

California Preschool/
Transitional Kindergarten
**Learning
Foundations**

**History–
Social Science**



For Three-to-Five-and-a-Half-
Year-Old Children in Center-Based,
Home-Based, and TK Settings



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Introduction

History–Social Science addresses how children learn about and make sense of the **social world**,¹ including their families, schools, communities, and the institutions and places they encounter in their daily lives. The domain of History–Social Science supports young children’s developing understanding of their social world. It considers how children grapple with questions of who they are in the world and how they relate to other people in space and across time.



There are many connections between children’s emerging knowledge and skills in History–Social Science and other domains of development, such as Social and Emotional Development and Approaches to Learning. As young children develop, they ask questions about the people, places, and practices they encounter. For example, a child might ask why a person uses a wheelchair, speaks a different language, has long hair, or

eats a particular food. Through their interactions with adults and peers, books and media, and the natural and built environment, children experience different people’s social practices; these experiences are essential for children’s development of knowledge about other people. Children also experience **socialization** through implicit and explicit messages from society about people. Such messages shape their understanding of who is like them and who is not like them and how people belong to varied groups. Teachers can use children’s developing understanding as opportunities to engage them in explorations in History–Social Science.

The **social studies** build on children’s curiosity, helping them develop skills for **social inquiry** and understanding of their immediate and broader communities.² Children explore the different roles people have—from being part of families, contributing to their workplaces, or helping lead in government. Children also explore the places in which they live and begin to see how their communities meet people’s needs through different jobs and institutions. As they make sense of their communities, they develop a strong sense of **fairness**, noticing when things are unfair and if people do not have what they need or want.



The social studies are also essential in developing children’s skills and attitudes as citizens in their classrooms, schools, and broader communities.³ Through their everyday interactions, children learn about the function of rules and norms within a society; for example, they learn about the usefulness of having a rule about taking turns on a playground slide so that all children can have their turn. Through their interactions with peers, they also learn how to be a community. The California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) in History–Social Science describe how young children live and learn together inside their classrooms, as well as within their broader communities.

The term “citizen” in early childhood education and within the foundations recognizes how young children are “citizens now” in the ways that they contribute to and shape their growing communities.⁴ Young children’s quality of being civic (or as some researchers call it, **civicness**) is evident through actions like caring, helping, discussing, and problem-solving.⁵ Children’s quality of being civic and the question of learning to live together is at the heart of the History–Social Science domain.

The PTKLF provide guidance to all California early education programs, including transitional kindergarten (TK), federal and state preschool programs (for example, California State Preschool Program, Head Start), private preschool, and family child care homes, on the wide range of History–Social Science knowledge and skills that children age three to five and a half typically attain when attending a high-quality early education program. Teachers can use the PTKLF to guide their observations and set learning goals for children and plan for developmentally appropriate, equitable, inclusive practice, including how to design learning environments and create learning experiences that promote children’s learning and development in the History–Social Science domain. Early education programs can use the PTKLF to select curricula aligned with the PTKLF, guide the selection of assessments aligned with the PTKLF, design and offer professional development and coaching programs for educators to support understanding and effective use of the PTKLF, and enhance preschool through third grade (P–3) continuity across learning goals and practice in History–Social Science.

Organization of History–Social Science Domain

Strands and Sub-Strands

The PTKLF in History–Social Science are organized by strands and sub-strands that parallel the main disciplines within social studies but with a greater emphasis on children’s developing understanding of themselves and their place within the social world.



- **Inquiry and the Social World (Social Science Skills):** This strand focuses on children’s questions about their social world, including individuals, groups, and institutions that make up society. The sub-strands include Asking Questions and Using Evidence and Communicating Ideas About the Social World.
- **Self and Social Systems (Social Science):** This strand addresses how children develop capabilities to understand who they are (personal identity), other people’s identities, and how identities shape their and other people’s experiences in the world. Developing a sense of personal identity is essential to developing respect for others.⁶ The sub-strands include Self-Identity and Society and Culture, Difference, and Society.
- **Skills for Democracy and Being a Community Member (Civics):** This strand covers how children develop and demonstrate civic skills through their interactions with and treatment of other people, their participation in group norms and practices, and their problem-solving, at both the interpersonal and whole-group levels. For young children, an early education program is often their first public civic space outside the sphere of home and family, and it gives children many opportunities to learn and demonstrate their skills in being community members. The sub-strands include Fairness and Respect for Other People, Community Norms and Practices, and Collaborative Problem-Solving.
- **Time, Continuity, and Change (History):** This strand addresses how children develop a sense of time and their place within the stories of their families and larger communities, both near and far. Developing a sense of time is a foundation for learning about historical events in elementary years. The sub-strands include Understanding of Time, Personal History, and Historical Changes in People and the World.
- **Sense of Place and Environment (Geography):** This strand focuses on how children develop skills related to understanding location and place, as well as how to communicate this understanding of physical space through drawings and three-dimensional visualizations. This strand also focuses on how people interact with, impact, and care for the environment. The sub-strands include Navigating Familiar Locations; Understanding Physical Space Through Drawings, Building Materials, and Maps; and Caring for the Natural and Built World.
- **Economic Systems (Economics):** This strand covers how children consider the ways people shape and participate in economic systems and how people meet their needs as part of their economic decision-making processes. Children also consider everyday economic concepts they experience, including **exchange**, **opportunity cost**, and **supply and demand**. The sub-strands include Community Needs and Exchange.



Foundation Statements

Within each sub-strand in the History–Social Science domain are individual foundation statements that describe the competencies—the knowledge and skills—that children can be expected to demonstrate in a high-quality early education program. Children develop these competencies at different times and in different ways within their home, school, and community contexts. The foundation statements are intended to help teachers identify learning opportunities they can support.

Age Levels

Age-based foundation statements describe what children may often know and be able to do as a result of their experiences and unique developmental journey in History–Social Science. These statements are presented in two overlapping age ranges with full recognition that each child’s development progresses over the early years with growth spurts and periods of skill consolidation in different domains at different points in time:

- An “Early Foundation” addresses knowledge and skills that children often demonstrate between three and four-and-a-half years of age.
- A “Later Foundation” addresses knowledge and skills that children often demonstrate between four and five-and-a-half years of age.

Examples

For each level of any given foundation, examples illustrate the diverse ways children may demonstrate their knowledge and skills. Examples across the Early and Later foundation levels show development over time. Examples show how children may demonstrate a developing knowledge or skill as part of their everyday routines, learning experiences, and interactions with adults and peers. Examples also provide different ways in which children may demonstrate their developing skills in different contexts, whether indoors or outdoors, and in a range of activities throughout the day.

Multilingual learners possess foundational language abilities developed in the context of their relationships in their homes and communities. The use of their home language in the early education program serves as a powerful tool, supporting children’s sense of belonging, bridging connections to their existing knowledge, and fostering deeper ties to their homes and communities. Examples in the home language of multilingual learners illustrate how multilingual children can further develop these foundational abilities by using their home language as part



of their learning and daily interactions with peers and adults in the early education program. In instances where a teacher may not be fluent in a child’s home language, various strategies can encourage multilingual learners to use their home languages, allowing them to leverage all of their linguistic capacities. To facilitate communication and understanding, the teacher can partner with staff or family volunteers who speak the child’s home language. The teacher can also use interpreters and translation technology tools to communicate with families and gain insights about what a child knows and is able to do. All teachers should share with families the benefits of bilingualism and how the home language serves as a critical foundation for English language development. Teachers should also encourage families to promote their child’s continued development of the home language as an asset for overall learning.

The examples should help teachers gauge where a child’s development is, consider how to support their development within their current skill level, and build toward the next skill level in that foundation. Furthermore, while the examples may provide teachers with valuable ideas for how to support children’s learning and development as children build their knowledge or skill in History–Social Science, the examples are a small subset of all the different strategies teachers may employ to support children’s learning and development in this domain. At the end of this introduction, the section *How Teachers Can Support Children’s Learning in History–Social Science* offers ideas on ways to support children’s learning and development in History–Social Science.

Diversity in Children’s Learning in History–Social Science

The foundations in History–Social Science draw on the diverse experiences of children with varied cultural, racial, ethnic, ability, and linguistic backgrounds. Children’s engagement with History–Social Science should be informed by their life experiences, drawing on their home and community knowledge.⁷ While there is a focus on children’s lived experiences in their immediate social worlds, this domain also expands their access to perspectives and experiences of people and places beyond those experiences.





Throughout the domain, examples highlight children coming from various geographical communities—urban, suburban, rural—as well as from various racial and ethnic backgrounds. The domain recognizes the social communities with which children identify, including religion, culture, language, race, ethnicity, and ability, and highlights a variety of family relationships and structures, including the role of elders within the educational experiences of young children. Examples within the domain also reference different cultural traditions and social roles and include ways that families and communities engage with young children in their learning environments.

Throughout the domain, examples also highlight how children communicate in varied ways, both verbally through diverse languages and nonverbally through gestures, body movements, and assistive technologies. Children’s home languages are valuable assets for learning social studies. Children share their home languages and customs within the classroom. Young children’s civic capabilities can also be expressed through **embodied action**, using their bodies to explore and demonstrate their understanding of the world.⁸ Recognizing the embodied ways that children show their learning helps teachers to observe young children’s actions and provide them opportunities to show their learning in ways beyond language. This also supports the unique way in which children learn and may demonstrate their knowledge and skills in a variety of manners. The examples in the foundations illustrate how diverse learners show their development and learning in History–Social Science through different actions and means of expression. For children with disabilities, teachers should reference children’s Individualized Education Program (IEP) and regularly communicate with a child’s IEP team to assist in making accommodations.

Young children’s quality of being civic is at the heart of this domain. The foundations in History–Social Science recognize how young children engage as supportive community members who act with and on behalf of each other. Young children often engage in more collective ways to support community rather than as individuals motivated only by egocentrism.⁹ In this way, children, including children experiencing trauma, have the potential to better support each other’s needs within a peer group setting.



How Teachers Can Support Children’s Learning in History–Social Science

Facilitating Children’s Learning During Everyday Interactions

Young children’s learning in History–Social Science occurs through everyday interactions and playful experiences. Through play, young children explore social roles and practices, negotiate interpersonal interactions, and develop relationships. Providing a variety of spaces to engage in interactional and dramatic play opens up myriad opportunities for children to share and practice their knowledge and skills.

“Teacher” refers to an adult (for example, lead teacher, assistant teacher, child care provider) with responsibility for the education and care of children in an early education program, including a California State Preschool Program, a TK program, a Head Start program, other center-based programs, and family child care homes.

Daily classroom experiences with peers and adults provide children many opportunities to cooperate with one another, solve social problems, take responsibility, share resources, care for the classroom environment, and respond to each other’s needs. Sometimes children may express bias against another person or group. It is important that teachers recognize these moments as openings to facilitate a constructive dialogue to help children reflect on how they engage with others.

Setting Up Environments That Reflect the Diversity of Learners and Encourage Their Agency

Classroom materials (books, pictures, art, toys) are helpful in representing a wide variety of races, ethnicities, and genders. These materials help reflect the children and communities in which children live and the pluralistic society of which they are a part. The context should also allow children agency to initiate interactions with peers and the environment. For example, children need access to materials so that they can pursue inquiries or help one another. When possible, teachers should allow children to negotiate the classroom space and act with and on behalf of one another. Small yet meaningful pedagogic moves that encourage children’s agency can elevate their capabilities and place within the community.



Making Connections to Home and Community

Activities like community walks and interviewing local community members provide children with access to the broader community. Teachers can engage families and learn about home practices and stories, including traditions, family characteristics, and everyday ways of living and communicating. In developing activities that build connections to children’s home and community, teachers should not assume any particular family structure and should ask questions in a way that includes children from diverse family backgrounds. Furthermore, teachers should be sensitive to family privacy and respect the wishes of children and families who may prefer not to participate. Children’s development and learning is impacted by their family and community experiences, identities, and histories, including the effects of historical trauma, systemic oppression, and other forms of adversity. Teachers can work with families and communities to build supportive learning spaces for children. Engaging families in these ways is crucial to children’s learning about the self and others within our diverse society.





Endnotes

- 1 For example, A. L. Halvorsen, “Children’s Learning and Understanding in Their Social World,” in *The Wiley Handbook of Social Studies Research* (Hoboken, NJ: Wiley-Blackwell, 2017), 385–413; K. Villotti and I. Berson, *Early Childhood in the Social Studies Context* (National Council for the Social Studies, 2019) <https://www.socialstudies.org/position-statements/early-childhood-social-studies-context>; S. C. Serriere, “Social Studies in the Early Years: Children Engaging as Citizens Through the Social Sciences,” in *The Wiley Handbook of Early Childhood Care and Education* (Hoboken, NJ: Wiley-Blackwell, 2019), 377–400.
- 2 Halvorsen, “Children’s Learning and Understanding,” 385–413; Villotti and Berson, *Early Childhood in the Social Studies Context*; Serriere, “Social Studies in the Early Years,” 377–400.
- 3 Villotti and Berson, *Early Childhood in the Social Studies Context*.
- 4 See also M. Krechevsky, B. Mardell, and A. N. Romans, “Engaging City Hall: Children as Citizens,” *The New Educator* 10, no. 1 (February, 2014): 10–20; R. Lister, “Inclusive Citizenship: Realizing the Potential.” *Citizenship Studies* 11, no. 1 (May, 2007): 49–61; K. A. Payne, “Young Children’s Everyday Civics,” *The Social Studies* 109, no. 2 (May, 2018): 57–63; Project Zero, *Children Are Citizens* (Harvard Graduate School of Education, 2015).
- 5 Project Zero, *Children Are Citizens*; Payne, “Young Children’s Everyday Civics,” 57–63.
- 6 B. Picower, “Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom,” *International Journal of Multicultural Education*, no. 14 (April, 2012): 1–17
- 7 G. Ladson-Billings, “Culturally Relevant Pedagogy 2.0: A.K.A. the Remix,” *Harvard Educational Review* 84, no.1 (April, 2014): 74–84; H. S. Alim, D. Paris, and C. P. Wong, “Culturally Sustaining Pedagogy: A Critical Framework for Centering Communities,” in *Handbook of the Cultural Foundations of Learning* (New York, NY: Routledge, 2020).
- 8 K. A. Payne et al., “Reconceptualizing Civic Education for Young Children: Recognizing Embodied Civic Action,” *Education, Citizenship and Social Justice* 15, no. 1 (March, 2020): 35–46; L. G. Phillips et al., *Young Children’s Community Building in Action: Embodied, Emplaced and Relational Citizenship* (New York, NY: Routledge, 2020).
- 9 For example, J. K. Adair and K. S. Colegrove, “Communal Agency and Social Development: Examples from First Grade Classrooms Serving Children of Immigrants,” *Asia-Pacific Journal of Research in Early Childhood Education* 8, no. 2 (May, 2014): 69–91; Payne et al., “Reconceptualizing Civic Education for Young Children,” 35–46; Phillips et al., *Young Children’s Community Building in Action*; B. Rogoff, “Learning by Observing and Pitching In to Family and Community Endeavors: An Orientation,” *Human Development* 57, no. 2–3 (June, 2014): 69–81.



Preschool/Transitional Kindergarten Learning Foundations in the Domain of History–Social Science

Children communicate their History–Social Science knowledge and skills in a variety of ways, both verbally and nonverbally. Their communication may include verbal ways of communicating in their home languages, the language of instruction, or a combination of languages, or through the use of augmentative and alternative communication devices. It may also include nonverbal ways of communicating such as drawing and modeling with different materials or expressing through movement, actions, or role-play.





Strand: 1.0 — Social Inquiry Skills

The social world includes the people, places, and institutions that make up the society in which a child lives. Children are working to understand how society works—how people and institutions structure society, how people interact in varied situations, and how and why social issues arise. Inquiry skills support children’s developing abilities and dispositions to participate in society.

Sub-Strand — Asking Questions and Using Evidence

Foundation 1.1 Making Observations and Asking Questions

Early 3 to 4 ½ Years

Notice, make observations, and ask adults and peers questions about the social world (people, places, institutions).

Later 4 to 5 ½ Years

Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).

Early Examples

■ On arrival, a child announces, “We drove today!”

During outdoor play, children use gravel, leaves, and sticks to play market. One child pretends to be the storekeeper and asks, “What you want?” Another child pretends to be a customer and responds, “I gotta get my baby’s food.”

Later Examples

■ A child asks classmates, “How do you get to school? The bus?”

A child asks a peer with a medical condition, “Why do you wear a helmet every day?”

During a sharing time, a child remarks, “My friend moved.” “Why?” asks a peer. “His dad had to work.”

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■ Matching icon indicates alignment of examples across age-ranges



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Foundation 1.1 **Making Observations and Asking Questionse**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child asks a peer, “Why is your skin brown?”

A child indicates a building has both steps and a ramp to get inside.

Later Examples (continued)

A child shares that they saw someone sleeping on a sidewalk and asks, “Why they don’t sleep at their house?”

Children share questions about the buildings they noticed in the neighborhood. One child asks, using a mix of English and their home language, “Who made the buildings?” Another child asks, “Why are some [buildings] so big?”



Foundation 1.2 Gathering and Using Evidence

Early 3 to 4 ½ Years

Gather information with adult support from resources (such as books and other media) related to questions of interest about the social world (people, places, institutions).

Later 4 to 5 ½ Years

Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).

Early Examples

■ On a community walk to notice what kinds of places are in their neighborhood, some children show an interest in the fire station. When they return, the children ask their teacher for a book on firefighters.

While learning about families, the children ask the librarian, with help from their teacher, for books about different kinds of families. The librarian puts together a collection of books with diverse families represented (for example, multiracial families, multigenerational families, and families with varied gender caregivers). The children look through the basket of books during free choice time.

Later Examples

■ On a community walk to notice what kinds of places are in their neighborhood, children show an interest in the fire station. During a free choice time, some children pick out books about firefighters, others watch a short video about firefighters on tablets, and others go to the dramatic play area to “be firefighters.”

While learning about habitats, a child wonders whether all people live in houses. They look through magazines, collecting pictures that show different places people live.

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■ Matching icon indicates alignment of examples across age-ranges



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Foundation 1.2 Gathering and Using Evidence

**Early
3 to 4½ Years**

Early Examples (continued)

While pretending to be at a campsite, children listen to a recording about safe behaviors around campfires.

The teacher reads books about skin color and people’s physical features. Working with an adult, children create self-portraits that highlight their varied physical features—skin color, hair color, shape, freckles, and so on.

**Later
4 to 5½ Years**

Later Examples (continued)

Children invite elders to ask them questions about traditions. One grandma shares a story cloth she brought from Laos. A child asks, “How do you know the story?” Another grandma shares a medicine bag that she sewed. A child asks, “What did you make it out of?” A great-uncle brings a cast-iron skillet he uses to cook. A child comments, “We got that at my house!”

As part of their inquiry into buildings, children call out the people they could ask about buildings. The teacher makes a list that includes construction workers, architects, and cement truck drivers.



Sub-Strand — Communicating Ideas About the Social World

Foundation 1.3 Creating Representations

Early 3 to 4 ½ Years

Create representations (for example, drawings, three-dimensional models, embodied action, or stories) to show developing understanding of the social world (people, places, institutions), with adult support.

Later 4 to 5 ½ Years

Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.

Early Examples

■ A child draws places they saw on a community walk using a pencil with an adaptive pencil grip.

Children use blocks to make a big bridge.

With teacher support, during circle time a child communicates in Cantonese about their uncle's job as a mechanic.

A child uses their body to demonstrate how their big brother dances at gatherings.

Later Examples

■ A child, working alongside other children, uses cereal boxes to create a model of a street they saw on a community walk. The children show and describe their models to their families at a class celebration.

Children create a book of “jobs at our school” to show the different jobs people have, including teacher, principal, custodian, and gardener.

With support from their teacher, children create signs to remind people in the neighborhood to throw away garbage in a trash can.



Strand: 2.0 — Self and Social Systems

Sub-Strand — Self-Identity and Society

Foundation 2.1 Self-Identity

Early 3 to 4 ½ Years

Show awareness of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

Later 4 to 5 ½ Years

Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

Early Examples

■ A child communicates to a peer that she is a girl and she likes rainbows and cars.

A child speaks both English and Spanish with their English–Spanish bilingual peers.

A child shares with a peer that they go to a mosque with their family.

A child with a paralyzed right hand holds out their left hand to a peer when offered a crayon and remarks, “I draw with this hand.”

A child describes that they have long hair like their mother and father.

Later Examples

■ While reading a book about different families, a child shares that his family has a lot of boys: “My dad, my brother, my other brother, and me!”

A child comments, “My friend has a wheelchair like my brother!”

A child notices their peer’s mother at pickup and comments, “My mom wears a sari, too!”

The teacher introduces a new child with autism and explains that they will be using a communication device. Aided by the device, the child communicates their name to the class. A peer inquires, “Where does the sound come out?” Another peer asks, “What do you like to play?” A third peer asks, “Do you have brothers or sisters?”

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 2.1 Self-Identity

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child says, “I’m beautiful brown like chocolate,” after a teacher reads aloud the book *Skin Like Mine*.

Later Examples (continued)

In response to a book just read about a family experiencing housing insecurity, a child remarks to the teacher, “I bring my binky [their favorite toy] everywhere we move.”



Social and Emotional Development — The above foundation is similar to the Social and Emotional Development foundation 1.1 on sense of identity. Both domains intentionally include foundations of self and identity. In History–Social Science, this foundation highlights how children’s exploration of the social world interacts with their developing sense of self. A sense of self in society is an essential aspect of developing knowledge and skills within the social sciences.



Foundation 2.2 Membership in Communities

Early 3 to 4 ½ Years

Exhibit awareness of the communities (for example, family, peer group) with whom they interact frequently.

Early Examples

■ A child picks up the class photograph and communicates to their peer, “That’s me and that’s you!”

A child points to pictures of their family hanging on the room’s “All About Us” wall.

Later 4 to 5 ½ Years

Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).

Later Examples

■ A child points to a peer during outdoor playtime and communicates, “They’re on my soccer team.”

Two children share that they saw each other at a brush dance* over the weekend.

A child shares that their aunt and uncle who are visiting live far away in Texas. The child goes on to communicate that their aunt and uncle visit only once in a while.

*A brush dance is an Indigenous ceremony to cure an ill child. During the ceremony, male dancers carry brush in front of them, resulting in the English-derived name. Hupa call this *hont naht weht*, Yurok use the term *meyli* or *melo*, and Karok use the term *hapish*.

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 2.2 Membership in Communities

**Early
3 to 4½ Years**

**Later
4 to 5½ Years**

Early Examples (continued)

A child picks up a book with a picture of a basket and shares, “My mom weaves baskets.”

A child expresses in Mandarin that they see their cousins every day after school.

Later Examples (continued)

A child shares that their aunt and uncle who are visiting live far away in Texas. The child goes on to communicate that their aunt and uncle visit only once in a while.

Children do a lion dance* together during outdoor playtime. A child who primarily uses a wheelchair acts as the head, leading the group around the playground.

*A traditional dance in many Asian cultures, especially Chinese culture, in which the dancers mimic the movements of a lion.



Foundation 2.3 Awareness of Social Roles

Early 3 to 4 ½ Years

Exhibit awareness of familiar everyday social roles (for example, parent, sibling, teacher, doctor).

Later 4 to 5 ½ Years

Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.

Early Examples

■ A child grabs the stethoscope from the dramatic play area and announces, “I’m the doctor!”

A child tucks dolls into a toy crib and communicates, “It’s OK, papa is here.”

A child points to an adult during outdoor playtime, asking their peer, “Is that your teacher?”

A child pretends to breastfeed a doll and says, “You hungry, baby?”

A child communicates to another child, “Xavier, your daddy’s here.”

Later Examples

■ In the dramatic play area, a child picks up a stuffed dog and a stethoscope. They tell others, “We’re at the vet and I’m the puppy’s doctor.”

A child shares that their *tía* (aunt in Spanish) is a nurse who takes care of people at the hospital.

A child points to construction workers and describes that the workers are using the dump truck to move the dirt.

A child picks up the garbage can and calls out, “Beep, beep, beep! The trash truck is here!”

A child remarks, “My coach also sings in my church.”



Sub-Strand — Culture, Difference, and Diversity

Foundation 2.4 Exploring Cultural Communities

**Early
3 to 4 ½ Years**

Explore the cultural groups (for example, racial, ethnic, religious, linguistic, ability) in which they participate and display curiosity about other people’s practices.

**Later
4 to 5 ½ Years**

Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.

Early Examples

■ During outdoor play, children use mud and leaves to make tamales* like their family makes at home.

During circle time, a child shares that they made hamantaschen** for Purim.

*Tamales are a Mesoamerican dish made with masa (ground corn meal) that is steamed in a corn husk or banana leaf.

** Hamantaschen is a triangular cookie/pastry typically filled with fruit or nuts, which is associated with the Jewish holiday of Purim.

Later Examples

■ During outdoor play, a child tells other children to gather acorns. The child comments that they can make a soup like the one they learned about from their peer’s uncle who came to visit their class.

Children bring in items to share that are related to music in their family. One child brings a small drum. Another child brings a wooden flute and shares that it is called a quena.*** Other children share songs that the teacher can play on the computer.

***A quena is the traditional wooden or cane flute of people living in the Andes mountains in South America.

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 2.4 Exploring Cultural Communities

Early
3 to 4½ Years

Early Examples (continued)

A child asks to see their peer’s family picture. The child shows interest by pointing to the head turban that their peer’s father is wearing in the picture.

When the teacher plays birdsong music, a child crouches down and makes birdcall sounds.

A child asks questions about how their peer who is blind uses their cane and says they want to learn how to use it, too.

Later
4 to 5½ Years

Later Examples (continued)

A child asks an adult what languages they speak.

During a read-aloud about Diwali,* referring to marigolds a child remarks, “That’s the flower from Día de los Muertos.”**

When a peer shares how much they enjoyed playing with their cousins at a family reunion, a child asks, “Do you have a lot of cousins? What did you do with them?”

* Diwali is the festival of lights, celebrated in Indian religions including Hinduism, Jainism, Sikhism, and Newar Buddhism.

**Día de los Muertos (Day of the Dead) is a holiday honoring friends and family members who have died, celebrated in Mexico and communities of Mexican heritage.



Foundation 2.5 Exploring Similarities and Differences

Early 3 to 4 ½ Years

Notice similarities and differences in people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability).

Later 4 to 5 ½ Years

Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.

Early Examples

■ A child communicates that their grandma lives at their house. Another child comments, “My grandma is at my house, too.”

A child shows a picture of their family and shares that one grandpa speaks English and Spanish, but their other grandpa speaks only English.

A child communicates that their mom is White and their mama is Korean.

A child points to a peer’s picture of their uncle who is wearing a dress and comments, “That’s like my dress.”

Later Examples

■ Children look at a picture book of families from around the world and with support from the teacher talk about how some families are large and some are small. One child comments that the large family is just like their family.

Children listen to a read-aloud about a family whose son has Down syndrome and notice similarities to and differences from their families.

The teacher reads books to children about how and when people celebrate the new year around the world. Children call out what they notice is similar and different among the celebrations, and the teacher records their observations on a Venn diagram.

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 2.5 **Exploring Similarities and Differences**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child asks a peer, “Do you only eat vegetables? No chicken nuggets? I love nuggets.”

A child expresses to a peer, “So cool, your dad is here. And my two dads are here to see our stuff!” The peer adds, “And there’s my nana and dada.”

Later Examples (continued)

A child asks how people who do not have sight know how to read. The teacher asks the child what other senses they might use, and the child describes the sense of touch. The teacher offers to bring a copy of a book with braille so that the child can feel how people without sight learn to read.

In forming beliefs about others whom they perceive as similar or different, children may express curiosity and interest in various groups. They may also demonstrate bias or stereotypes that arise as they make sense of the observations they are making and the social messages they are receiving about different groups. This is an opportunity for adults to address bias, support positive racial identity, and encourage children to express respectful curiosity and appreciation of both similarities and differences in others.



Social and Emotional Development — The above foundation is similar to the Social and Emotional Development foundation 1.7 on awareness of similarities and differences across people. Both domains intentionally include foundations on children noticing and exploring similarities and differences in others. In History–Social Science, this foundation describes children’s developing understanding of the similarities and differences in others in their communities and about the wider social world through learning materials, media, and daily interactions.



Strand: 3.0 — Skills for Democracy and Being a Community Member (Civics)

Early education programs are often the first places where children come together with other people from different families and communities. Children bring their family and community knowledge and practices into a public space where diverse individuals have rights and needs. Early education programs offer children opportunities to encounter other ways of being and doing in society that may differ from their family and community practices. Children show their community capabilities as they become members of a new group, include peers and adults in play and learning activities, and negotiate their individual needs and wants with the needs and wants of other people.

Sub-Strand — Fairness and Respect for Other People

Foundation 3.1 Identifying and Including Members of Peer Groups

Early 3 to 4 ½ Years

Recognize members of their peer groups (for example, members of their classroom, team, or activity group) and include them in play and learning activities.

Later 4 to 5 ½ Years

Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.

Early Examples

■ Children line up to go inside when the teacher calls, “Rainbow Class, let’s go!” One child calls to a peer, “Come on! It’s us, Rainbow Class.”

Later Examples

■ During outdoor playtime, a child communicates to their cousin in another class, “That’s Maya and Nasir. They’re in my class.”

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 3.1 **Identifying and Including Members of Peer Groups**

Early
3 to 4½ Years

Early Examples (continued)

Outside, a child joins their peers who are searching for bugs in the yard.

A Deaf child points to a peer and uses American Sign Language to communicate to a grown-up, “That’s my friend.”

A child watches while other children make a pretend pizza with play dough. Occasionally, the other children put their pizzas in front of the child and ask questions like, “More cheese?”

At circle time, a child moves over to make room for a peer to join the group.

Later
4 to 5½ Years

Later Examples (continued)

Children work together building a large ramp in the block area. A new child who speaks mostly Hmong brings over cars to use on the ramp. The ramp builders make space for the new child, and all the children start using the cars on the ramps.

A child comments to the teacher, “Jennifer and Tuan are not here today.”

A child tells the teacher that they are on a soccer team with some peers and they have a game the next day. “We play together. We are a team.”



Foundation 3.2 Showing Care and Offering Help

Early 3 to 4 ½ Years

Notice the needs of other people (for example, adults, peers) and the physical space; show care by offering help and contributing.

Later 4 to 5 ½ Years

Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.

Early Examples

■ After breakfast, with a reminder from the teacher, a child takes their tray to scrape off their leftover food into the compost container and then places their plate on the pile of dirty dishes.

A new child cries when they are dropped off, and two children go over to hug them.

At nap time, a child offers to help the teacher lay out the mats.

A child who is hard of hearing works with peers building a fort in the block area. When it is cleanup time, a peer taps the child and points across the room to where children gather for their next activity.

Later Examples

■ After breakfast, without adult prompting, a child walks around the room to push in chairs and pick up leftover breakfast trays.

A child communicates in Tagalog with other children at the block center to clean up so that everyone can go outside.

A child picks up markers after crafts time and puts them away.

A child notices a peer alone at recess and offers in their home language to play with them.



Foundation 3.3 Understanding Different Needs and Fairness

Early 3 to 4 ½ Years

Notice and communicate that peers have different needs by offering different resources and taking varied actions. (Even so, they may become frustrated by differences in the distribution of materials or opportunities.)

Later 4 to 5 ½ Years

Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)

Early Examples

■ A child points to a ball chair and comments, "My friend sits on this bouncy chair. She needs to move around when she sits."

During an art activity, a child gives some of their art materials to a peer who said they did not have enough.

Later Examples

■ A child with cerebral palsy who uses a walker comments, "I use the ramp to go outside, but some of my friends use the stairs."

Some children take longer to clean up after center time. A child comments, "Come on! It's recess time!" Other children go to help with cleanup so that they can all go play outside.

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 3.3 Understanding Different Needs and Fairness

Early
3 to 4½ Years

Early Examples (continued)

A child expresses, “It’s snack time!” When the teacher asks a child who is new to the class to help, the first child responds, “How come he gets to help with snack again? He did it yesterday.” The teacher reminds the child that their peer is new to the classroom and needs to learn the routine and how everyone contributes.

Later
4 to 5½ Years

Later Examples (continued)

Children name different tools people use to write: some people use pencils, some people use big pencils with grips, and some people use computers.

A child takes a visitor to the library area and describes, “These are our books. We get to choose what we want [to read].”

A child points out the classroom’s cozy corner and shares, “You can listen to music. Or wear headphones. Or use the squish ball.”



Social and Emotional Development — The above foundation is related to the Social and Emotional Development foundation 3.3 on fairness and respect. For young children, fairness may mean being kind to others, sharing equally, or allowing others to participate (Hazelbaker et al. 2018; Smetana 2006). Participatory skills and dispositions of being aware of the needs of others and caring for their well-being are essential within History–Social Science, particularly within developing capabilities as a community member. In the process of learning how to treat and play with others fairly, children may exclude others or prioritize personal over communal needs. When children exclude others or focus primarily on their needs, adults have an opportunity to encourage children to be inclusive and model how they can include others and balance personal and group needs in play and daily activities.



Sub-Strand — Community Norms and Practices

Foundation 3.4 Contributing to the Group

Early 3 to 4 ½ Years

Contribute to **group efforts** alongside adults and peers.

Later 4 to 5 ½ Years

Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.

Early Examples

■ Children collect bugs in the grass during outdoor play. They point out bugs to each other: “See, there’s one. Get it!”

With an adult, children create a thank you note for the local fire station workers the group just visited. Each child adds a drawing to the note.

A child with a visual impairment works with other children to build a ramp made of blocks. The child sits near the top of the ramp and hands cars to peers who launch the toy cars down the ramp.

Children work in small groups with adults to make paper lanterns for the winter solstice.

Later Examples

■ Children collect bugs in the grass during outdoor play. One child expresses, “I got one,” as they scoop up a bug. Another child brings a bucket and communicates, “I’m the bug holder!”

In the morning, a child shows their grandfather the part of the ocean mural that the child painted.

Children ask how they can help the earth. With help from the teacher, they make a video about reusing materials for art projects.

While the teacher records their ideas, children call out what kinds of projects they can make for a local senior center.



Foundation 3.5 Following Community Rules and Norms

Early 3 to 4 ½ Years

Recognize community rules and norms and, with adult support, follow rules while learning to coordinate personal interests with those of others.

Later 4 to 5 ½ Years

Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.

Early Examples

■ Most children start putting away materials when the cleanup song comes on. A few need reminders from the teacher to start cleaning up.

Two children argue over a toy phone. The teacher asks them what they can do and helps them set a timer to share the toy and take turns.

A child goes to the easels to paint, but they are all being used. With some adult prompting, the child decides to draw at the table until a peer finishes at one of the easels.

Later Examples

■ A child chooses a book from the reading corner during center time, *Something, Someday* by poet Amanda Gorman, and is completely immersed in looking through the colorful illustrations. When the teacher announces that it is time to move to the next center, the child puts the book back on the library shelf, goes to the paint corner, and places their name tag on the table to signal that they are taking one of the spots in that center.

As children go outside, a few children start running, and a child calls out, “Wait! We can only run on the grass!”

A child waits patiently while another child speaks until it is their turn to share at circle time.



Sub-Strand — Collaborative Problem-Solving

Foundation 3.6 Group Decision-Making

Early 3 to 4 ½ Years

Participate in group decision-making (for example, voting, group meetings, circle time) about everyday choices that affect the group, with adult support.

Later 4 to 5 ½ Years

Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.

Early Examples

■ The teacher presents two song choices. The children vote on which song they want to dance to.

Children choose their snack options for the day. They use photograph magnets with their faces to mark the choice they want on a big magnetic board.

Later Examples

■ The teacher asks which song the children want to dance to. One child offers a choice. Another child disagrees, stating, “We just did that one.” A third child offers, “Let’s vote!” The teacher records the children’s ideas, and the children vote for their song choice.

In dramatic play, children negotiate who will take on which role. Some children disagree and choose to leave the play area.

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■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 3.6 **Group Decision-Making**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

In the garden, the teacher calls the children together to have a group meeting to choose who will water plants and who will rake the gravel.

Later Examples (continued)

The teacher facilitates a discussion about how dirty the floor gets at lunchtime. Going around the circle, children share ways they can help keep the classroom clean. Some children pass when they do not have an idea to add.

Prompted by their teacher during circle time, children share their thoughts on whether they need to include everyone in a game. A child offers, “We can choose who we want to play with.” Another child communicates, “Sometimes we don’t have people to play with.” Another child shares, “One time, someone messed up our game.”



Foundation 3.7 Collective Problem-Solving

Early 3 to 4 ½ Years

Participate in problem-solving with peers (for example, interpersonal conflict resolution). Use simple bargaining or seek out adult intervention as strategies.

Later 4 to 5 ½ Years

Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.

Early Examples

■ Children push each other to get on a popular piece of playground equipment. A child goes to find a teacher to help them with taking turns.

Two children build structures with magnet tiles. One takes a magnet tile from the structure of the other child, who then goes to the teacher for help.

A child communicates to a peer in their home language, “Stop, I don’t like that!”

Two children want to use the same tricycle. One child suggests, “I can go and then you can go.”

Later Examples

■ While children try getting on a popular piece of playground equipment, a child proposes that they line up and take turns.

A child cries when they get bumped during cleanup time. A peer comes over to ask what happened and what they need to feel better.

Two children want to play with the same doll. One child suggests, “Let’s get the timer so we can take turns.”

Two children want to look at the same book, and another child intervenes and offers, “You can use my book. Give her that book.”



Approaches to Learning — The above foundation is similar to Approaches to Learning foundation 3.4 on solving problems together. Both domains intentionally include foundations on problem-solving with others. In History–Social Science, this foundation highlights the essential civic skill to identify problems, particularly those that affect other people or the broader community, and then develop solutions that address those problems.



Foundation 3.8 **Developing Solutions and Taking Action**

Early **3 to 4 ½ Years**

Offer simple ideas to address problems and issues affecting their group, school, or larger community, with adult support.

Later **4 to 5 ½ Years**

Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.

Early Examples

■ During circle time on the carpet, a child says aloud, “I feel squished!” The teacher asks the class, “What can we do?” Children call out ideas to make the circle bigger and move over.

On their way to the carpet, children push in chairs that are sticking out from tables to create a clear pathway for a child using a walker. They remind peers, “Push your chair.”

Children notice trash at the local park. The teacher supports children in developing solutions to the problem. The teacher records their ideas so that the class can choose one that they want to try out first.

Later Examples

■ During circle time on the carpet, the teacher tells the children about a big fire nearby. The teacher asks the children, “How can people in our city help?” Children talk about what they can do, including: “Get people blankets.” “Get people food.” “We could give our toys.”

Children create signs to post asking people to donate to their sock drive for a local shelter.

With the teacher, children write a letter to another class asking them to stop kicking balls at their windows during outdoor play.



Science — The above foundation is related to Science foundation 5.2 on designing solutions. Both domains intentionally include foundations on children’s ability to identify problems, come up with solutions, and take action. In History–Social Science, this foundation focuses on children working to address social issues affecting their group, school, or larger community. Taking action is both an essential civic capability and an inquiry skill.



Strand: 4.0 — Time, Continuity, and Change

Sub-Strand — Understanding of Time

Foundation 4.1 Using Time Order Words

Early 3 to 4 ½ Years

Use sequential words or phrases, such as “before” and “after,” to describe the time order of everyday personal events.

Later 4 to 5 ½ Years

Indicate time order with increasing accuracy and sophistication. Use words like “before,” “after,” “then,” “next,” “yesterday,” and “tomorrow.”

Early Examples

■ During the morning meeting, when the teacher goes over the schedule, a child calls out, “We are doing art before lunch today!”

A child with a disability uses their communication board to indicate that they went to the beach after school.

During outdoor play, children run to a spot in the grass. One calls out, “We saw the worms here before.”

When the teacher asks children what they need to do to get ready for nap time, they call out, “We take our shoes off before we sleep.”

Later Examples

■ A child looks at the class schedule picture cards on the wall and describes, “We are going to art, then we are going to lunch, then we are going to play outside.”

A child explains that their auntie lived with them last year, but now she lives in her own apartment.

During share time, a child communicates, “Next week, my mom is going on a work trip.”



Sub-Strand — Personal History

Foundation 4.2 Describing Change Over Time

Early 3 to 4 ½ Years

Identify change over time in themselves, with some adult support, when recalling events from early life (for example, “When I was a baby ...”).

Early Examples

■ A child describes, “When I was a baby, I slept in a crib.”

A teacher asks children, “What can you do now that you could not do when you were a baby?” Children shout out ideas: “I can walk all by myself.” “I can gather medicine with my grandma.” “I can bead a necklace with my auntie.”

A child points to a corner in the garden and expresses, “I’m bigger than the plants now!”

Later 4 to 5 ½ Years

Identify and describe change over time in themselves, family, and community and share more detailed stories about recent experiences.

Later Examples

■ A child with a speech impairment narrates a story about being a baby to the teacher: “I used to drink from a bottle. I used to only crawl. I used to cry a lot.” The teacher supports the child to share the story with the class.

A child communicates, “We used to go there for pancakes with papa. Now it’s closed.”

A child comments that they are now big enough to go on rides at the fall harvest festival.

A child tells a peer, “My grandma was young in India. She had long black hair, but now it is long and gray.”



Sub-Strand — Historical Changes in People and the World

Foundation 4.3 Recalling Past Events

Early 3 to 4 ½ Years

Recall past experiences easily and enjoy hearing stories about the past but require adult help to distinguish when past events occurred in relation to each other and to connect them with current experience.

Later 4 to 5 ½ Years

Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.

Early Examples

■ A child communicates to the teacher, “We go to the Philippines. I saw my cousins.” The teacher asks, “When did you go?” The child responds, “Last year.” Then the teacher asks, “Are you going again soon?” The child responds, “Maybe next year.”

Children refer to past events as “yesterday,” even if they happened many years ago.

A grandparent describes to children how they used to work picking strawberries when they were young. A child asks, “Can we go pick strawberries with you?” The grandparent explains that they did that a long time ago and now they do not work because they are retired.

Later Examples

■ A child communicates to the teacher, “We went to the Philippines again!” The teacher inquires, “What did you do?” The child answers, “I played with my cousins again, same like last time.”

A child asks a peer if they are feeling better, because they were not at school yesterday.

A child expresses that they are sad because their uncles had to go back to their house in New York and now the child cannot play with them.

A child recalls, “We used to have just the quiet corner. Now we have the reading loft too.”



Strand: 5.0 — Sense of Place and Environment

Sub-Strand — Navigating Familiar Locations

Foundation 5.1 Identifying Characteristics of Locations

Early 3 to 4 ½ Years

Identify the characteristics of familiar locations, such as home and school and describe objects and activities associated with each.

Later 4 to 5 ½ Years

Identify characteristics of their community and region, including geographic features, weather, and common activities.

Early Examples

■ A child shares that they sleep in an apartment where they live with their grandma and aunt. They go on to share that they take a bus to school.

A child comments that they have a library at school and one near their house.

A child takes a visitor by the hand and leads the visitor to the cubbies, where the child points to the visitor's bag (indicating where they store items in the room).

Later Examples

■ After a read-aloud about a family's swim day, a child shares that they took a walk to the community pool on a hot summer day and had cold strawberry sweet tea.

When the teacher asks children what the weather is today, a child calls out, "It's the foggy time."

A child looks at pictures of their farming community and then urban communities and notices that their community has "more places to grow food."

A child communicates to the teacher that their family goes back to Hoopa* in the summer and looks forward to swimming with their cousins.

* Hoopa, California, is a rural town of the Hoopa Valley Indian Reservation on the lower course of the Trinity River.



Foundation 5.2 Communicating Locations and Directions

Early 3 to 4 ½ Years

Communicate location and directionality (for example, in/on, under/over, up/down, inside/outside) when describing nearby places and locations.

Later 4 to 5 ½ Years

Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.

Early Examples

■ A child communicates to a peer, “That goes in the dinosaur bin.”

A child pats the open carpet space next to them to signal for a peer to sit near them.

A teacher asks, “Where do the puzzles go?” Children point, and some call out, “Inside the closet!”

Two children are rolling a ball down a slide. One child expresses, “It goes down!”

A substitute asks, “Where is the playground?” and a child indicates in the direction of the door out to the playground.

Later Examples

■ A child communicates to the teacher, “I live next to the grocery store.”

A child describes in Arabic, “We went downtown where there are big, tall buildings.”

A child shares that they ride the bus for five stops to get to school and then walk behind the red building.

A child uses the globe and drags their finger from the shape of the United States, across the Pacific Ocean, to the shape of China to show how they flew to visit their family.



Mathematics and Foundational Language Development — The above foundation is related to Mathematics foundation 4.5 on positions and directions in space and Foundational Language Development foundation

1.3 on understanding and using size and location words. Domain-relevant foundations that pertain to describing position and directionality have been intentionally included in all three domains. In History–Social Science, this foundation is included to highlight children’s geographic sensemaking, which includes navigating, communicating, and describing the positions and locations of what they encounter in their social world.

■ Matching icon indicates alignment of examples across age-ranges



Sub-Strand — Representations of Physical Space

Foundation 5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps

Early 3 to 4 ½ Years

Demonstrate an emerging understanding that drawings, globes, building materials, and maps can represent the physical world, but often interpret map symbols imprecisely.

Early Examples

■ Looking at a simple map, a child identifies water and land, but cannot interpret other symbols.

Children play with blocks. One child indicates, “This triangle is the park.”

A child takes a toy figure to the globe and communicates, “We go here, and fly here, and fly here.” Sometimes the child puts the figure on land, sometimes on water.

Later 4 to 5 ½ Years

Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.

Later Examples

■ A child draws a map of their classroom and points out, “See, there’s the rug and the tables and the blocks. Then there’s me and my friends and my teacher.”

Outside in the sandbox, children create a varied terrain; one child narrates, “Now we have to drive up, up, way up the mountain,” as they move a toy truck up a large mound of sand.

A child points to the globe and communicates, “That’s the whole world! See, we are here (points to North America), but my grandparents live here (points to South America).”



Sub-Strand — Caring for the Natural and Built World

Foundation 5.4 Caring for the World

Early 3 to 4 ½ Years

Show an interest in the natural and built world, including animals, plants, and the built environment, especially as they experience it directly. With adult support, develop understanding of the interaction between humans and the environment, including taking care of the natural world (for example, not polluting a lake).

Later 4 to 5 ½ Years

Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).

Early Examples

■ A child who uses a wheelchair wants to see a caterpillar on a tree, but cannot move their wheelchair close enough to see it. A peer puts the caterpillar on a leaf and brings it to them to see, then carefully returns the caterpillar to the tree.

Children gather around a dead bird on the playground and wonder aloud, “What happened?”

When a child sees a peer smashing bugs, they exclaim, “No! They are trying to get their food.”

Later Examples

■ A child checks on the caterpillar tent and exclaims, “It’s a cocoon now! Soon we can let it out as a butterfly!”

Children look at books about bees and pollination. With the teacher, they discuss how beekeepers help to keep bees healthy.

Children talk about fire safety. One remarks, “The big fires happened because the power lines fell.”

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■ Matching icon indicates alignment of examples across age-ranges



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Foundation 5.4 Caring for the World

Early
3 to 4½ Years

Early Examples (continued)

On a walk to the local park, a child states, “Put the trash in the trash can. We need to take care of Mother Earth, or she’s sad.”

Later
4 to 5½ Years

Later Examples (continued)

A child describes, using a mix of English and their home language, how their family helps to protect turtles’ habitat at a beach near their house.

Children talk about how dry the dirt is. The teacher shares what being in a drought means. One child comments, “We need the snow and rain so we can swim in the summer.”



Science — The above foundation is similar to the Science foundation 4.4 on Earth and human activity. Both domains intentionally include foundations on children’s understanding of the interactions between humans and the environment and how to care for it. In History–Social Science, this foundation highlights how children’s understanding of their participation in their environment extends to their interest in and impact on the natural and built world, including how people care for the natural world.



Strand: 6.0 — Economic Systems

Sub-Strand — Community Needs

Foundation 6.1 Meeting Community Needs

Early 3 to 4 ½ Years

Recognize that community members have basic needs (for example, shelter, food) and that there are different ways to meet those needs.

Later 4 to 5 ½ Years

Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.

Early Examples

■ In the dramatic play area, a child drapes a blanket over a table and communicates, “Now we have a little house to keep us warm.”

The teacher asks children, “Where do people get food?” Children respond: “The grocery store.” “My *abuelo* (grandfather in Spanish) grows peaches in his backyard!” “The farmer’s market.” “My mom and dad pick lettuce.”

A child shares, “On Saturdays, I go to the store with my dad to get fish. Then we go home and make fried fish.”

During outdoor play children collect sticks, and one explains, “We need sticks! Make a fire. It’s cold.”

Later Examples

■ A child builds a town with blocks and narrates their play: “Here is the restaurant where we can eat. Here is the car wash to clean our car.”

A child comments, “Some people live in apartments and some people live in houses. There’s some people who live outside.”

A child shares, “I went with my auntie to the pharmacy to get her medicines.”



Foundation 6.2 Awareness of People at Work

Early 3 to 4 ½ Years

Understand that people do different types of work, both inside and outside the home.

Later 4 to 5 ½ Years

Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.

Early Examples

■ A child communicates, “I walk to the community garden with my papa. He grows vegetables, and my grandma cleans the *nopales* (cactus leaves in Spanish).”

Children invite their family members to stay during the morning meeting so that children can learn about the work family members do. Children hear about jobs like florist, restaurant worker, and dentist.

A child shares that their dad stays at home and their papa goes to an office to work.

Later Examples

■ Children listen to a book about farms. A child answers the teacher’s question about why farmers are important, stating, “They grow food so we can eat.”

Children interview a construction worker about the building being built down the street from the center.

A child makes a book about their school community and the jobs people have, such as custodian, bus driver, and teacher.

(continued on following page)

■ Matching icon indicates alignment of examples across age-ranges



(continued)

Foundation 6.2 **Awareness of People at Work**

Early
3 to 4½ Years

Later
4 to 5½ Years

Early Examples (continued)

A child with a language impairment dresses felt dolls with clothes that match different occupations (for example, nurse, farmer, astronaut). The teacher supports the child by naming the occupations as the child dresses the dolls.

Later Examples (continued)

In the dramatic play area, children make a pretend house. One child calls out, “Oh, no, it’s on fire!” Another child responds, “Call the firefighters!” A third child grabs a cardboard tube to use as a hose and pretends to spray the fire.

A child explores community jobs that help people. They look at books about doctors, firefighters, community health care workers, and garbage collectors. With the teacher, the child creates a chart detailing how each person’s job helps the community. For example, the child offers, “Doctors help sick people. Garbage collectors keep the street clean.”



Sub-Strand — Exchange

Foundation 6.3 Understanding Exchange

Early 3 to 4 ½ Years

Recognize use of different forms of exchange, including trading and using money to buy and sell.

Later 4 to 5 ½ Years

Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.

Early Examples

■ When playing market in the dramatic play area, a child with autism points to a communication board, indicating that their peer should pay five dollars for the toy train.

Outside, a child trades a basketball for a soccer ball.

A child puts on a purse in dramatic play and expresses, “Time to go buy some food!”

A child pushes a box around the room, calling out in Spanish, “*Paletas* [ice pops]!”

Later Examples

■ A child shares that they got to choose what to buy at the flea market. The child remarks, “I used my money to buy a little tiger.”

A child communicates to the teacher in Vietnamese, “We have to go outside now! All the tricycles will be gone!”

Children choose singing a song over having a dance party. Some children are disappointed when their choice is not chosen.

A child brings an abalone shell to school for show-and-tell and shares, “My tribe makes jewelry and artwork out of abalone shells.”



Glossary

civiness. Quality of being civic, which includes how people act to benefit, contribute to, or extend community.

civics. The study of the rights and obligations of citizens and community members; how people participate in and govern society, particularly how they solve problems affecting society.

economic systems. The way societies or governments organize and distribute available resources, services, and goods.

embodied action. Using one’s body to learn and show understanding of the world.

exchange. Giving one thing of value for another thing of value, such as giving money to a shopkeeper to purchase food.

fairness. The quality or state of people being treated equitably in a way that is right and free of bias. For young children, fairness may mean being kind to others, sharing equally, or allowing others to participate.

group efforts. Include organized projects to create a product and smaller collective endeavors among two or more children to initiate an activity or create something together. Working together toward goals is an essential civic skill that young children develop and that helps them as they participate in broader society.

opportunity cost. The loss of potential gain when making one choice over other alternatives. In an early childhood setting, this might mean a child showing their understanding of losing the opportunity to play at the sand table when choosing instead to play with blocks.

social inquiry. Seeking to understand how society works—how people and institutions structure society, how people interact in varied situations, and how and why social issues arise—by making observations, asking questions, and gathering evidence.

social studies. The integrated study of multiple disciplines, including history, civics, geography, economics, and social sciences (anthropology, psychology, sociology).



social world. People, places, and institutions that make up the environment in which a child lives.

socialization. Learning and internalizing the norms, expectations, and ideologies of a society.

supply and demand. Supply is the quantity of goods or services that is available. Demand is the quantity of goods or services that buyers or users are willing and able to acquire. In an early childhood setting, these concepts may be best understood by children as the limited access to or limited amounts of a resource (for example, availability of tricycles in the playground or paintbrushes in the art center in relation to the number of children who want to use them).



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