



## Unit 2 – History–Social Science: Key Topic 1: Organization and Rationale of the History–Social Science Domain

### Focus Statement

Students become familiar with the rationale and guiding principles for the history–social science domain in the *California Preschool Curriculum Framework, Volume 3*. They also explore how the domain is organized.

### 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
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Notetaking outline or guide
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Short paper or report



## 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
- Professionalism



## Unit 2 – History–Social Science: Key Topic 1: Organization and Rationale of the History–Social Science Domain

### Before You Start

As in the instructional guides for the *California Preschool Curriculum Framework, Volumes 1 and 2*, Key Topic 1 for the history–social science domain has three main components or subtopics: rationale for the domain, organization of the domain, and guiding principles for the domain. Each subtopic has a set of active learning experiences that are designed to help students become familiar with the overall content and key elements of the history–social science domain and know how to locate these elements when doing their curriculum planning. Opportunities to explore the domain content in more depth and detail are provided in other key topics.

If students have already done Key Topic 1 of Unit 1 or Key Topic 1/Subtopic 2 of Unit 3 of this instructional guide, they may already have acquired an understanding of the domain’s organization. Instructors may then wish to skip Subtopic 2 and focus on Subtopic 1, Rationale for the History–Social Science Domain, or Subtopic 3, Guiding Principles for the History–Social Science Domain.

Reflection questions are presented at the end of this key topic as well as for each of the subtopics in the “Putting it all together” sections. Please note that the *California Preschool Curriculum Framework, Volume 3* also has “Questions for Reflection” at the end of each strand. The questions in the framework were designed to help students think about their teaching practices related to the content of the strand whereas the questions in this instructional guide focus on students’ understanding of the learning experiences presented in the key topics and how these experiences can be applied in their work. The following considerations for some of the active learning experiences in the three subtopics are presented for instructors’ planning:

#### **Subtopic 1: Rationale for the History–Social Science Domain.**

For this subtopic, students are asked to read several pages of the *California Preschool Curriculum Framework, Volume 3*. If students do not have copies of the publication, faculty may wish to remind students that a Portable Document Format (PDF) version of the curriculum framework can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>.

#### **Subtopic 2: Organization of the History–Social Science Domain.**

Two handouts are provided with this subtopic. Students can use Handout 1 when recording the elements or structures of the history–social science domain. Handout 2 is a completed version of Handout 1, which is provided as a reference for faculty. If students



have hard copies of the *California Preschool Curriculum Framework, Volume 3*, an alternative for reviewing the organizational structure of the domain is to ask students to tab the key elements of the chapter. If faculty choose this option, it will be helpful to have Post-it® Notes or some other kind of sticky note or page marker available for students.

Students also compare their work with Appendix A of the *California Preschool Learning Foundations, Volume 3*. The 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>. Handout 3, a summary of the strands, substrands, and foundations for the history–social science domain, is also provided with this subtopic.

### **Subtopic 3: Guiding Principles for the History–Social Science Domain**

Students are asked to read the 10 guiding principles for the history–social science domain and review the interactions and strategies found in the substrands. If students do not have the *California Preschool Curriculum Framework, Volume 3*, faculty may wish to provide copies of the pages containing the principles (pp. 45–46). A list of the interactions and strategies is provided as Handout 4. Handout 5 is a grid that students can use to note the intersections between the domain principles and interactions and strategies. Handout 6 is provided as a sample for recording the number of substrands and interactions and strategies the students identify for each domain principle.

Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

## **Information Delivery**

Depending on students' understanding of and experience with the history–social science domain as a curricular area, faculty may choose to provide time for students to familiarize themselves with the history–social science foundations. The following sections from the *California Preschool Learning Foundations, Volume 3* can provide this background knowledge:



Slide 2

- Overview of the history–social science strands and substrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

A summary of the strands and substrands is on page 50 of the *California Preschool Curriculum Framework, Volume 3* and is listed here for reference:



Slides 3-6

- Self and Society [strand]
  - 1.0 Culture and Diversity [substrand]
  - 2.0 Relationships [substrand]
  - 3.0 Social Roles and Occupations [substrand]
  
- Becoming a Preschool Community Member (Civics) [strand]
  - 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 [substrand]
  
- Sense of Time (History) [strand]
  - 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 [substrand]
  
- Sense of Place (Geography and Ecology) [strand]
  - 1.0 Navigating Familiar Locations [substrand]
  - 2.0 Caring for the Natural World [substrand]
  - 3.0 Understanding the Physical World Through Drawings and Maps [substrand]
  
- Marketplace (Economics) [strand]
  - 1.0 Exchange [substrand]

In addition, these sections from the *California Preschool Curriculum Framework, Volume 3* will be discussed in Subtopic 1:

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands (pp. 51, 53, 60, 63, 69, 70, 75, 78, 80, 86–87, 88, 91, 94, 97, 103–104, 105, 108, 112, 117, and 118)
- Research highlights (pp. 51–52, 83–84, 93, and 111)

For Subtopic 2, pages 9–11 of the *California Preschool Curriculum Framework, Volume 3* will be discussed—Organization of the Framework.



## Active Learning

### ***Subtopic 1: Rationale for the History–Social Science Domain***

#### **Getting it started**

Ask students to begin this learning experience by reading the following pages of the *California Preschool Curriculum Framework, Volume 3*:



Slide 7

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands (pp. 51, 53, 60, 63, 69, 70, 75, 78, 80, 86–87, 88, 91, 94, 97, 103–104, 105, 108, 112, 117, and 118)
- Research highlights (pp. 51–52, 83–84, 93, and 111)

Ask them to note any key points or concepts and vocabulary that stand out from their reading. Then conduct a class discussion to ensure that the students have an understanding of the relevance of the substrands in a preschool curriculum.

#### **Keeping it going**

Instructors can assign students or ask students to self-select into 15 small groups, one for each substrand. Explain that the class is writing a parent handbook on the history–social science curriculum for a preschool program. Each group is to compose a short paragraph that explains to families what the substrand means and why it is included in the preschool curriculum. Groups can also include a graphic that helps to illustrate the substrand.

#### **Taking it further**

Each group then shares its paragraph with three other groups, and the other groups provide some feedback—one strength and one suggestion. Having only three other groups review each group’s paragraph is suggested because a review of all groups’ paragraphs could take a lot of time. However, faculty may choose

#### **Online Options**

Subtopic 1: Students could post their paragraphs online for their instructors and classmates to review. Students are then responsible for providing feedback on at least three paragraphs, using the comments feature for Microsoft Word documents. The student(s) who write the paragraphs then finalize their paragraphs after reading their instructor’s and classmates’ comments.



to use a different review process depending on the time available in the class.

The group that wrote the paragraph then reviews the feedback and makes any revisions it feels are appropriate. If possible, compile all the paragraphs into a sample parent handbook as a resource for the students.

### Putting it together

Conclude this subtopic by facilitating a class discussion with the following questions:



Slides 8-9

- What are some things that stood out for you from the paragraphs you read?
- What was easy or difficult about writing your paragraph? Why?
- What did you learn from explaining the information in the history–social science domain for parents? What would you want to know about the families in your preschool program before sharing this information with them?
- What are some other ways you might explain to families why and how the history–social science domain is included in your preschool program?

### Another approach

Instead of dividing the class into 15 small groups and having each group work on one substrand, faculty could ask students to work on a full strand. Each group could prepare a page on its strand, again including graphics as appropriate.

Faculty might choose to ask students to do a class presentation on its strand rather than create a parent handbook. The presentation could take any form such as a poster, oral presentation, panel discussion, or role playing. The presentation is to demonstrate how the strand could be explained to families.

## ***Subtopic 2: Organization of the History–Social Science Domain***

### Getting it started

Begin this subtopic by asking students to read the “Organization of the Framework” section of the *California Preschool Curriculum Framework, Volume 3* (pp. 9–11). Ask students to make note of the main organizational structures of the framework.



Slide 10

### Keeping it going

Next provide students with Handout 1 for this subtopic, titled “Organization of the History–Social Science Domain.” Ask them to compare the elements on the handout with the organizational structures they identified in their reading. Explain that their task is to complete the handout so that they will then have an expanded table of contents that can be used as a reference. The notes column can be used to indicate information they may find helpful in using the framework, such as the number of vignettes, interactions and strategies, or research highlights in the strand or substrand. Please note that Handout 2, a completed version of Handout 1, is provided for instructors.

Instructors may choose to have students work individually, in pairs, or in small groups. This decision may be partly based on the students’ access to the *California Preschool Curriculum Framework, Volume 3*—either a hard copy or electronic copy of the publication.



Slides 11-12

### Taking it further

After students have completed their handouts, ask them to review Appendix A of the *California Preschool Learning Foundations, Volume 3* (pp. 103–107), which provides a summary of the strands, substrands, and foundations for the history–social science domain. This summary is also provided as Handout 3 for this key topic.

Ask the students to compare their completed Handout 1 with Handout 3 and note the parallel organization of the learning foundations and the curriculum framework for this domain. It is important for students to understand that the foundations are the **what**—goal-like statements that describe **what** children typically learn and develop with optimal learning opportunities and support. The curriculum framework is the **how**—guidance for **how** teachers can intentionally support children’s learning and development.

It is also important for students to understand that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.

### Another way

If students have hard copies of the *California Preschool Curriculum Framework, Volume 3*, they can tab the sections of the publication with small Post-It® Notes or a similar kind of sticky note or page marker. Different colors could be used for the different sections. This tabbing could be done in place of or in addition to completing Handout 1.





### Putting it together

This subtopic can be concluded with a facilitated group discussion or individual student reflection on the following questions:



Slides 13-14

- Which components or elements of the history–social science chapter caught your attention?
- Which component do you want to spend more time reading about? Why?
- Which organizational element(s) do you think will help you become more intentional in your curriculum planning and teaching of history and social science? Why and how?
- In what ways can you use this organizational guide of the history–social science domain as a reference in your work?

#### Online Options

Subtopic 2: Students could complete Handout 1 individually. If online discussion is available, the instructor could then facilitate a discussion on each of the questions in the “Putting it together” section. Each question could be a separate discussion thread.

### Subtopic 3: Guiding Principles for the History–Social Science Domain



Slides 15-17

#### Getting it started

Begin this subtopic by asking students to review the 10 guiding principles for the history–social science domain on pages 45–46 of the *California Preschool Curriculum Framework, Volume 3*. In a class discussion, ask students to highlight key words and concepts in each principle. Also provide opportunities for students to ask for clarification about any principles or share other examples of what the principle might look like in a classroom.

#### Keeping it going

Next ask the students to form pairs or small groups so that there are 15 groupings. Each group is assigned one of the 15 substrands and given a copy of Handout 5 included with this subtopic.



Slides 18-19

Next give each group a set of the interactions and strategies for that substrand. Handout 4 lists the interactions and strategies by substrand. Each group will have 7 to 12 interactions and strategies. Ask students to write each interaction and strategy in the left hand



column of Handout 5. Students do not have to write the full interaction or strategy; they can write a few words that capture the main point of the strategy. Students then are to decide which interactions and strategies implement the guiding principles by placing an “X” in the box on the grid where the interaction/strategy and principle intersect.

### Online Options

Subtopic 3: Students could complete Handout 5 individually or in small groups and then post the handout online. After reviewing the other students’ or groups’ handouts, students would write individual responses to the questions in the “Putting it together” section for the instructor’s review.

### Taking it further

Then bring the students together as a full class. Read each principle and ask which groups included an interaction or strategy that implements that principle. Ask one student to keep track of how many substrands were identified for each principle. Ask another student to note how many interactions and strategies are reported for each principle. It would be helpful if the students can record these tallies on a large sheet of paper so that all the students can see them. Handout 6 is provided as a sample.

### Putting it together

Conclude this subtopic with a facilitated group discussion or individual student reflection on the following questions:



Slides 20-21

- What stood out for you from comparing the guiding principles and interactions and strategies?
- Which principles seemed to encompass the most interactions and strategies? The fewest? What might be some reasons for these differences?
- Which principles do you think will be the easiest for you to implement in your teaching? The most difficult? Why?
- How will you keep these principles in mind when you are planning curriculum and working with young children and families in your preschool program?

### Reflection



Slides 22

The following questions can be used to support reflection on this key topic as a whole:

- As you think about the rationale, organizational structure, and guiding principles of the history–social science domain, what are



some things that you remember?

- Which aspects seemed the most important to you? Why?
- What was useful in helping you understand the elements of the history–social science domain?
- How might you use the resource tools you developed in curriculum planning? In explaining to families how history and social science are part of their children’s learning and development?



Slides 23

## Deeper Understanding



Slides 24

There are two sample developmental sequences in the chapter on history–social science in the *California Preschool Curriculum Framework, Volume 3*. One is on the sense of time (p. 87), and the other is on the sense of place (p. 104).

Students could look for information on similar developmental sequences for the other strands or substrands in the history–social science domain. The Endnotes (pp. 126–129) and the Bibliography (pp. 130–134) are resources for locating information on possible developmental sequences. In addition, in the *California Preschool Learning Foundations, Volume 3* the Bibliographic Notes (pp. 23–38) include references to children’s acquisition of knowledge and skills for each of the substrands.

Ask students to summarize their findings for a particular strand or substrand following the two sample developmental sequences: beginning level, next level, next level, and mature or proficient level. Students should include the references they used in constructing these sequences.



## Handout for the Organization of the History–Social Science Domain

Indicate the pages where each component can be found in the history–social science domain chapter of the *California Preschool Curriculum Framework, Volume 3*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 10 guiding principles in this domain or that there are five vignettes in the first substrand of the Self and Society Strand.

History–Social Science Domain:  
Key Topic 1  
Handout 1 – Handout for the Organization of the History–Social Science Domain

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
<b>Self and Society (strand)</b>		
<b>1.0 Culture and Diversity (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>2.0 Relationships (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>3.0 Social Roles and Occupations (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		



Component	Page(s)	Notes
Questions for Reflection		
Other		
<b>Becoming a Preschool Community member (Civics) (strand)</b>		
<i>1.0 Skills for Democratic Participation (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Responsible Conduct (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Fairness and Respect for Other People (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>4.0 Conflict Resolution (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
<b>Sense of Time (History) (strand)</b>		
<i>1.0 Understanding Past Events (substrand)</i>		



Component	Page(s)	Notes
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>2.0 Anticipating and Planning Future Events (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>3.0 Personal History (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>4.0 Historical Changes in People and the World (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
<b>Sense of Place (Geography and Ecology) (strand)</b>		
<b>1.0 Navigating Familiar Locations (substrand)</b>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<b>2.0 Caring for the Natural World (substrand)</b>		
Vignettes and Teachable Moments		



Component	Page(s)	Notes
Interactions and Strategies		
<i>3.0 Understanding the Physical World Through Drawings and Maps (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
<b>Marketplace (Economics) (strand)</b>		
<i>1.0 Exchange (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		



## Handout for the Organization of the History–Social Science Domain

Indicate the pages where each component can be found in the history–social science domain chapter of the *California Preschool Curriculum Framework, Volume 3*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 10 guiding principles in this domain or that there are five vignettes in the first substrand of the Self and Society Strand.

**Note to Faculty: This completed handout is provided as a reference for instructors.**

Component	Page(s)	Notes
Guiding Principles	45–46	10 principles
Environments and Materials	46–48	12 environments and materials
Summary of the Strands and Substrands	49–50	
Teacher Resources	125	
Glossary	244	
Other		
<b>Self and Society (strand)</b>	51	
<i>1.0 Culture and Diversity (substrand)</i>	53	
Vignettes and Teachable Moments	53–57	5 vignettes
Interactions and Strategies	58–59	10 interactions and strategies
<i>2.0 Relationships (substrand)</i>	60	
Vignettes and Teachable Moments	60	1 vignette
Interactions and Strategies	61–62	9 interactions and strategies
<i>3.0 Social Roles and Occupations (substrand)</i>	63	
Vignettes and Teachable Moments	63	1 vignette
Interactions and Strategies	64–65	10 interactions and strategies
Research Highlight(s)	51–52	





Component	Page(s)	Notes
Engaging Families	67	1 research highlight—Research Highlight: Anti-Bias Curriculum Approach
Questions for Reflection	68	4 suggestions
Other		6 questions
<b>Becoming a Preschool Community member (Civics) (strand)</b>	69	
<i>1.0 Skills for Democratic Participation (substrand)</i>	70	
Vignettes and Teachable Moments	70	1 vignette
Interactions and Strategies	71–74	12 interactions and strategies
<i>2.0 Responsible Conduct (substrand)</i>	75	
Vignettes and Teachable Moments	75	1 vignette
Interactions and Strategies	76–77	10 interactions and strategies
<i>3.0 Fairness and Respect for Other People (substrand)</i>	78	
Vignettes and Teachable Moments	78	1 vignette
Interactions and Strategies	79	8 interactions and strategies
<i>4.0 Conflict Resolution (substrand)</i>	80	
Vignettes and Teachable Moments	80	1 vignette
Interactions and Strategies	81–82	9 interactions and strategies
Research Highlight(s)	83–84	1 research highlight
Engaging Families	84	4 suggestions
Questions for Reflection	85	7 questions
Other		
<b>Sense of Time (History) (strand)</b>	86	



<b>Component</b>	<b>Page(s)</b>	<b>Notes</b>
<b>1.0 Understanding Past Events (substrand)</b>	88	
Vignettes and Teachable Moments	88–89	2 vignettes
Interactions and Strategies	89–90	7 interactions and strategies
<b>2.0 Anticipating and Planning Future Events (substrand)</b>	91	
Vignettes and Teachable Moments	91–92	3 vignettes
Interactions and Strategies	92–93	7 interactions and strategies
<b>3.0 Personal History (substrand)</b>	94	
Vignettes and Teachable Moments	94–95	3 vignettes
Interactions and Strategies	95–96	7 interactions and strategies
<b>4.0 Historical Changes in People and the World (substrand)</b>	97	
Vignettes and Teachable Moments	97–98	3 vignettes
Interactions and Strategies	98–99	7 interactions and strategies
Research Highlight(s)	93	1 research highlight
Engaging Families	101	5 suggestions
Questions for Reflection	102	4 questions
Other	87	Sample Developmental Sequence: Sense of Time
<b>Sense of Place (Geography and Ecology) (strand)</b>	103–104	
<b>1.0 Navigating Familiar Locations (substrand)</b>	105	
Vignettes and Teachable Moments	105	1 vignette
Interactions and Strategies	106–107	10 interactions and strategies
<b>2.0 Caring for the Natural World (substrand)</b>	108	



Component	Page(s)	Notes
Vignettes and Teachable Moments	108	2 vignettes
Interactions and Strategies	109–110	12 interactions and strategies
<b>3.0 Understanding the Physical World Through Drawings and Maps (substrand)</b>	112	
Vignettes and Teachable Moments	112	1 vignette
Interactions and Strategies	113–114	12 interactions and strategies
Research Highlight(s)	111	1 research highlight
Engaging Families	115–116	5 suggestions
Questions for Reflection	116	4 questions
Other	104	Sample Developmental Sequence: Sense of Place
<b>Marketplace (Economics) (strand)</b>	117	
<b>1.0 Exchange (substrand)</b>	118	
Vignettes and Teachable Moments	118	1 vignette
Interactions and Strategies	119–120	10 interactions and strategies
Research Highlight(s)		
Engaging Families	121–122	5 suggestions
Questions for Reflection	122	5 questions
Other		



# History–Social Science

## Self and Society

### 1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

### 2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
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### 3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.
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## Becoming a Preschool Community Member (Civics)

### 1.0 Skills for Democratic Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.

### 2.0 Responsible Conduct

2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.
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### 3.0 Fairness and Respect for Other People

3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.
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### 4.0 Conflict Resolution

4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.
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## Sense of Time (History)

### 1.0 Understanding Past Events

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.

### 2.0 Anticipating and Planning Future Events

2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.
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### 3.0 Personal History

3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.
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### 4.0 Historical Changes in People and the World

4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.
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## Sense of Place (Geography and Ecology)

### 1.0 Navigating Familiar Locations

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>

### 2.0 Caring for the Natural World

<p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>
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### 3.0 Understanding the Physical World Through Drawings and Maps

<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>
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## Marketplace (Economics)

### 1.0 Exchange

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.</p>	<p>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</p>

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## Interactions and Strategies that Support History–Social Science

History–Social Science Domain:  
Key Topic 1  
Handout 4 – Interactions and Strategies that Support History–  
Social Science

<b>Strand: Self and Society</b>		
<b>Substrand 1.0: Culture and Diversity</b>	<b>Substrand 2.0: Relationships</b>	<b>Substrand 3.0: Social Roles and Occupations</b>
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children’s active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.
Create an environment, both indoors and outdoors, that is inclusive of all children’s abilities.	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships.	Highlight the roles that elders play in family life and in society.
Address children’s initial comments and inquiries about diversity with honest, direct communication . . .	Reinforce pro-social behavior and its impact on others.	Incorporate books, magazines, and other forms of print that include images and stories of different workers.
Converse about similarities and differences.	Offer sensitive guidance as children experience challenges related to peer interactions and friendship.	Include the pursuit of further education among work options.



<b>Strand: Self and Society</b>		
<b>Substrand 1.0: Culture and Diversity</b>	<b>Substrand 2.0: Relationships</b>	<b>Substrand 3.0: Social Roles and Occupations</b>
Sing songs and share stories in different languages.	Facilitate positive social problem solving.	Invite family members to share their work experiences, including those that may diverge from traditional gender roles.
Plan meaningful celebrations with support of the children and families.	Read books that deal with the themes of friendship and relating to others.	Talk about future career goals.
Read and converse about books that accurately represent the lives and experiences of children.		Visit community stores, businesses, and service providers to observe workers in action.



<b>Strand: Becoming a Preschool Community Member (Civics)</b>			
<b>Substrand 1.0: Skills for Democratic Participation</b>	<b>Substrand 2.0: Responsible Conduct</b>	<b>Substrand 3.0: Fairness and Respect for Other People</b>	<b>Substrand 4.0: Conflict Resolution</b>
Share control of the preschool environment with children.	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine.	Maintain a culturally inclusive environment.	Prevent conflicts by limiting program transitions and minimizing waiting time.
Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults: . . .	Create community rules with children’s input.	Model respect and care in everyday interactions.	Model cooperation and care for others.
Incorporate class meetings into the daily routine of older preschool children.	Model the behaviors you expect.	Use language that promotes concern and care for the community.	Provide children with a calm presence in conflict situations.
Support freedom of thought and speech in individual investigations, as well as in planned group experiences.	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts.	Converse about the “whys” of fairness and respect.	Use descriptive language to help children make sense of conflict.
Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security.	Plan opportunities to further explore and converse about community rules during small- or large-group meetings.	Teach social skills, such as patience and generosity, by using social stories and role-play experiences.	Prompt children with open-ended questions and statements.



<b>Strand: Becoming a Preschool Community Member (Civics)</b>			
<b>Substrand 1.0: Skills for Democratic Participation</b>	<b>Substrand 2.0: Responsible Conduct</b>	<b>Substrand 3.0: Fairness and Respect for Other People</b>	<b>Substrand 4.0: Conflict Resolution</b>
Engage children in community brainstorming and problem solving.	Redirect children's actions toward more appropriate behavior by using positive descriptions of what you expect children to do.	Coach children during their interactions with peers.	Involve children in the problem-solving process.
Make group decisions when appropriate.	Facilitate problem solving.	Intervene and address negative interactions immediately.	Create problem-solving kits.
Acknowledge emotions related to group brainstorming and decision making.	Reinforce responsible conduct by using descriptive language.	Use storybooks to enhance children's understanding of ways to express feelings and build relationships.	Read books related to social conflict.
Model citizenship skills.	Utilize books to build on the children's ability to empathize and extend care to others.		Use "persona dolls" or puppets and social stories to promote skill development and perspective taking.
Use guidance to redirect children to more appropriate actions and behavior.	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility.		
Reinforce behavior.			



<b>Strand: Becoming a Preschool Community Member (Civics)</b>			
<b>Substrand 1.0: Skills for Democratic Participation</b>	<b>Substrand 2.0: Responsible Conduct</b>	<b>Substrand 3.0: Fairness and Respect for Other People</b>	<b>Substrand 4.0: Conflict Resolution</b>
Create an inclusive environment that values and encourage the participation of children from all cultural and linguistic backgrounds as well as children with special needs.			



<b>Strand: Sense of Time (History)</b>			
<b>Substrand 1.0: Understanding Past Events</b>	<b>Substrand 2.0: Anticipating and Planning Future Events</b>	<b>Substrand 3.0: Personal History</b>	<b>Substrand 4.0: Historical Changes in People and the World</b>
Use predictable routines to facilitate children's sense of time.	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations.	Share memories.	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences.
Incorporate time words into conversation.	Converse with children about upcoming events.	Ask questions to increase children's recollections of events.	Read children's stories about different places and times to expand children's perspective.
Create opportunities to converse with children about meaningful experiences and build connections between current and past events.	Comment on behaviors that anticipate future events.	Encourage children to express their feelings and reactions to experiences.	Expose children to the arts.
Listen attentively to children's narrative descriptions.	Promote planning as children engage in child-initiated projects.	Document children's work over time and create individual portfolios for each child.	Observe changes in animals, plants, and the outdoors.



<b>Strand: Sense of Time (History)</b>			
<b>Substrand 1.0: Understanding Past Events</b>	<b>Substrand 2.0: Anticipating and Planning Future Events</b>	<b>Substrand 3.0: Personal History</b>	<b>Substrand 4.0: Historical Changes in People and the World</b>
Communicate with awareness about children's narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental "scripts."	Involve children in program planning.	Acknowledge birthdays.	Celebrate special events in a meaningful and authentic way.
Document and display children's work at their eye level to encourage recall and reflection.	Introduce time-keeping tools to help children monitor the passage of time . . .	Provide activities that invite personal reflection.	Record significant events on a large calendar to create a program history.
Sing songs, recite poetry, and read books that involve sequencing.	Talk with children using time words . . .	Make use of children's stories that explore growth and individual change.	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools).



<b>Strand: Sense of Place (Geography and Ecology)</b>		
<b>Substrand 1.0: Navigating Familiar Locations</b>	<b>Substrand 2.0: Caring for the Natural World</b>	<b>Substrand 3.0: Understanding the Physical World Through Drawings and Maps</b>
Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships.	Use children's current knowledge to plan effective curriculum.	Engage children in a conversation about maps.
Describe your own actions as you travel between locations.	Set aside time for outdoor explorations each day.	Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day.
Play games about how to get from here to there.	Provide children with sensory experiences, especially those with sand and water.	Incorporate maps in dramatic play experiences.
Engage children in conversation about how they travel to and from preschool each day.	Integrate living things into the indoor learning environment.	Provide children with map-making tools in both the indoor and outdoor preschool settings.
Take walks through familiar locations and neighboring areas.	Observe life in a natural setting.	Capitalize on children's initiative in exploring maps.
Converse about the here and now as well as encouraging later reflection.	Model respect and care for the natural world.	Utilize maps while planning and attending group outings, in preparation for safe exercises (e.g., fire drills), and as children join the program or move to a new home.
Locate and explore local landmarks.	Use descriptive language to converse about the earth and its features.	Play board games that use trails and pathways.





<b>Strand: Sense of Place (Geography and Ecology)</b>		
<b>Substrand 1.0: Navigating Familiar Locations</b>	<b>Substrand 2.0: Caring for the Natural World</b>	<b>Substrand 3.0: Understanding the Physical World Through Drawings and Maps</b>
Promote children's understanding of weather and its impact on their day-to-day experiences.	Compare and contrast living and non-living things.	Make a map of the early learning environment.
Comment on weather patterns and invite children to share their observations.	Teach young children easy ways to conserve the earth's resources.	Invite children to use their imagination and create maps to go along with familiar stories.
Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines.	Grow a garden in the program's outdoor space.	View locations from different physical perspectives.
	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible.	Prepare a treasure hunt.
	Use books to extend children's investigations of the earth and its attributes.	Document work over time.



<b>Strand: Marketplace (Economics)</b>
<b>Substrand 1.0: Exchange</b>
Introduce economic concepts (e.g., production, exchange, consumption) through children's books.
Provide open-ended materials to support children's spontaneous investigations of business and the economy.
Offer dramatic play experiences that allow children to explore economic concepts.
Explore alongside children, expanding on their initiative . . .
Draw attention to trends of consumption in the preschool setting . . .
Converse about wants and needs.
Allow children to make economic decisions.
Explore all forms of exchange.
Visit local businesses.
Create an opportunity for children to make their own product.



History–Social Science Domain:  
Key Topic 1  
Handout 5 – History–Social Science Domain Guiding Principles  
and Interactions and Strategies Grid

	Build a cooperative, inclusive preschool community.						
	Create activities that will actively encourage children's social skills and understanding.						
	Affirm children's home cultures, experiences, and values.						
	Encourage children's social curiosity.						
	Model social behavior and attitudes with explanations.						
	Actively teach and practice the essential skills of democratic participation.						
	Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.						
	Observe and converse with children during play in order to learn about their current understanding of time and history.						
	Help children deepen their own sense of place.						
	Nurture children's sense of wonder about nature.						



<p style="text-align: center;"> <b>Domain Principles</b> <b>Interactions and Strategies</b> </p>						
Build a cooperative, inclusive preschool community.						
Create activities that will actively encourage children's social skills and understanding.						
Affirm children's home cultures, experiences, and values.						
Encourage children's social curiosity.						
Model social behavior and attitudes with explanations.						
Actively teach and practice the essential skills of democratic participation.						
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Observe and converse with children during play in order to learn about their current understanding of time and history.						
Help children deepen their own sense of place.						
Nurture children's sense of wonder about nature.						



### History–Social Science Domain Guiding Principles, Substrands, and Interactions and Strategies



History–Social Science Domain:  
Key Topic 1  
Handout 6 – History–Social Science Domain Guiding Principles, Substrands, and Interactions and Strategies

Domain Guiding Principle	# of Substrands	# of Interactions and Strategies
Build a cooperative, inclusive preschool community.		
Create activities that will actively encourage children’s social skills and understanding.		
Affirm children’s home cultures, experiences, and values.		
Encourage children’s social curiosity.		
Model social behavior and attitudes with explanations.		
Actively teach and practice the essential skills of democratic participation.		
Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.		
Observe and converse with children during play in order to learn about their current understanding of time and history.		
Help children deepen their own sense of place.		
Nurture children’s sense of wonder about nature.		