



Unit 2 – History–Social Science: Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students acquire an increased understanding of the history–social science domain by recalling their early experiences related to the domain substrands and how these early experiences may have influenced their interests and activities as they grew older.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Conversation grid
- Pairs or small groups
- Personal reflection
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division’s *California Early Childhood Educator Competencies*. The



“Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum



Unit 2 – History–Social Science: Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

The history–social science domain in the *California Preschool Curriculum Framework, Volume 3* is a companion to the same domain in the *California Preschool Learning Foundations, Volume 3* and has the same strands and substrands. There are five strands: Self and Society, Becoming a Preschool Community Member (Civics), Sense of Time (History), Sense of Place (Geography and Ecology), and Marketplace (Economics.) A list of the substrands for each strand can be found on page 50 of the *California Preschool Curriculum Framework, Volume 3* and is presented here as a reference:

Strand – Self and Society

- Substrand 1.0 Culture and Diversity
- Substrand 2.0 Relationships
- Substrand 3.0 Social Roles and Occupations

Strand – Becoming a Preschool Community Member (Civics)

- Substrand 1.0 Skills for Democratic Participation
- Substrand 2.0 Responsible Conduct
- Substrand 3.0 Fairness and Respect for Other People
- Substrand 4.0 Conflict Resolution

Strand – Sense of Time (History)

- Substrand 1.0 Understanding Past Events
- Substrand 2.0 Anticipating and Planning Future Events
- Substrand 3.0 Personal History
- Substrand 4.0 Historical Changes in People and the World

Strand – Sense of Place (Geography and Ecology)

- Substrand 1.0 Navigating Familiar Locations
- Substrand 2.0 Caring for the Natural World
- Substrand 3.0 Understanding the Physical World Through Drawings and Maps

Strand – Marketplace (Economics)

- Substrand 1.0 Exchange



As with the domains in the first two volumes of the *California Preschool Curriculum Framework*, the history–social science domain contains guiding principles, characteristics or suggestions for environments and materials, vignettes, teachable moments, interactions and strategies, ideas for engaging families, research highlights, and questions for reflection. The 10 domain guiding principles and 12 characteristics of environments and materials are at the domain level; the research highlights are at the strand or substrand level; suggestions for engaging families and reflection questions are at the strand level; and the vignettes, teachable moments, and interactions and strategies are at the substrand level.

The concept of teaching history–social science to preschoolers might seem new or perhaps puzzling to many students who may think of history and social science as courses in history, geography, civics, and economics—topics not developmentally appropriate in a preschool setting. However, young children are in fact engaging in these topics as they explore and learn about the people and places in their homes and communities. The introduction to the history–social science domain on pages 44–45 of the *California Preschool Curriculum Framework, Volume 3* describes how children’s experiences during the preschool years contribute to an early understanding or “foundation for the study of history, culture, geography, economics, **civics** and citizenship, **ecology**, and the global environment that begins in the primary grades and continues throughout life” (*California Preschool Curriculum Framework, Volume 3*, p. 44). A more in-depth discussion of these foundational preschool experiences in history and social science is also on pages 1–4 of the *California Preschool Learning Foundations, Volume 3*.

Unit 2 in this instructional guide is designed to provide resources for faculty as they prepare their students to work with the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. The unit begins with a learning experience that focuses on our connections to history and social sciences content as young children and how these early experiences may have influenced our adult lives. Key Topic 1 provides opportunities to explore the rationale, organization, and guiding principles of the domain with three different subtopics. Key Topic 2 reviews the environments and materials that are recommended as supports for planning and delivering history–social science curriculum for young children. Key Topic 3 then provides students an opportunity to work with the recommended interactions and strategies for this domain. Key Topic 4 addresses the important issues of individualization, universal design, and partnering with families through three separate subtopics. Key Topic 5 can be used for strengthening students’ understanding of the research base and resources available for their work with the history–social science curriculum for young children.

Before beginning their work with the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*, instructors may decide to provide students with an opportunity to increase their understanding of the domain foundations. The following learning experiences from the *Instructional Guide for the California Preschool Learning Foundations, Volume 3* can provide an introduction or review:



- History–Social Science Learning Experience 3: Piecing Together the History–Social Science Domain Content Puzzle
- History–Social Science Learning Experience 4: Exploring the History–Social Science Domain Through Vocabulary and Key Elements
- History–Social Science Learning Experience 6: Reviewing the Research and Rationale for the History–Social Science Domain

Motivator and Connection to Experience

Before You Start

Some students may not be as familiar with the history–social science domain as part of a preschool curriculum and how it helps prepare children for school and life. Therefore, it may be helpful for students to recall some of their own early experiences related to topics in history and the social sciences and then reflect on how these experiences helped them learn skills and knowledge that they used later in their lives. Students may also recognize how some of their current interests or activities may have had roots in these early childhood experiences.

Students might find it difficult to think of experiences that relate to the substrands in the history–social science domain, so it may be helpful to provide time to review the history–social science learning foundations and some of the examples. Some other examples of early experiences for the substrands are also provided in the “Getting it started” segment that may prompt students’ recall. Students may discover that they have a lot of rich experiences because of many factors such as family culture, values, and preferences; community opportunities; participation in preschool or child care programs; and opportunities to be with children and adults outside one’s immediate family.

It is also important to acknowledge that this learning experience may bring up some memories of experiences that were uncomfortable or not as positive for some students. Remind students that they can choose whatever experiences they wish to share during the discussions. Faculty may also consider planning a short break after the learning experience to allow students an opportunity to address any strong emotions that might have surfaced.

Handout 1, provided with this key topic, can be used for students to record their memories of their early experiences. Handout 2 is a conversation grid that students can use when sharing experiences with other students. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

If students do not have copies of the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*, the Portable



Document Format (PDF) versions of the curriculum framework and the learning foundations can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Information Delivery



Slides 2-3

If students are not already familiar with the history–social science domain, it may helpful to provide an opportunity for them to review the domain’s strands and substrands. This can be done by having them read the summary on pages 49–50 of the *California Preschool Curriculum Framework, Volume 3* or pages 1–4 of the *California Preschool Learning Foundations, Volume 3*.

The knowledge areas of the strands are described or defined on page 3 of the *California Preschool Learning Foundations, Volume 3*:



Slides 4-5

Self and Society (Beginning to identify with how their family does things and understand that other families and people have ways of doing things that are different or similar to what their family does)

Civics (how to live with others and how rules work, such as taking turns to go down the slide)

History (events that happened in the past, even before they were born, such as when their mommy was a little girl)

Geography (the location of familiar places in relation to each other, such as knowing the way to preschool or that the park is across the street from the grocery store) and the different kinds of places where people live

Ecology (learning to take care of earth and animals [for example, not wasting water])

Economics (a beginning understanding of money and the exchange of things and services, such as groceries purchased at the store)

Active Learning

Getting it started

Begin this learning experience with a discussion of what history–social science is in the preschool curriculum, based on some of the information suggested in the “Information Delivery” section. Instructors may want to encourage students to add examples from their own observations and interactions with preschool children.



It will be important for students to understand what each substrand means so that they will be able to identify links to adult interests and activities.



Slide 6

Then provide students with Handout 1 or ask them to make a list of the substrands with some space to write after each one. Ask students to recall some of their earliest memories about experiences they had that relate to the substrands. The following examples may prompt students' memories:

Culture and Diversity

Visiting a relative or friend who lives in another setting (e.g., urban/rural, apartment/single resident house) or whose family typically eats different kinds of foods

Relationships

Having a first friend outside the family

Social Roles and Occupations

Going to a parent's place of work

Skills for Democratic Participation

Playing a favorite game with other children

Responsible Conduct

Being given a job at school or at home such as helping to set the table or put toys away

Fairness and Respect for Other People

Noticing that an aunt brought a Mickey Mouse hat for each of her daughters and you

Conflict Resolution

When staying overnight with several cousins, taking turns sleeping in the attic and in the bedroom

Understanding Past Events

Talking about when a favorite uncle used to let you sit on the top of the refrigerator when you visited him

Anticipating and Planning Future Events

Planning a special event such as a birthday party or visit to a relative's or friend's home, museum, park

Personal History

Showing people that you could print your first name



Historical Changes in People and the World

Learning about different family members' histories or stories

Navigating Familiar Locations

Having a favorite place to go to and recognizing a landmark by that place

Caring for the Natural World

Planting or helping to take care of a plant or animal

Understanding the Physical World Through Drawings and Maps

Drawing a picture of the houses on your block

Exchange

Playing store or getting to pay for something at the store

Keeping it going

Students then individually write a memory for as many of the substrands as they can; these can be just a few words or a phrase or a simple drawing. Encourage students to try to think of things that happened when they were preschool age.

After students have completed their handouts, ask them to find one or two partners to share some of their memories. Remind them that they can choose to talk about only the ones they feel comfortable sharing but encourage them to try to compare memories for some of the same substrands.

Online Options

Students could complete Handout 1 prior to class and post it online for instructor's review. Students could then review their classmates' handouts before class and be prepared to discuss the "Putting it together" questions in an instructor facilitated class discussion.

Taking it further

After students have shared their memories, ask them to think about some of their current interests or activities that are related to the substrands. For example, some students may participate in an annual clean-up-the-park day or be active in a community organization. Discuss how some of their current interests may have begun with some of these early experiences. How were those interests nurtured or how did they evolve as they were growing up?



Putting it together

Convene the students as a large group and facilitate a discussion about what they discovered in this learning experience. The following questions could be used to guide the discussion:



Slides 7-8

- What stood out for you from your individual reflection time? From sharing your memories with other students?
- For which substrands did it seem easier to come up with memories? Which were harder? What surprised you?
- What new understandings or perspectives about the history–social science domain do you now have?
- What will you take from this learning experience to your work with young children?



Slide 9

Another approach

Instead of having students share their memories with one or two other students, students could do this sharing with a conversation grid. Handout 2 is provided for this process.

Reflection

If students are keeping journals for the course, instructors may have students individually answer the reflective questions in the “Putting it together” section prior to the class discussion.



Slides 10-11

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics.

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?



Handout for the History–Social Science Domain: Connecting to Experience

History–Social Science Domain:
Getting Ready
Handout 1 – Handout for the History–Social Science Domain:
Connecting to Experience

Strand/Substrand	Memory of an Early Experience
Self and Society	
1.0 Culture and Diversity	
2.0 Relationships	
3.0 Social Roles and Occupations	
Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
2.0 Responsible Conduct	
3.0 Fairness and Respect for Other People	
4.0 Conflict Resolution	
Sense of Time (History)	
1.0 Understanding Past Events	
2.0 Anticipating and Planning Future Events	



Strand/Substrand	Memory of an Early Experience	
Sense of Time (History) – Continued		
	3.0 Personal History	
	4.0 Historical Changes in People and the World	
Sense of Place (Geography and Ecology)		
	1.0 Navigating Familiar Locations	
	2.0 Caring for the Natural World	
	3.0 Understanding the Physical World Through Drawings and Maps	
Marketplace (Economics)		
	1.0 Exchange	



Handout for the History–Social Science Domain: Connecting to Experience with Peers

History–Social Science Domain:
Getting Ready
Handout 2 – Handout for the History–Social Science Domain:
Connecting to Experience with Peers

Strand/Substrand	Memory	Memory	Memory	Memory
Self and Society 1.0 Culture and Diversity	Name:	Name:	Name:	Name:
Self and Society 2.0 Relationships	Name:	Name:	Name:	Name:
Self and Society 3.0 Social Roles and Occupations	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 1.0 Skills for Democratic Participation	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 2.0 Responsible Conduct	Name:	Name:	Name:	Name:



Strand/Substrand	Memory	Memory	Memory	Memory
Becoming a Preschool Community Member (Civics) 3.0 Fairness and Respect for Other People	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 4.0 Conflict Resolution	Name:	Name:	Name:	Name:
Sense of Time (History) 1.0 Understanding Past Events	Name:	Name:	Name:	Name:
Sense of Time (History) 2.0 Anticipating and Planning Future events	Name:	Name:	Name:	Name:
Sense of Time (History) 3.0 Personal History	Name:	Name:	Name:	Name:



Strand/Substrand	Memory	Memory	Memory	Memory
Sense of Time (History) 4.0 Historical Changes in People and the World	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 1.0 Navigating Familiar Locations	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 2.0 Caring for the Natural World	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 3.0 Understanding the Physical World Through Drawings and Maps	Name:	Name:	Name:	Name:
Marketplace (Economics) 1.0 Exchange	Name:	Name:	Name:	Name: