

History–Social Science

Examples listed in the foundations:

- Suggest possible ways children may demonstrate the competencies addressed in the foundations.
- Illustrate contexts in which children may show the competencies described in the foundations.

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Examples listed in the foundations:

- Show that children learn while engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with peers, teachers, or other adults.
- Illustrate possible behaviors and are not exhaustive of the many ways children may demonstrate the competencies.

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Self and Society

- 1.0 Culture and Diversity
- 2.0 Relationships
- 3.0 Social Roles and Occupations



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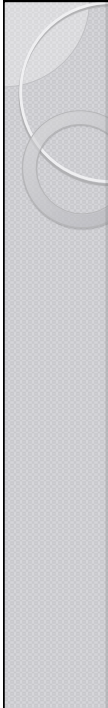


History–Social Science

Becoming a Preschool Community Member (Civics)

- 1.0 Skills for Democratic Participation
- 2.0 Responsible Conduct
- 3.0 Fairness and Respect for Other People
- 4.0 Conflict Resolution

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Sense of Time (History)

- 1.0 Understanding Past Events
- 2.0 Anticipating and Planning Future Events
- 3.0 Personal History
- 4.0 Historical Changes in People and the World

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Sense of Place (Geography and Ecology)

- 1.0 Navigating Familiar Locations
- 2.0 Caring for the Natural World
- 3.0 Understanding the Physical World Through Drawings and Maps

Marketplace (Economics)

- 1.0 Exchange

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Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
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Observation Guide:
Exploring Examples of the History–Social Science Domain

<i>Strand: Self and Society</i> Substrand: Culture and Diversity	
Setting:	
Examples:	
<i>Strand: Self and Society</i> Substrand: Relationships	
Setting:	
Examples:	

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- Is there anything you particularly noticed about all the examples?
- Were there some contexts in the classroom where it was easy to see certain foundations in action? Which contexts?

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- Were there some contexts in the classroom where it was difficult to see any of the foundations in action? What were they?
- Did some foundations appear in some contexts and not others? Which were they and during which contexts did they appear?

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- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

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