# Younger Preschoolers (36–48 months)

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| **Inquiry** | **Children make sense of the world around them by actively gathering and interpreting information.**<br>1 Ask “why” and other questions to gain information, and attend to responses given |
| **Family and Community; Civics, Government & Society** | **Children identify themselves initially as belonging to a family, a group and a community; eventually they develop awareness of themselves as members of increasingly wider circles of society and learn the skills needed to be a contributing member of society.**<br>1 Talk about close family members and their relationships to each other<br>2 Contribute to their class community (e.g., help clean up area didn’t play in)<br>3 Identify self as part of a specific group (e.g., family, class)<br>4 Demonstrate knowledge of a group’s rules and outcomes of choices they make<br>5 Take part in the responsibilities of being in a family or group (e.g., participate in clean-up) |
| **Physical & Cultural Geography** | **Children construct concepts about the physical characteristics and locations of familiar to more distant places, and the impacts of people on the environment. They also construct concepts about their own cultural identity and learn to appreciate others’ cultures.**<br>1 Use simple positional terms to describe location of familiar objects and people<br>2 Work to help care for their environment (e.g., recycle paper, pick up litter on walk)<br>3 Describe own family traditions and cultural celebrations<br>4 Ask simple questions about others’ cultural traditions and celebrations |
| **History** | **Children develop concepts about the passage of time, how the past has been interpreted, and the ability to connect the past with the present.**<br>1 Relate a personal story from the past with assistance (e.g., When I was a baby…”<br>2 Use concepts of yesterday, tomorrow, a long time ago with assistance<br>3 Describe sequence of simple routines (e.g., flush toilet then wash hands) with reminders |

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**Economics**

**Children describe how people interact economically and the occupations that people do to support themselves and society. They also learn about the economic interdependent relationships among people in our society.**

1. Explain reasons why people work (e.g., to buy food)
2. Use pretend money during dramatic play to purchase goods and services
3. Describe some occupations and the work people in those occupations do (e.g., firefighter, teacher)