California Preschool Curriculum Framework
Volume 3

California Preschool Learning Foundations, Volume 3:
- Overview of strands and subtrands (pp. 1–4)
- Bibliographic notes (pp. 23–38)
- Glossary (p. 39)
## History–Social Science

### Strands and Substrands

#### Strand: Self and Society
- 1.0 Culture and Diversity
- 2.0 Relationships
- 3.0 Social Roles and Occupations

#### Strand: 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

#### Strand: Sense of Time (History)
- 1.0 Understanding Past Events
- 2.0 Anticipating and Planning Future Events
- 3.0 Personal History
- 4.0 Historical Changes in People and the World

#### Strand: 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

#### Strand: Marketplace (Economics)
- 1.0 Exchange

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### History–Social Science

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

<table>
<thead>
<tr>
<th>Substrand 1.0: Culture and Diversity</th>
<th>Substrand 2.0: Relationships</th>
<th>Substrand 3.0: Social Roles and Occupations</th>
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</thead>
<tbody>
<tr>
<td>Practice a reflective approach to build awareness of self and others.</td>
<td>Develop quality nurturing relationships with the children in your program.</td>
<td>Design the early learning environment to encourage children's active engagement in each area, regardless of gender, home language, or abilities.</td>
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<tr>
<td>Maintain a healthy curiosity about the experiences of others.</td>
<td>Model effective relationship skills as you interact with other adults and children.</td>
<td>Provide children with play props for exploring occupations and work settings.</td>
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<tr>
<td>Partner with families in goal setting and program design.</td>
<td>Prepare an early learning environment and daily routine that foster peer interaction.</td>
<td>Get to know the workers in your setting.</td>
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<tr>
<td>Prepare an active learning environment that incorporates the full spectrum of the human experience.</td>
<td>Teach children positive interaction strategies during large-group meetings.</td>
<td>Convey respect for the roles of adults who work at home.</td>
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<tr>
<td>Ensure an environment, both indoor and outdoor, that is inclusive of all children's abilities.</td>
<td>Provide children with coaching and appropriate prompts as they maneuver through peer relationships.</td>
<td>Highlight the roles that children play in family life and in society.</td>
</tr>
</tbody>
</table>
Which three interactions and strategies stood out from your review of the ones in your assigned substrand or from the class discussion?

What was intriguing to you about the strategies?

What were some themes in the interactions and strategies that surfaced from the class discussion? Which themes do you think are applicable to other domains as well as to the history–social science domain?

What are some new strategies that you would like to try in your teaching to support children’s learning in history and the social sciences?
History–Social Science

- Describe why and how children’s books can be used throughout a preschool program to support children’s development of history and social science concepts and skills.

- Include an annotated list of 15 children’s books—one for each substrand.