



Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries
- Reflective of diversity
- A balance between child choice and adult direction

Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- A variety of materials to support children’s inquiry-based learning and practice in the skills of social science
- Materials that connect children to times and places
- Real experiences with nature and other environmental education materials

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3

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Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Tools and practices for appreciating and caring for the earth and its resources
- Display of children’s work and experiences
- Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions

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4

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Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- High-quality children’s books with content related to self, family, and community
- Extension of learning into the local community to help children learn in the “here and now” of the world around them
- Family involvement in program planning

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5

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Unit 2, Key Topic 2, Handout 1 

Handout for the History–Social Science Domain: Getting to Know Environments and Materials

Environments & Materials	Examples	Substrands
Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries		
Reflective of diversity		
A balance between child choice and adult direction		
A variety of materials to support children’s inquiry-based learning and practice in the skills of social science		

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6

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“Curriculum Planning” pages 15–29

“Environments and Materials” pages 46–48

California Preschool Curriculum Framework, Volume 3

- ✓ Write a 2–3 page paper about the characteristics of the suggested environments and materials.
- ✓ Describe why particular characteristics are important in supporting children’s learning in history and the social sciences.
- ✓ Consider characteristics that could be included for other domains or part of curriculum in general.

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7



- When you reviewed the 12 environmental characteristics and materials in the history–social science domain, which ones stood out for you?
- Which ones were easier to apply to the substrands? Which ones were more challenging? Why?

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8



- What do you think are the most important environmental characteristics or elements to include in a preschool program that support children's learning in history and the social sciences?
- How would you ensure that you are including these elements? What supports might you need?



- 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?

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11

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- Visit a preschool classroom, take photos of the environment, and interview the teacher(s) about the ways the teachers plan and implement many of the 12 characteristics.
- Write a summary of the visit or do a class presentation on the interview.

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12