<table>
<thead>
<tr>
<th>Learning Progression</th>
<th>3 to 4 years</th>
<th>4 to 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>\textbf{Indicators}</td>
<td>\textit{This is evident, for example, when children:}</td>
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</tr>
</tbody>
</table>

\textbf{Strand A: Early Learning experiences will support children to understand self, family and a diverse community.}

- **Individual Development and Identity**
  - SS.48.1 Identify physical characteristics of self (e.g., eyes, hair, skin, etc.)
  - 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.48.4 Demonstrate an understanding of some reasons for basic rules in the home, cultural community and/or classroom
- **Power, Authority and Governance**
  - 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.48.6 Describe, draw or construct aspects of the geography of the classroom and/or home
- **People, Places and Environments**
  - SS.48.7 Participate in jobs and responsibilities at home, classroom or community
  - SS.48.8 Demonstrate awareness of a variety of jobs in the community and the work associated with them through conversation and/or play
- **Civic Ideals and Practices**
  - SS.48.9 Demonstrate beginning understanding of commerce through exploring the roles of buying and selling in play
  - SS.48.10 Understand the use of tools, including technology, for a variety of purposes

\textbf{Strand B: Early Learning experiences will support children to learn about people and the environment.}

- **Power, Authority and Governance**
  - SS.60.1 Demonstrate an understanding that there are similarities and differences among people and families
  - 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)
- **People, Places and Environments**
  - SS.60.3 Demonstrate understanding of the reasons for rules and laws in the home, cultural community and/or classroom
  - 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.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.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)
  - 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.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.60.9 Begin to be aware of technology and how it affects life
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<tr>
<th>Strand D: Early Learning experiences will support children to understand change over time.</th>
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<th>4 to 5 years</th>
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<tbody>
<tr>
<td>Time, Continuity and Change</td>
<td>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)</td>
<td>SS.60.10 Demonstrate a beginning understanding of past, present and future as it relates to one’s self, family and community</td>
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<td>SS.48.12 Demonstrate a beginning understanding of change over time through discussing topics such as their own growth and how they have changed</td>
<td>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</td>
</tr>
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