

## History–Social Science

### Read and review:

- 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)

## History–Social Science

### **Self and Society [strand]**

- 1.0 Culture and Diversity [substrand]
- 2.0 Relationships [substrand]
- 3.0 Social Roles and Occupations [substrand]



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## History–Social Science

### **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]

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## History–Social Science

### **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]

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### **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]

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## History–Social Science

### Read and review

- 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
- Research highlights (pp. 51–52, 83–84, 93, and 111)

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- What are some things that stood out for you from the paragraphs you read?
- What was easy or difficult about writing your paragraph? Why?



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## History–Social Science

- 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?

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## History–Social Science

Unit 2, Key Topic 1, Handout 1

### 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.

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		



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

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# History–Social Science

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.

# History–Social Science

Unit 2, Key Topic 1, Handout 3



## History–Social Science

### Self and Society

#### 1.0 Culture and Diversity

*At around 48 months of age*

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.

*At around 60 months of age*

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.

#### 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.

History–Social Science Domain:  
Handout 3 – History–Social Science Foundations

## History–Social Science

- 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?

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## History–Social Science

- 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?

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## History–Social Science

### **Guiding Principles: History–Social Science**

- Build a cooperative, inclusive preschool community.
- Create activities that will actively engage children’s social skills and understanding.
- Affirm children’s home cultures, experiences, and values.
- Encourage children’s social curiosity.

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## History–Social Science

### **Guiding Principles: History–Social Science**

- 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.

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# History–Social Science

## Guiding Principles: History–Social Science

- 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

<p>Domain Principles →</p>  <p>Interactions and Strategies ↓</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.	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.

## History–Social Science

**Interactions and Strategies that Support History–Social Science**

Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
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.

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- ## History–Social Science
- 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?
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## History–Social Science

- 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?

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- 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?

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- 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?

## History–Social Science

### Developmental Sequences in History–Social Science

- Review sample sequences: sense of time (p. 87) and sense of place (p. 104).
- Identify developmental sequences for other strands or substrands.
- Summarize findings, including:
  - ✓ Beginning level, next level, next level and mature or proficient level
  - ✓ References used in constructing these sequences