



**Social Studies
Foundations
Guidance**

Introduction

Families, caregivers, and early educators all work together to help children grow and learn. This guidance is intended to be a resource for educators to support and enhance children's learning and development while using the Foundations, Indiana's Early Learning Development Framework. While this is not an exhaustive list, this guidance is meant to serve as a suggestion for practice from birth to age five, including the transition into kindergarten. It can be used to support a child's development at different levels of learning and promotes fluid movement between developmental stages. The Foundations are not intended to be a curriculum, but what children should know and be able to do throughout developmental stages. Curricula is content that children should learn and methods to teach the content whereas lesson plans are intended to demonstrate how the content is conveyed to children. This guidance is a resource for educators to use while developing an intentional lesson plan.

Looking Ahead to Kindergarten

High quality early experiences help a child become ready for kindergarten and beyond. The Foundations show early educators the developmental progression that typically developing young children should experience as they grow toward kindergarten readiness. In 2014, Indiana's Early Learning Advisory Committee approved the following definition of kindergarten readiness: "In Indiana, we work together so that every child can develop to his or her fullest potential socially, emotionally, physically, cognitively, and academically. Through growth in all of these domains, the child will become a healthy, capable, competent, and powerful learner."

Family Engagement

Research shows that family engagement is a strong predictor of children's development, wellness, educational attainment, and success later in school and life. Children develop in the context of their environments, which includes family, culture, and community. We know that families are their child's primary and most important educator. Early educators can use the Family Engagement sections and the Powerful Practices throughout this guidance for strategies that they can encourage family members to use at home. We encourage early educators and early childhood program administrators to also be aware of local and state supports available to vulnerable populations, including (but not limited to): 2-1-1 Hotline, shelters, food pantries, WIC offices, and community centers.

Special Populations

The Indiana Core Knowledge and Competencies encourage educators to see children as unique individuals within a family and community and to be sensitive to individual developmental needs. This guidance supports special populations including dual language (DLL), exceptional, and high ability learners; however, many of the recommended strategies are appropriate and beneficial to all children. It's encouraged that educators use a flexible approach when designing curriculum and keep the needs of all children in mind. The use of the Universal Design for Learning (UDL) provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone (See Appendix B for additional information).

Additionally, with family/parental consent, we encourage educators to engage and collaborate with other professionals in closely related sectors supporting the child and family to further inform and align services. This could include professionals from education, health, and social services (e.g. First Steps/Early intervention, public schools, therapists, and physicians).



SS Foundation 1: Self

Early learners develop foundational skills in learning and understanding the concept of self within the context of their family and community.

SS1.1: Demonstrate development of self

A strong **development of self** helps to identify who a person is in the context of others including cultural, religious, and societal norms. Helping children understand the relationship between themselves and others (i.e. learning what impacts them and how they impact others) leads to the development of empathy and global citizenship. Additionally, it lays the groundwork for the appreciation of one's own culture and history, as well as other cultures. Finally, this helps children understand that we continuously change, grow, and develop based on our experiences.

Looking Ahead to Kindergarten

Kindergarten students will be asked to identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events (K.1.2). They will also be asked to give examples of how to be a responsible family member and member of a group (K.2.4). Lastly, kindergarteners are expected to identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups (K.3.6).

Family Engagement

Encourage families to:

- Talk about the events special to them and their family while pointing out that we all have our own culture.
- Attend cultural events in their community (e.g. art exhibits, cultural celebrations, museums, etc.) when possible.

Special Populations¹

Educators can:

- Provide a variety of materials that demonstrate positive images of all abilities and cultures that allow children to connect their experiences.
- Intentionally focus on and promote the strengths and uniqueness of individuals with varying abilities.
- Use visual cues to support dual language and exceptional learners (e.g. using a calendar with visuals to identify holidays, celebrations, and meanings of symbols, etc.)
- Use children's individual interests to promote deeper connections to skills and concepts.

¹ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' development of self:

SS1.1 Demonstrate development of self

Across all developmental stages, educators can:

- Ensure the environment reflects the image of the child (e.g. create a space to display a picture of each child's family at their eye level, as well as opportunities for the child to point at the pictures and discuss).
- Promote cultural awareness across a variety of activities (e.g. music, creative art, nutrition choices, etc.).
- Use child's name in all interactions and use correct pronunciation (asking families for clarification, if needed).
- Work with families as a resource to celebrate and intentionally share cultural songs, stories, pictures, foods, words, etc. (e.g. listening library with tapes of parents reading their favorite stories).
- Identify and acknowledge celebrations and multi-cultural events observed by children.
- Acknowledge that children exhibit various physical responses to others as they develop their sense of self (e.g. needing to be held for extended periods of time by caregivers, crying when unfamiliar adults enter their space, hiding, or appearing hesitant to transition to a new caregiver).
- Build awareness, respect, and acceptance of differences in people and acknowledge connections, gathering cultural information from children and families.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Provide opportunities for infant to explore cultural celebrations relevant to families (experiencing sensory, language, and songs related to the celebration)</p> <p>Create environments that supports exploration, curiosity, and onlooker play (i.e. limit the use of "baby containers" or equipment that restricts an infant's movement such as bouncy seats, swings, etc.)</p> <p>Acknowledge and greet visitors (e.g. greet family members and visitors)</p> <p>Provide comforting rituals for infant</p>	<p>Provide opportunities throughout the learning environment and throughout the day for child to engage in parallel play (e.g. design environments and materials to allow children to play next to each other)</p> <p>Acknowledge and support child's awareness of others (e.g. child cries when new person enters the environment. Adult responds, "This is Ms. Janet. She is dropping off our snack.")</p>	<p>Provide opportunities throughout the learning environment and throughout the day for children to engage in associative play (e.g. provide materials that prompt 2 or more children to interact)</p> <p>Model the use of simple questions to acknowledge differences and similarities (e.g. "Jonathan is wearing a blue shirt today, but Sofia is wearing a green shirt. Sofia, why did you choose a green shirt today?")</p>	<p>Provide opportunities throughout the learning environment and throughout the day for children to engage in cooperative play (e.g. provide materials that prompt children to play collaboratively in small groups)</p> <p>Facilitate conversations about similarities, differences, and preferences through open-ended statements and questions that encourage relevant discussion (e.g. "Charlie got glasses this weekend. Does anyone in your family wear glasses? Why do you think that is?")</p>	<p>Observe and build on family, community, and cultural experiences by providing materials that support cooperative play, extending learning when possible (e.g. incorporate books, objects, art, and other materials that help children identify who they are in the context of others)</p> <p>Model, recognize, and encourage prosocial activities and interactions in the environment (e.g. child assists struggling friend. Educator responds, "I noticed you helped him put his coat on. That was so helpful!")</p>



SS Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.1: Demonstrate awareness of chronological thinking

Chronological thinking is an understanding of when events occurred and in what order. Awareness of chronological thinking requires a child to recall stories or events and the order in which they occurred.

The development of awareness of chronological thinking leads to:

- Anticipating and planning
- Understanding the concept of time
- A beginning knowledge of history
- Identifying patterns in events, cycles, and historical causality (i.e. cause and effect)

Looking Ahead to Kindergarten

The ability to demonstrate an awareness of chronological thinking prepares kindergarten students for learning and explaining that calendars are used to represent the days of the week and months of the year (K.1.4).

Family Engagement

Encourage families to:

- Read books together and discuss what happened first in the story.
- Talk about their day (e.g. "First, I dropped you off at school. Next, I went to work.").
- Follow a consistent routine at home (e.g. "First, we will eat dinner when we get home and then take our bath").
- Allow children time to prepare for the next activity (e.g. "In five minutes, we will leave for the grocery store").

Special Populations²

Educators can:

- Provide opportunities for visual sequencing (e.g. picture cards, storytelling and prediction, picture schedules).
- Provide cues to prepare for the next activity (e.g. "We will be going outside in 5 minutes!").
- For DLL, learn and use terms in their home language when possible.

² See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of chronological thinking:

SS2.1: Demonstrate awareness of chronological thinking

Across all developmental stages, educators can:

- Implement consistent daily routines while providing choices and flexibility, respecting children's interests and preferences.
- Consider using visual and interactive supports to supplement the daily schedule (e.g. picture schedules).
- Respectfully prepare children for changes in the environment including transitions, staff changes, environmental changes, and routine changes by providing cues and include children in the process.
- Use correct terms when talking about time and order (e.g. first/last, before/after, etc.).

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Implement consistent daily routines	<p>Describe the daily routine with child</p> <p>Guide child through transitions by providing prompts for new events or activities and consistent schedules</p>	<p>Discuss the daily routine with child</p> <p>Model anticipation of daily events as part of transitioning between activities</p> <p>Read books and draw attention to the sequence of events (e.g. "What happened first?")</p> <p>Model the use of terms relative to time sequence (e.g. before/after, day/night, first/next/last)</p>	<p>Have child assist with establishing the daily program schedule</p> <p>Discuss upcoming activities or events (e.g. "In five minutes, we have lunch.")</p> <p>Use daily activities to construct a sequence of events that demonstrates the progression of time (e.g. put pictures in sequential order)</p> <p>Encourage the use of terms relative to time sequence</p>	<p>Discuss and reflect on the daily schedule and anticipate upcoming events</p> <p>Discuss upcoming activities or events (e.g. "Next, we will...")</p> <p>Provide materials (e.g. clocks, watches, timers, stopwatches, calendars, etc.) so the child can explore the measurement of time</p> <p>Relate new experiences to past experiences using terms relative to time sequence</p>



SS Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.2: Demonstrate awareness of historical knowledge

Historical knowledge is an understanding that events happened in the past. Demonstrating historical knowledge requires children to recall their own past life events. They need an understanding of how the present has come about and an appreciation for the past. Historical knowledge is linked to the concepts of time and space.

The development of awareness of historical knowledge leads to:

- Knowledge of the past to understand the present and plan for the future
- An understanding of and respect for their own historical heritage and the heritages of others
- A foundation for future learning

Looking Ahead to Kindergarten

In the context of historical knowledge, kindergarten students will be asked to compare children and families of today with those from the past, discussing what things have changed and what things have stayed the same over time (K.1.1).

Family Engagement

Encourage families to:

- Share photos of themselves when they were younger and discuss how they've changed.
- Share past photos of their child (e.g. "See how much you have grown? You were two in this picture, and now you are three!")
- Discuss past, present, and future events (e.g. "Remember last week when we dug out your winter coat? That's because it's really cold outside!").

Special Populations³

Educators can:

- Provide visual displays of activities or experiences children have participated in.
- Seek opportunities to talk about what children have done (e.g. "What did you have for breakfast this morning?").
- Consider the use of projects that include timelines (e.g. "now and then" pictures of children).

³ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of historical knowledge:

SS2.2: Demonstrate awareness of historical knowledge

Across all developmental stages, educators can:

- Include books in the environment that discuss past events relevant to young children (e.g. books that discuss when a child was born or events young children have experienced).
- Use consistent and specific language (e.g. today, yesterday, last week, last month) that promote awareness of historical knowledge.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
	<p>Display and discuss pictures of child over time</p> <p>Read stories that discuss time and age (e.g. books with clocks, discuss schedules, etc.)</p>	<p>Display and discuss pictures of child over time (e.g. using photos from previous activities and reflecting on them)</p> <p>Use brief group meeting times and visual supports (i.e. photos) to discuss the day's activities and events</p>	<p>Track and display child's growth over time</p> <p>Facilitate discussion around seasonal changes</p> <p>Use group meeting times to discuss daily activities and events (e.g. discussions comparing today's weather to yesterday's)</p>	<p>Point out and discuss differences in dress, customs, tools, technology, and transportation that may be seen in movies, books, or historical sites</p> <p>Discuss new situations and connect them to a memory of a past event</p> <p>Use group meeting times to reflect on daily or weekly activities, projects, and events</p>



SS Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.3: Demonstrate awareness of the foundations of government

The *foundations of the government* are how a society chooses to regulate itself in order to maintain itself.

The development of awareness of foundations of government leads to:

- An understanding of how rules and laws are created and enforced
- An appreciation and respect for leadership
- Effective participation and an understanding of their role in groups in which they belong
- An understanding of checks and balances across systems

Looking Ahead to Kindergarten

In kindergarten, students will be asked to give examples of people who are community helpers and leaders and describe how they help us (K.2.1). They will also be asked to identify and explain that the President of the United States is the leader of our country and that the American flag is a symbol of the United States (K.2.2).

Family Engagement

Encourage families to:

- Talk about leaders in their community, (e.g. firefighters, police officers, clergy, etc.), their responsibilities, and what their jobs are.
- Consider talking about their individual family structure as well as the roles and responsibilities family members have.

Special Populations⁴

Educators can:

- Provide opportunities and materials that are accessible to all children to explore the role of community helpers (e.g. ensuring the dramatic play center is accessible to children with varying mobility).

⁴ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of the foundations of government:

SS2.3: Demonstrate awareness of the foundations of government

Across all developmental stages, educators can:

- Provide materials and experiences with books that depict community helpers and vehicles.
- Use familiar relationship terms reflective of the child's daily environment (e.g. "Your mommy will be here to pick you up today" or "Ms. Cindy is your teacher").
- Make a connection between home and school by learning the terms each family uses to identify family members (e.g. grandma/mamaw, grandma/papaw, etc.).
- Engage with community helpers to provide internal or external "field trips"⁵ (e.g. a firefighter, librarian, or police officer comes to the program).
- Use daily opportunities to acknowledge community helpers (e.g. fire truck passes the program. Educator says, "Oh! The firemen must be going to help someone!").

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
		Draw attention to and discuss community and cultural symbols (e.g. logos, street signs, etc.)	Identify and discuss leaders in the home or environment (e.g. mom/dad, grandma/grandpa, principal/director, educator) Display symbols and pictures that relate to child's neighborhood environment (e.g. program director, educators, churches, police, firefighters, etc.)	Identify and discuss leaders and community helpers (e.g. pastor, rabbi, police officer, firefighter, etc.) Provide pictures of flags and symbols that are relevant to children (e.g. local, state, and national places, teams, parks, etc.)

⁵ Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>



SS Foundation 2: History and Events

Early learners develop foundational skills in learning and understanding the passage of time and the foundations and functions of government.

SS2.4: Demonstrate awareness of the functions of government

Governments are an active force in guiding social and economic development. The **functions of government** are to ensure national security, maintain order, resolve conflict, provide services, and provide for the public good.

Awareness of the function of government requires an initial understanding of societal norms and values at all levels of society (e.g. family, classroom, community, state, etc.).

The development of an awareness of the function of government is foundational to:

- Informed and thoughtful participation in all levels of the community
- The impact of present day decisions on the future
- Understanding the systems and services a government provides for its citizens

Looking Ahead to Kindergarten

In kindergarten, students will be asked to give examples of classroom and school rules and explain the importance of following these rules to ensure order and safety (K.2.3).

Family Engagement

Encourage families to:

- Provide opportunities to have a "vote" (e.g. "Today, we can have tacos or spaghetti for dinner. Who would like tacos?")
- Provide opportunities for children to be part of planning for events in the family or community.

Special Populations⁶

Educators can:

- Provide visual supports and accessible materials.
- Suggest community service projects to help students understand how each and every student (regardless of ability) can contribute to the greater good.
- Turn concepts into games (e.g. matching recyclables to the recycle symbol and non-recyclables to the trash symbol).

⁶ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of the functions of the government:

SS2.4: Demonstrate awareness of the functions of government

Across all developmental stages, educators can:

- View rules and regulations for programs as a guide to providing a safe and caring learning environment.
- Provide time for children to interpret and represent life experiences and their place in the world (e.g. drawing, writing, art, creative movement, play, puppetry, music stories, and conversation).
- Give child specific, simple, and respectful communication when guiding behavior (Instead of saying "Good job", give them specific information about what they are doing. Educator says, "Candice! Look at how well you and Maria are working together on building this tower!").
- Model and reinforce positive behaviors while using challenging behaviors as teachable moments.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Establish familiar routines</p> <p>Guide infant by redirecting behaviors (e.g. infant pulls the hair of another child, and educator provides another sensory item.)</p>	<p>Give child specific, simple, and positive guidance (i.e. one step directions)</p>	<p>Keep guidance simple and positive, focusing on safety and care of self and others</p> <p>Guide behaviors by acknowledging actions and situations throughout the day</p>	<p>Establish purposeful, simple guidance that relate to the safety and care of self and others</p> <p>Discuss purpose of program expectations and involve child in designing them</p>	<p>Discuss purpose of program expectations and involve child in designing them</p> <p>Discuss simple character traits needed to develop into a person who would contribute positively to the community</p> <p>Discuss how expectations/rules protect us as well as those around us (i.e. building empathy)</p>



SS Foundation 3: Geography

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

SS3.1: Demonstrate awareness of the world in spatial terms

Awareness of spatial terms allows a person to understand the arrangement of items and apply a spatial perspective to life. This is a skill that is developed throughout a person's entire lifespan and one that adults often times practice daily unknowingly.

The development of awareness of spatial terms leads to:

- Understanding the physical relationships between natural and man-made objects and places
- Navigation and map reading skills

Looking Ahead to Kindergarten

In kindergarten, students will be expected to use words related to location, direction and distance, including here/there, over/under, left/right, above/below, forward/backward and between (K.3.1). They will also be asked to identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe (K.3.2).

Family Engagement

Encourage families to:

- Talk about their world in terms of directions (e.g. "We go to the right, or this way, when we go to see Nana!").
- Talk to their child about certain directions or routes to places they frequent (e.g. friend's houses, grocery stores, etc.).
- Use directional words (e.g. here/there, over/under, left/right, above/below, forward/backward and between).

Special Populations⁷

Educators can:

- Provide ways to incorporate kinesthetic opportunities to learn (e.g. walking through a path before/after discussing it, creating visuals to demonstrate self in relation to city, state, continent, etc.).
- Ensure each and every student has the opportunity to use tools to understand concepts (i.e. considering blind/low vision, deaf or hard of hearing and mobility of each child).
- For DLL, learn and use terms in native language when possible.

⁷ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of the world in spatial terms:

SS3.1: Demonstrate awareness of the world in spatial terms

Across all developmental stages, educators can:

- Provide an environment with a variety of materials that include age appropriate, open-ended loose parts that children can use to represent other objects (e.g. toddler uses a block as a car, container lids as a wheel, or tree cookies in dramatic play, etc.).
- Use specific and simple location terms (e.g. here/there, over/under, left/right, etc.) throughout the day and to describe what is in the environment (e.g. infant using a climber or setting up an obstacle course in the indoor/outdoor environment, and intentionally using location terms).

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Create environments that support exploration and curiosity (i.e. limit the use of “baby containers” or equipment that restricts an infant’s movement such as bouncy seats, swings, etc.)	Model the use of simple location terms (e.g. educator says, “Can you put the ball under your chair?”)	Encourage the use of simple location terms (e.g. educator says, “Can you put the ball under your chair. Where’s the ball?” Child responds, “Under the chair!”)	Use opportunities throughout the day for children to verbalize terms related to location, directionality, and spatial relationships (e.g. next to, in front of, inside/outside, above/below, etc.) Encourage and support the use of various materials where items represent another (e.g. children use blocks to create a house, etc.)	Encourage and support the use of various materials where one item represents another item or place (e.g. children use block to create a city where a block represents a market, airport, library, home, etc.) Introduce maps and globes and encourage children to create simple maps of familiar places (home centers in the environment, etc.)



SS Foundation 3: Geography

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

SS3.2: Demonstrate awareness of places and regions

Understanding *places and regions* require all learners to be able to classify things that are alike and that are different, and identify geographical characteristics of a particular area. Then, as a learner progresses, they can describe how these likenesses came to be and the effect they have on surrounding regions.

The development of the awareness of places and regions leads to:

- Developing an understanding of the world and physical locations
- The ability to describe the unique characteristics of a region that may influence events of a particular region
- Developing an understanding of geographical characteristics of particular areas

Looking Ahead to Kindergarten

In kindergarten, students will be asked to locate and describe places in the school and community (K.3.3) in addition to identifying and describing the address and location of the school. Kindergarten students will understand the importance and purpose of an address (K.3.4).

Family Engagement

Encourage families to:

- Talk about their address with older preschoolers, and help their child understand its significance (e.g. "We live on Main Street! Our house number is 42 and our neighbors' is 52.").
- Talk about landmarks and geographical characteristics within the community (e.g. statues, buildings, parks, rivers, etc.).

Special Populations ⁸

Educators can:

- Ensure all experiences and materials are accessible to all children (e.g. ensuring key terms are available for those using communication devices).
- Use graphic, sensory and interactive supports to promote language use during child and educator directed activities.

⁸ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of places and regions:

SS3.2: Demonstrate awareness of places and regions

Across all developmental stages, educators can:

- Provide books or brochures that represent places and regions that are familiar to the children (e.g. making a picture book of places and landmarks that families frequent or taking a brochure/postcard from a local museum, etc.).
- Label the environment with pictures and words to help children identify the location of different areas and materials.
- Model the use of vocabulary related to places, locations, and regions and their features in everyday conversations (e.g. "Let's line up to go to the playground!" or discuss current changes in the local community).

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Limit the use of "baby containers" (e.g. swings, bouncy seats, etc.) to promote curiosity and exploration of the immediate environment</p> <p>Provide infants the opportunity to explore other spaces (e.g. outdoor environment, field trips in strollers⁹, etc.)</p>	<p>Ensure materials are in a predictable location on low, open shelves that are accessible to children</p> <p>Model using the names of places within the environment (e.g. educator says, "Let's go to the sink to wash our hands!")</p>	<p>Provide opportunities for children to identify and locate materials (e.g. transition and clean up times)</p> <p>Model describing and comparing places within the environment and home (e.g. "We sleep on our cots here during nap time. Where else could you take a nap?")</p> <p>Provide materials in the indoor and outdoor environments to encourage exploration (e.g. magnifying glasses, sunglasses, etc.)</p>	<p>Have conversations with children around places that they know and frequent</p> <p>Provide opportunities for children to make books of pictures, drawings, or maps of familiar places</p> <p>Incorporate pictures of the local community across multiple learning centers (e.g. putting photos of local landmarks and geographical features in the block/building center)</p> <p>Provide materials in the indoor and outdoor environments to encourage exploration (e.g. binoculars, magnifying glasses, sunglasses, etc.)</p>	<p>Field trips¹⁰ to various locations and visitors from various community locations (e.g. a neighborhood walk or a visit from a firefighter)</p> <p>Incorporate pictures and props related to the local community across multiple learning centers (e.g. put logos or signs from local places/businesses into the dramatic play center)</p> <p>Discuss how items/materials arrive at a particular place (e.g. writing a letter to a family member and mailing it)</p> <p>Provide materials in the indoor and outdoor environments to encourage exploration and discussion (e.g. binoculars, magnifying glasses, sunglasses, etc.)</p>

⁹ Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>

¹⁰ Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>



SS Foundation 3: Geography

Early learners develop foundational skills in learning and understanding the world in spatial terms and the relationship between society and the environment.

SS3.3: Demonstrate awareness of environment and society

Awareness of the environment and society lay the foundation for environmental and social responsibility. Environmental awareness is an understanding of the relationship between humans and how we engage with the environment, wildlife, and natural resources. This lays the foundation for an understanding of the importance of conservation efforts. Societal awareness helps children not only develop a sense of self, but also begin to understand who they are in the context of others. Children learn what it means to be a good neighbor and friend. This also lays the foundation for understanding societal norms and rules that keep society moving and keep citizens safe.

Looking Ahead to Kindergarten

In kindergarten, students will be asked to recommend ways that people can improve their environment at home, in school, and in the neighborhood (K.3.7).

Family Engagement

Encourage families to:

- Recycle if/when possible and talk about the importance of caring for the places we live (e.g. "I'm putting this plastic bottle in the recycling bin! The other bin is for the trash. Can you put your wrapper in the trash?").
- Participate in community "clean-up" days either in the neighborhood or at the program.
- Talk to their child about the neighborhood they live in and the people and animals they see (e.g. seeing a neighbor with their dog and discussing safe interactions with animals).

Special Populations¹¹

Educators can:

- Ensure environments anticipate needs of all children (e.g. consider picture labels for materials, space, height of items, etc.).

¹¹ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of environment and society:

SS3.3: Demonstrate awareness of environment and society

Across all developmental stages, educators can:

- Model the use of vocabulary and provide experiences to connect with the environment.
- Incorporate the use of natural materials throughout various learning centers inside and outside (e.g. mobile or outdoor sensory tables with dirt, tree stumps, snow, leaves, etc.)

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
	<p>Introduce vocabulary related to the environment</p> <p>Connect children with nature and their surroundings (e.g. sprouts in the window in sandwich bags or placing dirt in the sand/water table)</p>	<p>Identify and introduce vocabulary related to the environment (e.g. farming, gardening, recycling)</p> <p>Connect children with nature and their surroundings (e.g. looking at bird feeders outside the window)</p>	<p>Identify and introduce vocabulary related to relationships between humans and the environment (e.g. farming, gardening, recycling)</p> <p>Use various projects to demonstrate reciprocal relationships between humans and the environment (e.g. caring for a garden and taste testing grown food when ready to harvest¹²)</p>	<p>Identify and discuss reciprocal relationships between humans and the environment (e.g. farming, gardening, recycling/trash pickup)</p> <p>Use various projects to demonstrate reciprocal relationships between humans and the environment (e.g. caring for a garden and taste testing grown food when ready to harvest¹³)</p>

¹² Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>

¹³ Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>



SS Foundation 4: Economics

Early learners develop foundational skills in learning and understanding the functions of an economy.

SS4.1: Demonstrate awareness of economics

Economics is the production, distribution, and exchange of goods and services for a cost/fee. Having awareness of economics is critical for success in the workforce and society. Examples of these concepts include consumer/producer relationship and the costs of goods/services.

The development of awareness of economics leads to:

- Becoming a knowledgeable consumer and participant in local, state, and national economies
- Decision making skills
- Critical thinking skills
- Understanding trade patterns
- Understanding the basic functions of an economic system

Looking Ahead to Kindergarten

In kindergarten, students will be asked to explain that people work to earn money to buy the things they want and need (K.4.1). They will identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs (K.4.2). Finally, students will also be asked to give examples of work activities that people can do at home and jobs (K.4.4).

Family Engagement

Encourage families to:

- Talk about their work, what they do, and why they do it. Talk about the money they receive for that work and how it's used.
- Discuss what work, chores, or tasks happen at home (e.g. "We all work together and share in the responsibility!").
- Talk about how much items might cost at the store (e.g. "This banana costs 19 cents!").

Special Populations¹⁴

Educators can:

- Ensure appropriate access to materials and activities throughout the learning environment based upon individual needs.

¹⁴ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of economics:

SS4.1: Demonstrate awareness of economics

Across all developmental stages, educators can:

- Model the use of vocabulary (e.g. trading, buying, selling, money, etc.).
- Provide consistent environments, routines, and staffing patterns when possible.
- Provide materials that encourage children to explore the roles and occupations of various community members (e.g. community helper vests, dolls, block people, books that describe occupations, etc.).

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
Provide a consistent environment, routine, and staffing pattern	<p>Acknowledge and respond to child's wants and needs</p> <p>Provide a consistent environment, routine, and staffing pattern</p>	<p>Acknowledge and respond to child's wants and needs</p> <p>Provide materials that children can use to assume various roles and responsibilities (e.g. children use paper money in the dramatic play center with a register to become a cashier)</p> <p>Point to and name the job of community workers when they appear in books or out the window etc. (e.g. "Do you hear the siren? Look! There goes the firefighters to put out a fire.")</p>	<p>Provide materials that children can exchange as currency or buy and sell during play (e.g. paper money in the dramatic play center with a register)</p> <p>Consider field trips¹⁵ to or invite community helpers into the program to discuss their roles and responsibilities (e.g. Police Officer visits the program virtually and answers questions from children)</p> <p>Provide opportunities for children to assume roles and occupations (e.g. hosting an art show or delivering letters to others)</p>	<p>Provide materials that children can exchange as currency or buy and sell during play (e.g. paper money in the dramatic play center with a register)</p> <p>Consider field trips¹⁶ to or invite community helpers into the program to share the tools/equipment they use (e.g. Firefighter visits with their uniform and gear)</p> <p>Provide opportunities for children to assume roles and occupations (e.g. hosting a bake sale, art show, or delivering letters to others)</p>

¹⁵Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>

¹⁶Please refer to any applicable licensing laws, rules, and related policies regulated by the Family and Social Services Administration and the Office of Early Childhood and Out-of-School Learning. Additional information can be found here: <https://www.in.gov/fssa/carefinder/2734.htm>



SS Foundation 5: Citizenship

Early learners develop foundational skills in understanding the expected behavior as a citizen in a democratic society.

SS5.1: Demonstrate awareness of citizenship

Citizenship involves not only meeting the legal requirements of a government, but also obeying laws, participating in and contributing to the community. Members of society have duties, obligations, and functions as citizens. When children have an awareness of citizenship, they are more likely to look out for their own well-being while also considering the needs and feelings of others.

The development of awareness of citizenship leads to:

- Thinking and communicating
- Problem solving and critical reasoning
- Decision making and consensus building skills
- Character building
- Becoming active, responsible citizens
- Cultivating cooperation and collaboration skills

Looking Ahead to Kindergarten

Kindergartners will be expected to give examples of how to be a responsible family member and member of a group (K.2.4).

Family Engagement

Encourage families to:

- Work as a family to create or talk about family respect/rules (e.g. "We take our own dishes to the sink after dinner. It makes clean-up easier and faster!").
- Volunteer in the local community and/or provide support to neighbors in need when possible.
- Take child to polling place when voting, as time and crowding permits. (e.g. Primary Election in May).
- Provide their child choices when appropriate (e.g. "Do you want spaghetti or tacos for dinner?").

Special Populations¹⁷

Educators can:

- Acknowledge and respond to verbal and non-verbal cues.
- Encourage and support the use of visual supports.
- Intentionally focus on and promote the strengths and uniqueness of individuals with varying abilities.

¹⁷ See Appendices A&B for additional information on how to support Special Populations

Powerful Practices

Examples of ways adults can support young learners' awareness of citizenship:

SS5.1: Demonstrate awareness of citizenship

Across all developmental stages, educators can:

- Through intentional planning, provide choices that are safe and inviting for young children.
- Provide a clean, safe, and inviting environment with developmentally appropriate choices, boundaries, and expectations.

Infant	Younger Toddler	Older Toddler	Younger Preschool	Older Preschool
<p>Create supportive and nurturing environment for infant (e.g. talk in soothing voice)</p> <p>Respond to infant's needs (e.g. pick up infant when crying. Talk to infant when she smiles at you.)</p> <p>Speak about what the infants are doing (e.g. "Ava has the red ball. Malik threw the green ball and laughed!")</p>	<p>Perform and verbalize day-to-day routines and responsibilities for child to observe and imitate</p> <p>Use descriptive vocabulary to identify actions</p>	<p>Encourage child to complete simple tasks and routines with adult support</p> <p>Model and assist child with performing prosocial daily tasks (e.g. using gentle touches with peers)</p> <p>Give each child the opportunity to make choices</p>	<p>Provide opportunity for child to participate in daily routines and responsibilities (e.g. asking a child to assist with sorting/preparing materials for an activity)</p> <p>Offer simple tasks for child to perform (e.g. "jobs" within the program)</p> <p>Offer child choices whenever possible</p> <p>Provide opportunities for child to vote on decisions that are meaningful to them</p>	<p>Provide opportunity for child to participate in daily routines and responsibilities (e.g. asking a child to assist with sorting/preparing materials for an activity)</p> <p>Provide time for children to work on projects and play collaboratively</p> <p>Create an environment that supports cooperative play</p> <p>Provide opportunities for child to vote and discuss the outcome and develop a plan to implement the result</p>

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Appendix A - Supporting Dual Language Learners

Who are Dual Language Learners?

Dual Language Learners (DLL) are children, birth to five years old, who are developing their home language(s) while also developing English. Indiana has a formal process to identify children once they enter kindergarten, which includes the use of a Home Language Survey (HLS) and an English language proficiency assessment. In order to meet the learning needs of DLLs, educators should learn about the language(s) the children speak by conducting interviews with the family and focus on providing rich language activities for children to build their skills in all languages.

How can I support Dual Language Learners' language development?

All children, birth to five years, are language learners; some children just happen to be learning more than one language. Children who are learning English as an additional language are the fastest growing population in the country, making it essential that educators know how to meet their unique language needs as well. Much of the language used in early learning environments is new for all children, both native English speakers and DLLs alike. Many of the same supports that are effective for developing skills in the first language will transfer to children acquiring multiple languages, such as visuals, modeling, manipulatives, and peer-support. However, educators of DLLs must focus on providing varied and supported opportunities for children to process and produce language across all content and developmental areas to ensure learning is meaningful while the children are developing English. DLLs may follow an altered trajectory on the developmental continuum. "Specific consideration should be given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language development in preschoolers who are still developing the foundational structures and rules of language" (WIDA, 2014).

What resources are available to help teachers of Dual Language Learners?

Indiana has adopted the WIDA Early English Language Development Standards (E-ELD). These standards are to be used in conjunction with the Foundations. As a result, DLLs develop the social and academic language needed to access and be successful in early childhood environments. The WIDA E-ELD Standards require educators to focus on the language DLLs need to process and produce to meet the Foundations. As shown in the graphics below, educators must ensure children learn the language of each developmental area in order to learn the core concepts.

Using the WIDA Early English Language Development Standards

The WIDA E-ELD Standards represent the language of overarching developmental domains that Dual Language Learners need to use with peers, educators, and curricula within the preschool setting. The E-ELD Standards are designed to be used in conjunction with the Foundations to ensure Dual Language Learners are provided necessary language support to make learning meaningful while developing English. The connections document can be found here: <https://wida.wisc.edu/resources/connection-indiana-early-learning-foundations>

Additional resources can be found by clicking on the "Download Library" at www.wida.us

Appendix B - Supporting Exceptional Learners

Children enter early childhood programs with diverse learning and developmental needs. Each child has unique characteristics that may help or hinder the ability to learn. It is the role of the program and educators to provide a learning environment where every child can be successful.

Early childhood environments should be inclusive ones where children with disabilities and developmental delays enjoy learning experiences alongside their typically developing peers. In 2015, the United States Department of Education along with the United States Department of Health and Human Services issued a draft policy statement on the inclusion of children with disabilities in early childhood programs.

“The Departments define inclusion in early childhood programs as including children with disabilities in early childhood programs, together with their peers, without disabilities, holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations and using evidence-based services and supports to foster their cognitive, communication, physical, behavioral, and social-emotional development; friendship with peers; and sense of belonging. This applies to all young children with disabilities from those with the mildest disabilities, to those with the most significant disabilities.”

The Foundations were designed for all children. The content within this developmental framework provides the breadth of information from which to create goals and experiences that will help children reach their highest potential while capturing their interests and building on what they already know. Educators must emphasize and celebrate all children’s accomplishments and focus on what children can do.

To differentiate instruction is to recognize children’s varying background knowledge, readiness, language, preferences in learning and interest, and to react responsively. Differentiated instruction is a process of teaching and learning for students of differing abilities in the same group. The intent of differentiating instruction is to maximize each child’s growth and individual success by meeting the individual needs of each child in the learning process. Differentiation should be used to engage all learners. In order for early educators to differentiate instruction they must first understand the developmental goals a child needs to obtain. This understanding should be used to develop lesson plans and learning experiences that help the child meet the goals.

Educators may need to adapt or modify classroom environments, interactions, and/or materials and equipment to help children with disabilities fully participate.

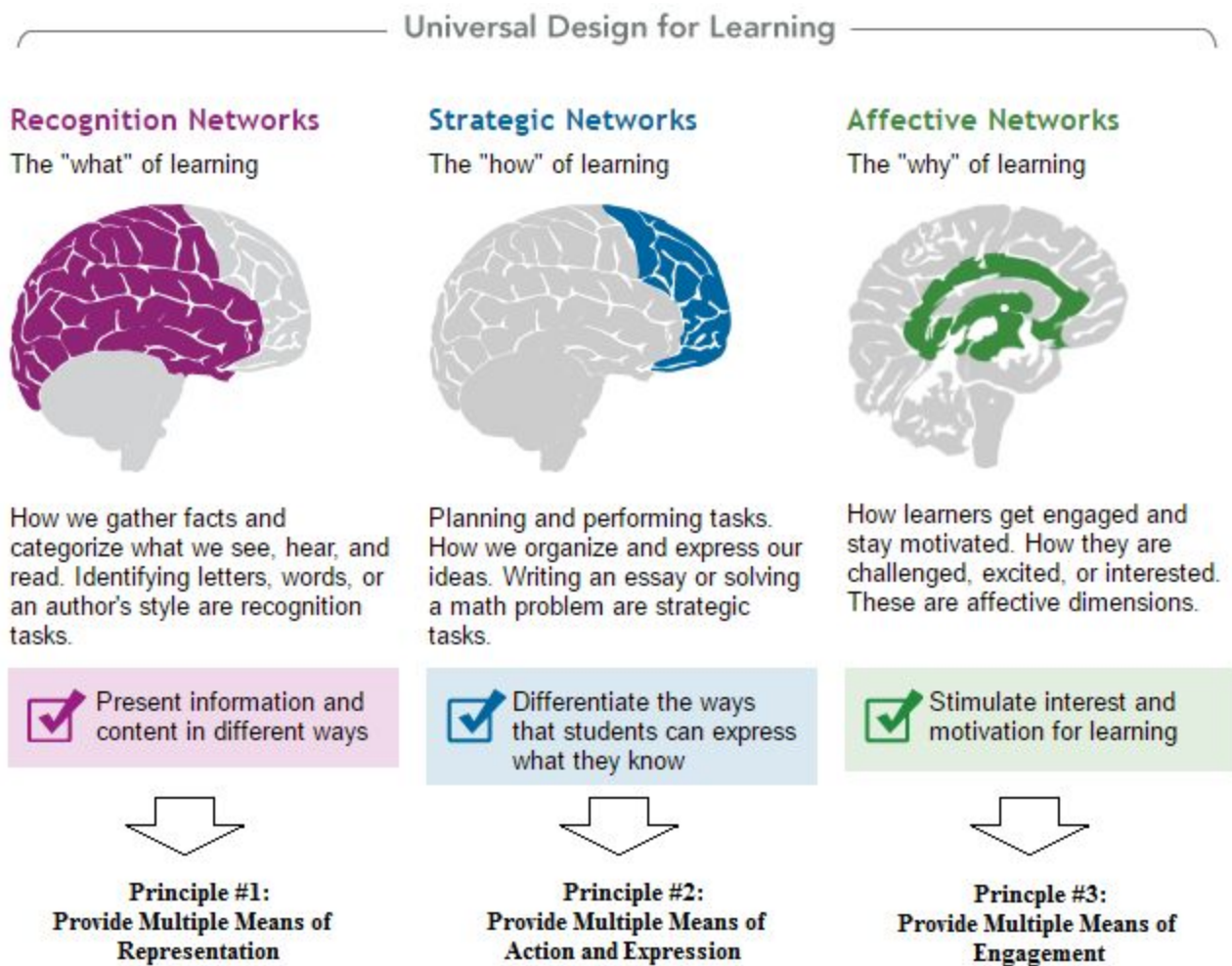
Universal Design for Learning

When using the Foundations in developing curriculum, Universal Design for Learning (UDL) can be utilized to give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. It is not a single, one-size-fits-all solution, but rather flexible approaches that can be customized and adjusted for individual needs.

UDL is a theoretical framework developed by the Center for Applied Special Technology (CAST) to guide the development of curricula that are flexible and supportive of all children. The concept of UDL was inspired by the universal design movement in building architecture. This movement calls for the design of structures that

anticipate the needs of individuals with disabilities and how to accommodate these needs from the outset. Although universally designed structures are more usable by individuals with disabilities, they offer unforeseen benefits for all users. Curb cuts, for example, serve their intended use of facilitating the travel of those in wheelchairs, but they are also beneficial to people using strollers, young children, and even the average walker. The process of designing for individuals with disabilities has led to improved usability for everyone.

UDL calls for the design of curricula with the needs of all children in mind, so that methods, materials, and assessments are usable by all. Traditional curricula present a host of barriers that limit children's access to information and learning. A UDL curriculum is designed to be innately flexible, enriched with multiple media so that alternatives can be accessed whenever appropriate. A UDL curriculum takes on the burden of adaptation rather than leaving it up to the child to adapt. It minimizes barriers and maximizes access to both information and learning.



(Figure 1)

The UDL framework guides the development of adaptable curricula by means of three principles (Figure 1 and 2). The three UDL principles call for flexibility in relation to three essential facets of learning, each one orchestrated by a distinct set of networks in the brain. UDL recognizes four essential teaching methods for each facet of learning (Figure 1 and 2).

Universal Design for Learning

Principle 1: to support recognition learning, provide multiple, flexible methods of presentation

To support diverse recognition networks:

- Provide multiple examples
- Highlight critical features
- Provide multiple media and formats
- Support background context

Principle 2: to support strategic learning, provide multiple, flexible methods of expression and apprenticeship

To support diverse strategic networks:

- Provide flexible models of skilled performance
- Provide opportunities to practice with supports
- Provide ongoing, relevant feedback
- Offer flexible opportunities for demonstrating skill

Principle 3: to support affective learning, provide multiple, flexible options for engagement

To support diverse affective networks:

- Offer choices of content and tools
- Offer adjustable levels of challenge
- Offer choices of rewards
- Offer choices of learning context

(Figure 2)

Source: <http://www.udlcenter.org> Hall, T., Strangman, N., & Meyer, A. (2011). Differentiated Instruction and Implications for UDL Implementations.

Additional Resources

The Indiana Core Knowledge and Competencies (CKC's) identify the core knowledge and competencies needed by professionals who work with infants, children and youth. The CKC's are an essential component of Indiana's comprehensive statewide professional development system.

https://www.in.gov/fssa/files/2016_INCKC.pdf

The Division of Early Childhood (DEC) Recommended Practices were developed to provide guidance to educators and families about the most effective ways to improve the learning outcomes and promote the development of young children, birth through five years of age, who have, or are at-risk for developmental delays or disabilities.

<https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo>

The **WIDA Early English Language Development (E-ELD) Standards** were specifically developed to help support the unique language needs of DLLs, ages 2.5–5.5 years, who are in the process of learning more than one language prior to kindergarten entry. The connection between the WIDA Standards and Indiana Early Learning Foundations may be helpful to educators.

<https://wida.wisc.edu/resources/connection-indiana-early-learning-foundations>

Social Studies Specific Resources

The **Indiana Academic Standards** have several links included for educators that may be helpful to educators of young children.

<https://www.doe.in.gov/standards/social-studies>

The **National Association for the Education of Young Children (NAEYC)** has resources and articles available for educators and to share with families.

<https://www.naeyc.org/resources/topics/social-studies>

Family Engagement

Brighter Futures Indiana is a resource to support families in understanding and enhancing a child's learning at home and while in care. This resource was created through a partnership between The FSSA Office of Early Childhood and Out-of-School Learning and Early Learning Indiana. This can be shared with families for even more strategies on how they can support their child's development at home.

<http://brighterfuturesindiana.org/> On Facebook: <https://www.facebook.com/BrighterFuturesIndiana/>

The **Indiana Early Childhood Family Engagement Toolkit** is intended to support programs along a journey toward new heights of engagement.

<http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/01/Family-Engagement-Toolkit-1.pdf>

The **WFYI Bright By Text Service** is for parents and adults who care for young children newborn through age 5. When parents register for the service using their child's birthdate, direct text messages will provide developmentally appropriate information, activities, and more from trusted national and local resources.

<https://www.wfyi.org/bright>

Community Resources

Child Care Resource and Referral Agencies provide many supports and professional development for early education programs. The list of Resource and Referral Agencies can be found here:

<https://partnershipsforearlylearners.org/about/your-child-care-resource-referral-agency/>

We encourage educators to contact their **local library** for developmentally appropriate book suggestions and other resources. Please see the Public Library Directory to locate the nearest public library:

<https://www.in.gov/library/pldirectory.htm>