



Excerpt - Standards: Social Studies

This document is an excerpt of Early Learning and Development Standards from [CT ELDS Main: What Children Birth to 5 Should Know and Be Able To Do](#)

Connecticut Office of Early Childhood, 2014

Social Studies

Note: Precursors to the skills reflected in social studies can be found in the domain of Social and Emotional and Cognition.

		3 to 4 years	4 to 5 years
Learning Progression	Indicators	<i>This is evident, for example, when children:</i>	
Strand A: Early Learning experiences will support children to understand self, family and a diverse community.			
Individual Development and Identity	Indicators	<i>This is evident, for example, when children:</i>	
	SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)	SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families	
	SS.48.2 Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers)		
Culture	SS.48.3 Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.)	SS.60.2 Demonstrate understanding that there are similarities and differences among the cultural characteristics of people, families and communities (e.g., languages, foods, art, customs, modes of transportation and shelter)	
Strand B: Early Learning experiences will support children to learn about people and the environment.			
Power, Authority and Governance	SS.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom	SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom	
People, Places and Environments	SS.48.5 Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them	SS.60.4 Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling	
	SS.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home	SS.60.5 Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.)	
Civic Ideals and Practices	SS.48.7 Participate in jobs and responsibilities at home, classroom or community	SS.60.6 Demonstrate an understanding of why certain responsibilities are important and participate in fulfilling responsibilities at home, classroom or community (e.g., cleaning up, caring for pets)	
Strand C: Early Learning experiences will support children to develop an understanding of economic systems and resources.			
Individuals, Groups and Institutions	SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play	SS.60.7 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers	
Production, Distribution and Consumption	SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play	SS.60.8 Demonstrate understanding of the basic relationship of money for the purchase of food, shelter, goods and services, moving toward an understanding of the difference between wants and needs	
Science, Technology and Society	SS.48.10 Understand the use of tools, including technology, for a variety of purposes	SS.60.9 Begin to be aware of technology and how it affects life	

Strand D: Early Learning experiences will support children to understand change over time.		
Time, Continuity and Change	3 to 4 years	4 to 5 years
	<p>SS.48.11 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow)</p> <p>SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed</p>	<p>SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community</p> <p>SS.60.11 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history</p>