sensation is offered (e.g. sucks harder on a pacifier, turns toward new sensation, or makes sounds).</li> <li>▪ Mimics sounds, facial expressions, and gestures of another person.</li> <li>▪ Responds with smiles, sounds, or calming to music and when rhythmically moving in caregiver's arms.</li> <li>▪ Responds to preferred and non-preferred textures and sensory experiences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide visual contrasts of colors, patterns, contrast, and light in baby's environment.</li> <li>▪ Imitate and respond to child's sounds and visual cues.</li> <li>▪ Actively describe to child what you see.</li> <li>▪ Make up and sing songs to and with child during daily routines and activities (e.g. "Rain, rain, little clouds" sung to the tune of Twinkle, Twinkle Little Star" or "The wheels on the stroller go bump, bump, bump").</li> <li>▪ Provide visual and tactile textures for child to see and touch.</li> <li>▪ Provide environmental supports during routines that are specific (e.g. mobiles or pictures in the diapering area).</li> </ul>

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
6 to 18 Months	Actively seeks out visual, auditory, and tactile stimulation through kinesthetic and sensory exploration.	<ul style="list-style-type: none"> <li>▪ Explores sounds by making changes in pitch and loudness.</li> <li>▪ Mimics sounds, including people, animals, insects, and environmental sounds such as "Boom!"</li> <li>▪ Responds to and initiates experiments with a variety of sound sources such as rattles, bells, or clapping.</li> <li>▪ Uses a variety of movements (hand, feet, full body, and head) to express self.</li> <li>▪ Dances or moves to rhythms.</li> <li>▪ Imitates actions of a person, animal, or object.</li> <li>▪ Uses a variety of art materials (finger paint, markers, crayons).</li> <li>▪ Shows preferences for colors, textures, shapes, and sizes.</li> <li>▪ Tries on clothing, hats, shoes, and simple costumes for play, dancing, or simply for the sake of trying on the item.</li> <li>▪ Recognizes self in mirror, intentionally moving to the reflection.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Sing and move rhythmically while holding child.</li> <li>▪ Offer a variety of music for children to hear and to move to.</li> <li>▪ Provide real instruments that are safe for children to touch.</li> <li>▪ Provide safe rattles and other toys that make sounds that are responsive to a child's touch.</li> <li>▪ Provide creative movement activities such as free dance, marching, chanting, imitating animals, recreating actions from favorite stories, and reciting finger plays.</li> <li>▪ If you expect toddlers to sing along or do a particular movement, slow the beat of the rhythm, or sing the verses slowly so the child can participate.</li> <li>▪ Provide open ended toys that foster creativity that can be multi-purpose (blocks, scarves, dress-up clothing that represents more than one theme).</li> <li>▪ Provide simple choices of art medium for exploration (e.g. washable paint, large washable markers, pudding paints).</li> <li>▪ Engage the child in experiments with safe materials such as small amounts of water, colored paper, crayons, markers, flannel, and natural materials such as grass, snow, or safe food items (watch for choking hazards).</li> </ul>

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
16 to 38 Months	Uses singing, drawing/painting, and movement to express self and to find meaning in experiences.	<ul style="list-style-type: none"> <li>▪ Uses a variety of materials for tactile experience and exploration (paint, glue, 3-dimensional materials, musical instruments, dance).</li> <li>▪ Participates in messy play activities such as painting, water-play, and building sand structures, without undue stress.</li> <li>▪ Chooses artistic activities some of the time when offered.</li> <li>▪ Explores various ways of moving with or without music.</li> <li>▪ Explores simple songs using voice and/or instruments.</li> <li>▪ Makes up songs and uses the voice as the primary instrument.</li> <li>▪ Engages in pretend play with hats, clothing props, shoes, purses, and other props.</li> <li>▪ Seeks out picture books; especially with photographs of familiar objects or places.</li> <li>▪ Engages in spontaneous and imaginative play using a variety of materials to dramatize stories and experiences.</li> <li>▪ Uses objects for more than one purpose (e.g. big hat used for a baby carrier).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show appreciation of the child's art by commenting on children's efforts.</li> <li>▪ Take pictures and videos of children's efforts and let them watch them.</li> <li>▪ Model appreciation of art made by people outside the classroom or family.</li> <li>▪ When children create art, and you want to be sure their names are on the art, respect the child's thoughts about where to write their names or narration (e.g. front or back, top or bottom, big or little, child writes letters or teacher writes the letters).</li> <li>▪ Exhibit child's artwork at the children's eye level and in places where the child can view their efforts.</li> <li>▪ Show value of art efforts by assuring that creative arts are represented in everyday plans and schedules.</li> <li>▪ Introduce child to a variety of creative arts and materials and encourage open-ended exploration.</li> <li>▪ Provide opportunities to finger paint and paint with brushes at tables.</li> <li>▪ Provide opportunities to paint with a large brush and one or two colors at a low easel.</li> <li>▪ Provide a variety of live and recorded music.</li> <li>▪ Engage the child in the use of simple musical instruments (e.g. rhythm sticks, drums, and tambourine).</li> <li>▪ Display local and classic art forms from child's cultural background.</li> <li>▪ Provide puppets and suggested story lines for children to mimic and create.</li> <li>▪ Teach children to "piggy back" new songs on tunes they already know ("Twinkle, Twinkle" tune with words that describe sweeping the floor).</li> <li>▪ Offer dress-up clothing in an open box without a lid so that children</li> </ul>

			<p>can create roles and scenarios.</p> <ul style="list-style-type: none"> <li>▪ Offer props to encourage replaying dramas, career play, family scenarios, and community events.</li> <li>▪ Provide creative movement experiences that are structured and unstructured, including toys and materials such as scarves and musical instruments (dancing, animal fantasy, recalling and expanding favorite stories and routines, and finger plays).</li> <li>▪ Provide access to easy clean-up for those children so that issues with “messy” play are easier to dispel.</li> </ul>
--	--	--	---

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
36 to 60 Months	Uses artistic expression and language to communicate emotions and make meaning of experiences.	<ul style="list-style-type: none"> <li>▪ Participates in group music experiences (e.g. songs, finger plays, chants, musical instruments).</li> <li>▪ Sings or hums simple songs using variation in voice and with simple instruments.</li> <li>▪ Repeats some words from an often-repeated song.</li> <li>▪ Makes up simple repetitive songs using the voice as the instrument.</li> <li>▪ Asks to sing a particular song.</li> <li>▪ 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).</li> <li>▪ 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).</li> <li>▪ Uses a variety of media and tools to create original works of art.</li> <li>▪ 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.</li> <li>▪ Performs simple elements of dramatic presentation (e.g. bowing, clapping, microphones, audience, actors, stage).</li> <li>▪ Uses clay and other medium to create three-dimensional sculptures or to pound or pull apart to express strong emotion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Point out and talk about various types of art and materials found in books, photographs, and on the computer.</li> <li>▪ Each day, plan for creative art activities.</li> <li>▪ Provide structured and unstructured creative art activities.</li> <li>▪ Offer a variety of materials for free form creations (e.g. watercolors, collage materials, paints, paper, scissors, glue, crayons).</li> <li>▪ Provide space, time, materials, and a place for storing incomplete artistic products.</li> <li>▪ Offer space, time, and intentional planning for dance, murals, clay, dramatic creation, marching, and chanting.</li> <li>▪ Provide a variety of supplies, time, and space for artistic exploration and expression.</li> <li>▪ Involve child in diverse musical activities (song, dance, rhythm, and playing musical instruments) from his/her own and other cultural backgrounds.</li> <li>▪ Seek children’s permission and suggestions for displaying their creative art efforts.</li> <li>▪ Have a digital camera always ready to document children’s creative efforts. Make a file that includes a sequence showing beginning to final products.</li> </ul>

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
60 Months through Kindergarten	Displays a repertoire of skills for using tools for art, music, and words to express knowledge, thoughts, and feelings.	<ul style="list-style-type: none"> <li>▪ Responds to and creates music and rhythms to express thoughts, feelings, and energy.</li> <li>▪ Expresses feelings and ideas using art, music, drama, and movement.</li> <li>▪ Uses simple instruments such as rhythm sticks, tambourines, or drums to create rhythm, beat, and patterns.</li> <li>▪ Shows interest in more complicated instruments (e.g. guitar, keyboards, marimba, drums).</li> <li>▪ Makes up songs, rhyming verses, repetitive rhythmic patterns, and story lines to tell and retell events and express feelings.</li> <li>▪ Plans and works alone and with others in a variety of art projects.</li> <li>▪ Shows persistence and elaboration when engaging in artistic projects.</li> <li>▪ Uses poetry as a springboard to drama.</li> <li>▪ Illustrates ideas then dictates narration for the picture.</li> <li>▪ Uses novel ways to use objects and media for creative expression (e.g. combining paper cups, collage scraps, and carpentry to make a mobile).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offer an assortment of art materials in readily available spaces and places.</li> <li>▪ Provide time and space for artistic expression daily.</li> <li>▪ In curriculum planning, assure that creative arts are included for both structured and unstructured activities.</li> <li>▪ Intentionally plan for creative arts activities both indoors and outdoors.</li> <li>▪ Display art projects completed by child, as well as copies of classic art, if possible.</li> <li>▪ Take child on trips to museums and community centers to view what other people have created and to share ideas and feelings about art. Offer reproductions and art books when museums are not available.</li> <li>▪ Take child to music, dance, and theatre performances.</li> <li>▪ Develop a classroom stage for children’s presentations. Include digital videos, microphones, and curtains for an environment that encourages performance.</li> <li>▪ Encourage child to draw, paint, sing, or move the way he/she feels.</li> <li>▪ Introduce child to more complex musical instruments (guitar, piano) and instruments from diverse cultures.</li> <li>▪ Display children’s efforts for dictation and illustrations of ideas, stories, and events in public settings and in a child’s personal portfolio.</li> <li>▪ Read aloud original and classic poetry to children, varying tone and cadence as you read.</li> <li>▪ Teach children to write and recite their own poetic rhyming or prose.</li> </ul>

## ***IDAHO EARLY LEARNING EGUIDELINES***

### **GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.**

**Domain 4:** General Knowledge

**Sub-Domain:** Creative Arts

[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: CREATIVE ARTS			
UNDERSTANDING AND APPRECIATION			
GOAL 47: CHILDREN DEMONSTRATE UNDERSTANDING AND APPRECIATION OF CREATIVE ARTS.			
Age Range	Developmental Growth	Child Indicators	Caregiver Strategies
Birth through 8 Months	Responds reflexively to sensory stimulation.	<ul style="list-style-type: none"> <li>▪ Turns toward sounds, tones, voices, music, colors, and shapes.</li> <li>▪ Interacts with others through touch and motion.</li> <li>▪ Reacts to changes in light, sound, color, texture, and movement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be mindful of the visual and auditory environments in a child's near environment.</li> <li>▪ Offer variation in light, sounds, and touch.</li> <li>▪ Protect baby's eyes and ears from bright lights and very loud sounds, so that exploring with senses is pleasant and stimulating, rather than frightening and painful.</li> <li>▪ Regularly vary the range and rhythms of sounds in the child's environment (e.g. singing, speaking, and humming).</li> <li>▪ Move to a variety of rhythms with the child in arms.</li> <li>▪ Provide visual stimulation with a variety of colors, patterns, and pictures within child's visual spaces.</li> <li>▪ Plan a stimulating sensory environment near the floor, as children have floor time and begin sitting on the floor or creeping/crawling.</li> <li>▪ Provide a range of textures for child to safely explore.</li> <li>▪ Show your enjoyment of music and participation in musical activities around child (sing aloud).</li> </ul>

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
6 to 18 Months	Responds to visual, auditory, and tactile stimulation with kinesthetic and sensory exploration.	<ul style="list-style-type: none"> <li>▪ Explores pictures, books, or structures that represent dance, music, theatre, and visual arts.</li> <li>▪ Moves to rhythms and songs.</li> <li>▪ Seeks repetition of familiar songs and rhythmic patterns.</li> <li>▪ Responds to changing light, colors, patterns, and textures.</li> <li>▪ Shows interest in tactile experiences that include sand, water, mud, varying temperatures, soft or hard surfaces, and textured surfaces and objects.</li> <li>▪ Shows interest in art materials (e.g. crayons, markers, pens, paints, paper, notebooks).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide an intentionally planned aesthetic environment.</li> <li>▪ Expose child to music from a variety of cultures and styles (jazz, rock, bluegrass, world beat, Latin, classical).</li> <li>▪ Take exploration walks and take time to point out and examine shapes, color, and light in the immediate environment. Plan plenty of time for children to look and touch.</li> <li>▪ Comment aloud when you see interesting colors, pictures, or a stimulating view.</li> <li>▪ Provide low intensity flashlights in a darkened room for children to see the interplay of light.</li> <li>▪ Provide a variety of cultural images within the child's environment.</li> <li>▪ Model and hold children as you dance and move with the child.</li> <li>▪ Provide daily opportunities for child to work with and explore art materials, including materials from nature and traditional art materials.</li> <li>▪ Offer time and opportunity for children to simply explore art medium without expectation of a finished, discernible picture.</li> </ul>

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
16 to 38 Months	Explores tools and materials to create with light, color, image, music, movement, and textures.	<ul style="list-style-type: none"> <li>▪ Observes and responds to artwork produced by other individuals and/or cultures.</li> <li>▪ Imitates others' movements after participating in or watching them perform games, dances, or songs.</li> <li>▪ Exhibits interest when watching music, dance, or theatre performances by other individuals.</li> <li>▪ Identifies favorite storybook characters.</li> <li>▪ May show interest and work with different art materials like play dough, crayons, markers, scissors, pens, paper, notebooks, and book making.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage child in daily musical activities, games, instruments, singing, and books.</li> <li>▪ Maintain the classroom with eye appealing displays of beautiful pictures, items from nature, and works of art.</li> <li>▪ Offer natural items for exploration and creation and decomposing (e.g. leaves, rocks, bark, shells, grasses, fruits and vegetables, and various soils).</li> <li>▪ Display the work of artists through prints, posters, paintings, and books from child's own and other cultural backgrounds.</li> <li>▪ Display children's artwork at their eye level.</li> <li>▪ Provide multiple opportunities for child to listen to music of all cultures and styles.</li> <li>▪ Provide multiple opportunities for child to dance and move to music of many cultures.</li> <li>▪ Provide opportunities for child to work with and explore art materials such as natural materials, art materials such as paint, clay, and glue, and open-ended materials such as paper cups, sponges, and collage items.</li> </ul>

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"> <li>▪ Watches and mimics other children as they create art (e.g. sees a child dancing, and then tries to mimic the dance steps).</li> <li>▪ Listens attentively at a concert, play, or puppet show.</li> <li>▪ Hums, sings, or moves to the rhythm of recorded music.</li> <li>▪ Explores and participates in various expressions of art (e.g. music, drama, visual art, sculpture).</li> <li>▪ Uses art materials such as paint, markers, clay, glue, scissors, and paper for process and artistic expression.</li> <li>▪ Notices various forms of art found in own environment.</li> <li>▪ Wonders about or asks questions about works of art, paintings, songs, dance, and theatre.</li> <li>▪ Plays creatively with “dress up,” clothes, costumes, and uniforms that are typical of the roles and people in their everyday life.</li> <li>▪ Attempts to imitate and portray favorite characters in shows or books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attend and view live musical performances with children.</li> <li>▪ Daily, provide a range of art materials, times, and places and spaces for visual arts.</li> <li>▪ Engage the child in various forms of dramatic expression (puppetry, story-telling, dance, plays, pantomime, theater).</li> <li>▪ 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.</li> <li>▪ Engage child in the observation and expression of what was seen when watching people from a variety of cultures creating art.</li> <li>▪ Invite artists to the classroom to create their particular type of art.</li> <li>▪ Provide opportunities for child to explore various art media independently after seeing professional artists using art materials.</li> <li>▪ 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.</li> <li>▪ Involve child in musical experiences that reflect diverse cultures (singing, dancing, listening, acting).</li> <li>▪ 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.</li> <li>▪ Engage children in singing and music daily.</li> </ul>

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
60 Months through Kindergarten	Chooses and expresses opinions about aesthetic likes and dislikes, recognizes familiar cultural forms, and is willing to explore new forms.	<ul style="list-style-type: none"> <li>▪ Describes all art forms and considers potential intentions of the artist.</li> <li>▪ Appreciates the artistic creations of others; the skill of a dancer; or someone's ability to play a musical instrument, sing, or act.</li> <li>▪ Exhibits excitement when a picture or sculpture reminds him/her of people, objects, or events in own life.</li> <li>▪ Comments on the artwork of other children, asking simple questions about methods used and noticing details.</li> <li>▪ Demonstrates understanding of artistic roles in pretend play scenarios (e.g. pretends to be a ballerina or painter).</li> <li>▪ Communicates preferences in types of artistic activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide an environment that is aesthetically pleasing, with attention to color, light, clutter, and structures.</li> <li>▪ Take child on field trips to museums or street fairs and encourage child to identify his/her favorite painting or object and discuss why.</li> <li>▪ Talk about feelings and opinions after seeing a performance or looking at a piece of art.</li> <li>▪ Provide child with experiences of art forms and performing groups from their own and other cultural backgrounds.</li> <li>▪ Expose children to dance, musical and theatre events, and performances (e.g. community programs, school performances, fairs, and traditional cultural presentations).</li> <li>▪ Provide children with time, space, and materials to re-create their own expression following a performance, film, or art event.</li> <li>▪ Offer opportunities for children to explore and create art, music, and drama in everyday classroom activities.</li> <li>▪ Invite performing artist to the classroom, and have them perform for the children (e.g. an artist creates a canvas painting from start to finish during work time; a ballerina comes in warm-up suit, applies makeup and adds tutu, then dances a ballet; a sculptor creates a piece from beginning to end).</li> </ul>