

History–Social Science

Understanding California’s preschool children and families, universal design for learning, and partnering with families:

- California’s Preschool Children (pp. 3–5)
- Overarching principle: “Family and community partnerships create meaningful connections” (pp. 7–8)
- Overarching principle: “Individualization of learning includes all children” (p. 8)

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Understanding California’s preschool children and families, universal design for learning, and partnering with families:

- Overarching principle: “Responsiveness to culture and language supports children’s learning” (pp. 8–9)
- Universal Design for Learning (p. 14)
- “Partnering with families in curriculum planning” (p. 35)

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California’s state preschools include children who:

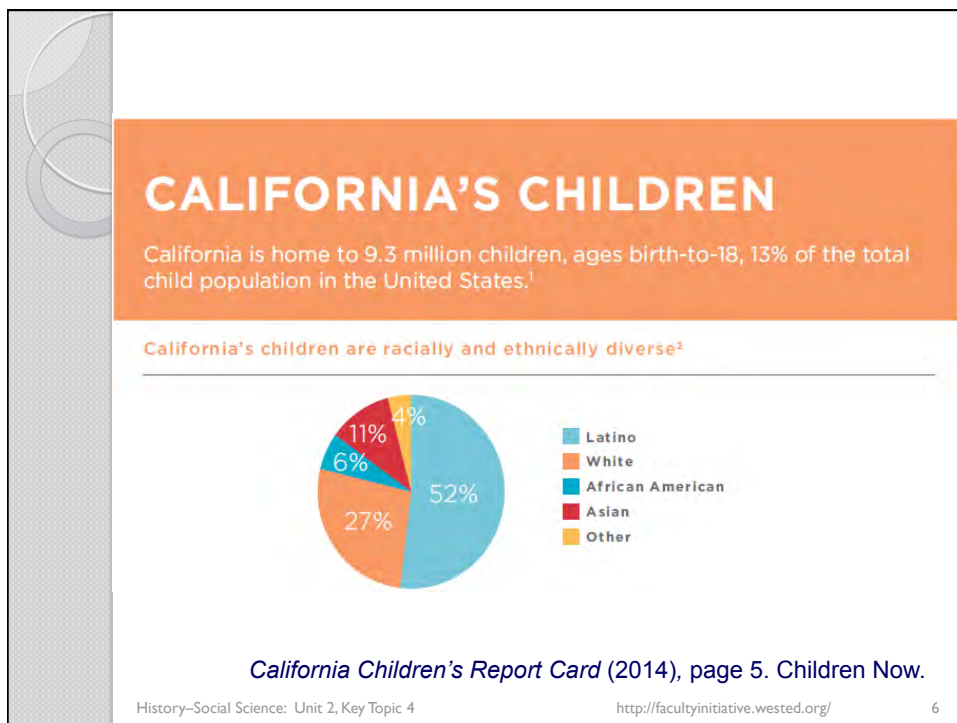
- Are ethnically and culturally diverse.
- Speak languages other than English.
- Have different abilities.
- Come from diverse socioeconomic backgrounds.

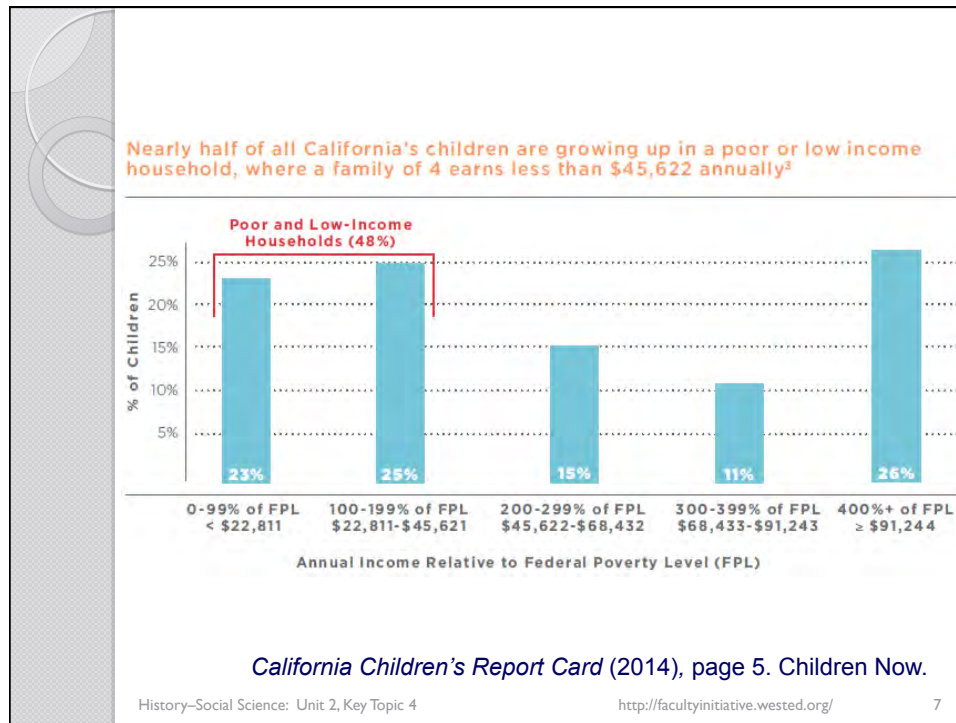
*(California Preschool Curriculum Framework,
Volume 3, pages 3–5)*

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Children in California

- Almost half of all children living in California live in immigrant families.
- 22% of students in California are English learners.
- The majority of students who are English learners are native Spanish speakers.

~ Refers to all children ages birth to 18 years
California Children's Report Card (2014). Children Now.

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Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.



(California Preschool Curriculum Framework, Volume 3, page 14)

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Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(California Preschool Curriculum Framework, Volume 3, page 14)

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- A teacher uses visual aids and suggests a child can use words or signs to join other children in play. (*California Preschool Curriculum Framework, Volume 3, p. 62*)
- When children are voting, provide different materials such as buttons or stickers to ensure that all children can actively participate. (*California Preschool Curriculum Framework, Volume 3, pp. 73–74*)

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- Provide visual and auditory cues and prompts to help children remember rules and expectations that the children developed as a community. (*California Preschool Curriculum Framework, Volume 3, p. 76*)
- A teacher encourages children to use signs or gestures when talking about an activity the children enjoyed. (*California Preschool Curriculum Framework, Volume 3, p. 89*)

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- Peers can help children with special needs by collaboratively drawing maps of their environment based on joint observations. Some children may need physical assistance in creating maps, or a peer could draw a map based on the ideas shared by the children. (*California Preschool Curriculum Framework, Volume 3, pp. 112–113*)

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- Suggest that children explore an area in small groups instead of individually to accommodate children with visual or motor challenges and with differing skill levels. (*California Preschool Curriculum Framework, Volume 3, p. 115*)



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- Review the vignette.
- Identify any elements of universal design for learning that the teacher used.
- Think of other ways that universal design could be incorporated.

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- What images, words, or phrases are going through your head?
- What did you find easy in identifying examples of universal design for learning in your vignette and including examples in your presentation? What was more challenging?

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- What are some insights about universal design for learning that you learned from preparing your presentation? From your classmates' presentations?
- Where do you need more practice or support in applying universal design for learning in history and social science? How could you obtain these?

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- What information from the presenter(s) caught your attention or stood out for you?
- What ideas or strategies seemed familiar? Which ones were new?
- What are some key messages or different perspectives that you are taking away from this presentation?

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- What supports do you need to more fully implement the universal design for learning concepts to ensure that all children in your program have access to the history and social science curriculum?
- What are some steps you can take to obtain these supports?

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“Individualization of learning includes all children.”

Overarching principle,
California Preschool Curriculum Framework, Volume 3 (page 8)

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- Temperament
- Family and cultural experiences
- Language experiences
- Personal strengths
- Interests
- Abilities
- Dispositions

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- What did you notice when looking for examples of individualization in the interactions and strategies? What stood out for you?
- What individualization strategies do you feel most confident in being able to use? Which ones might be more difficult?

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- Which individualization practices seem the most critical to support children’s learning in history and the social sciences?
- What are three new individualization practices that you will use in your teaching of history and the social sciences?

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“Family and community partnerships create meaningful connections.”



California Preschool Curriculum Framework, Volume 3 (pages 7–8)

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Engaging Families

- What words or images caught your attention?
- What approaches would you feel comfortable using? Which topic or substrand areas do you feel more confident in discussing with families? What concerns do you have?

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Engaging Families

- What are some new insights that are emerging for you as you think about engaging families in supporting their children’s learning history and social science concepts and skills?
- What will you do differently in your communications and interactions with families?

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- 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?

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- 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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Community resources for children and families

- Agency name, location, contact information, and Web site
- Name and role of person interviewed; length of time person has been with the agency
- Vision and mission of the organization
- History and primary funding sources
- Programs and services
- Strengths and current and future challenges
- Unique characteristics

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