



SOCIAL STUDIES

2023

The field of social studies is interdisciplinary, and intertwines concepts relating to government, civics, economics, history, sociology, and geography. Through social studies, children can explore and develop an understanding of their place within and relationship to family, community, environment, and the world. Social studies learning supports children's emerging understanding of social rules, and their ability to recognize and respect personal and collective responsibilities as necessary components for a fair and just society. By engaging with familiar adults and peers through the course of their everyday lives, children across the birth through five continua are introduced to the different perspectives that they and others share and to life within their community – such as an understanding of principles of community care, supply and demand, occupations, and currency (Civics & Government and Economics). In addition, social studies learning helps children to develop an awareness of the passage of time and diversity (History), and place (Geography). As children learn about their own history, the history of others, and the diversity in the environment in which they live, they place themselves within a broader context of the world around them and can think beyond the walls of their home and early childhood classroom.

Children with disabilities may demonstrate alternate ways of meeting the goals of social studies development. Children with a cognitive disability may reach many of these same goals but at a different pace, with a different degree of accomplishment, and in a different order than their peers. However, the goals for all children are the same, even though the path and the pace toward realizing the goals may be different. Principles of universal design for learning (UDL) offer the least restrictive and most inclusive approach to developing environments and curricula that best support the social studies development of all children.

Remember: While this domain represents general expectations for social studies development, each child will reach the individual learning goals at their own pace and in their own way. As you plan social studies learning experiences, it will be important to reflect upon the diversity of the children in your classroom and how the components within this domain can be represented in ways that are meaningful to children's individuality, their family, their homes, and their community.

SS 1: Civics & Government

SS 3: History

SS 2: Economics

SS 4: Geography





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Component 1: Civics & Government

Standard 1.a: Children develop awareness that care of the community through personal responsibility, agreed-upon rules, and conflict resolution are important components of a fair and just society.

By the following age ranges, children typically, for example:

0-9m	9-18m	18-24m	24-36m	36-48m	48-60m
<ul style="list-style-type: none"> › Demonstrate preference for familiar versus unfamiliar adults 	<ul style="list-style-type: none"> › Look to caregivers for assistance, guidance, and safety › Show anticipation of daily events › Express emotion relating to a conflict (e.g., cry, express frustration) 	<ul style="list-style-type: none"> › Demonstrate an understanding of simple rules and prompts, such as stop but do not consistently follow rules › Observe and imitate simple routines and actions of family members and other familiar peers and adults (e.g., shadow parent when wiping table) › Express emotion relating to a conflict (e.g., use some language to express emotion, such as “No.” or “Mine.”) › Begin to recognize a sense of belonging to a group, such as a class or family (e.g., point to family members in pictures) 	<ul style="list-style-type: none"> › Follow simple rules with adult assistance (e.g., with adult prompts, take turns, and use their walking feet in the classroom) › Participate in routines with adult support (e.g., clean up toys with adult prompts) › Communicate about a conflict and seek help from adults to solve or try to solve themselves even if their approaches are not always effective or the most appropriate (e.g., ask adult to intervene; use language such as “I want that!”; taking or giving toys) › Communicate a sense of belonging to a group such as a class or family (e.g., participate in decision-making; talk about family) 	<ul style="list-style-type: none"> › Describe and demonstrate awareness of group rules and understand that there may be different rules for different contexts (e.g., say “we wash hands after recess” to describe classroom sanitary rules; walking inside, running outside). › Take part in the responsibilities of being in a family or group and helping others (e.g., assist peer with cleaning up a learning center) › Begin to participate in problem-solving and decision-making (e.g., tell another child to wait for their turn on the slide) 	<ul style="list-style-type: none"> › Demonstrate understanding of the need for rules in the home, classroom, and/or community and what happens when rules are not followed (e.g., understand that outdoor toys must be cleaned up to come inside) › Seek out opportunities for leadership (e.g., volunteer to feed the class fish or set the table for snack) › Suggest ways to resolve social conflicts independently and in cooperation with others (e.g., tell peer to “use their words” instead of hitting) › Begin to explore basic principles of democracy (e.g., participating in class voting, respecting opinions of others, creating rules) › Begin to recognize symbols that represent groups or communities (e.g., school mascot or symbol; flag and eagle)



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Component 2: Economics

Standard 2.a: Children demonstrate increasing knowledge of basic economic concepts such as supply and demand, occupations, and currency.

By the following age ranges, children typically, for example:

Age Range	0-9m	9-18m	18-24m	24-36m	36-48m	48-60m
Illustration						
Examples	<ul style="list-style-type: none"> › Experience basic supply and demand, such as an abundance of or limited access to a resource (e.g., squealing in excitement when a lot of balls are poured out, crying when they are unable to reach a toy) 	<ul style="list-style-type: none"> › Engage with materials that represent different occupations from what they see in their environment (e.g., push a firetruck and make the noise of a siren, help get the mail from the mailbox) › Begin to engage in principles of economic exchange through trade (e.g., offer another toy to get another child to drop a toy they want) 	<ul style="list-style-type: none"> › Identify occupations familiar people have (e.g., put on a hardhat to build in the block center) › Demonstrate greater understanding of supply and demand (e.g., rush to get limited playground materials once outside) 	<ul style="list-style-type: none"> › Express understanding of occupations (e.g., pointing out the workers in the sanitation truck or pretending, “Let’s cook some food for our restaurant”) › Show a beginning understanding of the purpose of money to get a desired object (e.g., draw a picture of themselves wearing red shoes and communicate that “on payday I get new shoes”) 	<ul style="list-style-type: none"> › Communicate the roles and purposes of several occupations, especially those the child is familiar with (e.g., communicate that “firemen are our helpers—they put out fires, and they helped my grandma when she fell down”) › Demonstrate awareness of the relationship between jobs, money, and its exchange (e.g., play store in dramatic play where play money is exchanged for a good) › Explore ways people have to meet their needs (e.g. helping in the community garden, pretending to grocery shop) 	

“Play is the serious and necessary occupation of children; it’s not just a pleasant hobby or a frivolous means of spending nonworking hours.”

- Vivian Gussin Paley



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Component 3: History

Standard 3.a: Children develop an understanding of the passage of time as it relates to historical changes in events, people, and the world.

By the following age ranges, children typically, for example:



0-9m

- › Show anticipation for routine activities



9-18m

- › Imitate simple actions observed in the recent past (e.g., walk a stuffed animal dog; feed a baby doll)



18-24m

- › Follow routines with simple sequences of events practiced in the past with adult assistance (e.g., put backpack in cubby when they arrive; wash hands after breakfast)
- › Begin to understand the passage of time and the meaning of phrases like “after lunch”



24-36m

- › Demonstrate an awareness of a daily routine (e.g., say “We go outside after we have snack”; get blanket when ready for naptime)
- › Begin to connect past and present experiences (e.g., discuss how they can do a skill because they are a big kid now).
- › Recognize familiar people even though there may be slight differences in their appearance (e.g., new haircut, taller)



36-48m

- › Communicate routine events or activities that happened earlier in time using basic vocabulary but not always accurately, (e.g., today, tomorrow, or yesterday)
- › Recall information about the immediate past (e.g., tell parents during pick-up what they did at school today; explain how they saw a squirrel on their walk)
- › Distinguish older family from younger ones and recent past events from events that happened long ago (e.g., communicate that “Grandpa is coming soon, I haven’t seen him for a long time—since I was a baby”)
- › Explore changes that take place over time in the immediate environment (e.g., match pictures of baby animals with adult animals; observe growth of plants in gardens)



48-60m

- › Understand and accurately communicate daily routines and sequences of events and experiences in the context of time, using appropriate vocabulary (e.g., retells: “Yesterday I went home after lunch but today I’m going home after rest.”)
- › Show improving ability to differentiate and discuss past, present, and future events (e.g., recount a family story, share where they will go on vacation)
- › Develop an interest in family history and historical events (e.g., discuss when family members were children)
- › Observe and recognize that everything (people, events, the world) changes over time (e.g., recount the life cycle of a plant or butterfly)



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Component 3: History

Standard 3.b: Children gain awareness of themselves and others as members of diverse families, communities, and cultures.

By the following age ranges, children typically, for example:



0-9m

- › Begin to explore characteristics of themselves (e.g., observe themselves in a mirror, look at their own hands and feet)
- › Demonstrate a preference for familiar versus unfamiliar adults (e.g., smile, kick legs, or reach when seeing a familiar person)



9-18m

- › Show awareness of the unique attributes of people (e.g., reach out to touch another's hair or face)
- › Use simple words to show recognition of family members (e.g., mama for mom)
- › Demonstrate curiosity about similarities and differences between people (e.g., looking longer at a person of a different race, noticing a change in someone's appearance)



18-24m

- › Refer to themselves by name
- › Explore characteristics of others
- › Identify immediate family members (e.g., recognize known people in pictures; respond to familiar family members and other adults)
- › Shadow adults in their work by imitating such activities as sweeping or picking up toys, and attempting to help



24-36m

- › Identify own traits and characteristics
- › Express curiosity about similarities and differences among people, families, and communities
- › Identify immediate family members and some extended family (e.g., create a representation of their family and identify their mommy and brother)
- › Engage in pretend play and act out different settings or events that happen at home (e.g., be a doll's daddy and use spoon to feed the doll)
- › With adult support, begin to share about community events or family activities they participated in (e.g., when asked, say "my family went to the beach" or explain how they went apple-picking last weekend)



36-48m

- › Recognize similarities and differences between themselves and others (e.g., say "Your hair is short, my hair is long")
- › Demonstrate an understanding of self as part of a family (e.g., communicate that they are a sister or daughter)
- › Engage in pretend play using objects as representations of something else (e.g., use a block as a phone or small rocks as dog food)
- › Identify cultural characteristics and/or traditions of self, family, and community (e.g., retell that "when there is no school, Tia makes pancakes for breakfast" or "we went to the parade")



48-60m

- › Use comparative language to describe similarities and differences among people and use themselves as a reference (e.g., say "That boy is bigger than me")
- › Engage in pretend play with other children that is planned and organized around a specific theme or task, often with assigned roles (e.g., play house and determine who is going to be the mommy and the baby; plan a veterinary clinic and the stuffed animals that they will care for)
- › Identify and express curiosity about similarities and differences among the physical and cultural characteristics of people, families, and communities (e.g., after looking at her classmate's self-portrait, say, "Why is everybody's hair different?" Or "My family speaks Spanish at home.")



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Component 4: Geography

Standard 4.a: Children demonstrate knowledge of geographical concepts of location and physical characteristics of the environments in which they live.

By the following age ranges, children typically, for example:

0-9m	9-18m	18-24m	24-36m	36-48m	48-60m
<ul style="list-style-type: none"> › Notice their surroundings and develop basic spatial awareness (e.g., respond to sound stimuli by looking in that direction; look underneath a cup) 	<ul style="list-style-type: none"> › Crawl or scoot to explore objects of interest › Explore different landscapes in their immediate environment (e.g., crawl up a small hill) 	<ul style="list-style-type: none"> › Use spatial cues to find or describe the location of objects (e.g., “behind the bookshelf,” “on top of the table”) › Recognize familiar locations (e.g., shows anticipation when approaching home, or school) › Explore physical characteristics of land through play (e.g., picking up pinecones, climbing rocks, riding a balance bike down a hill) 	<ul style="list-style-type: none"> › Follow directions to find and retrieve an object in specific locations › Point out familiar locations within the neighborhood (e.g., point to school when driving past the building) › Recognize basic physical characteristics (e.g., landmarks, land features) 	<ul style="list-style-type: none"> › Use spatial terms to communicate with increasing specificity about the location of objects and familiar locations (e.g., far/close, over/under) › Identify landmarks or places through their logos and signs (e.g., familiar stores, churches, restaurants) › Create art that contains realistic elements (e.g., pointing to one of their drawings and saying, “This is our house.”) › Show recognition and/or interest in some geographic tools and resources such as maps, globes, or GPS. 	<ul style="list-style-type: none"> › Create simple maps of familiar locations and talk about the things that are in certain areas (e.g., a bed or a closet in the bedroom) › Name own street, town and/or neighborhood › Create representations of different landforms and landmarks during play (e.g., using sand to make a mountain; creating a tunnel with blocks that represent the tunnel on the way to school) › Use geographic tools to identify landmarks in a specific location (e.g., use a globe to look for a pretend location during play)