Connecticut Connecticut Early Learning and Development Standards (CT ELDS)

Social Studies

Early Learning experiences will support children to understand self, family and a diverse community.

1 Individual Development and Identity

1. Identify physical characteristics of self (e.g., eyes, hair, skin, etc.) SS.48.1
2. Demonstrate an understanding of self as part of a family (e.g., parents, grandparents, siblings, caregivers) SS.48.2
3. Demonstrate an understanding that there are similarities and differences among people and families SS.60.1

2 Culture

1. Identify cultural characteristics of self, family and community (e.g., home language, foods, modes of transportation, shelter, etc.) SS.48.3
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) SS.60.2

Early Learning experiences will support children to learn about people and the environment.

1 Power, Authority and Governance

1. Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom SS.48.4
2. Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom SS.60.3

2 People, Places and Environments

1. Demonstrate awareness that people share the environment with other people, animals and plants and have the responsibility to care for them SS.48.5
2. Describe, draw or construct aspects of the geography of the classroom and/or home SS.48.6
3. Demonstrate awareness that people have a responsibility to take care of the environment through active participation in activities such as recycling SS.60.4
4. Describe, draw or construct aspects of the classroom, home and/or community (including roads, building, bodies of water, etc.) SS.60.5

3 Civic Ideals and Practices

1. Participate in jobs and responsibilities at home, classroom or community SS.48.7

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) SS.60.6

Skip to main content

Early Learning experiences will support children to develop an understanding of economic systems and resources.

1 Individuals, Groups and Institutions

1 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play SS.48.8

2 Demonstrate awareness of the tools and technologies associated with a variety of roles and jobs; expressing interest in different careers SS.60.7

2 Production, Distribution and Consumption

1 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play SS.48.9

2 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 SS.60.8

3 Science, Technology and Society

1 Understand the use of tools, including technology, for a variety of purposes SS.48.10

2 Begin to be aware of technology and how it affects life SS.60.9

Early Learning experiences will support children to understand change over time.

1 Time, Continuity and Change

1 Demonstrate a basic understanding of sequence of events and time periods (e.g., using terms such as time of day, yesterday, today and tomorrow) SS.48.11

2 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed SS.48.12

3 Demonstrate a beginning understanding of past, present and future as it relates to one's self, family and community SS.60.10

4 Demonstrate a beginning understanding of change over time through discussing, representing or playing, about expanding topics such as their own growth and family history SS.60.11