



Unit 2 – History–Social Science: Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain

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Focus Statement

Students review the four research highlights for the history–social science domain and then have an opportunity to identify additional research articles on a topic of interest to them and develop a summary of their articles.

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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Book review
- Class discussion
- Class presentation
- Development of a resource tool
- Lecture
- Literature review
- Pairs or small groups
- 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
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism



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Before You Start

There are four research highlights in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. One is in the Self and Society strand, one is in the Becoming a Preschool Community Member (Civics) strand, the third is in the Sense of Time (History) strand/Anticipating and Planning Future Events substrand, and the fourth is in the Sense of Place (Geography and Ecology) strand/Caring for the Natural World substrand.

Each research highlight is a brief summary of a few research articles. For students who do not have a lot of experience reading research articles, these highlights can provide an introduction. It is important for students to understand that there is a research base for the information provided in the curriculum framework and for the foundations as well. Research, such as the highlights in the history–social science domain, also has implications for the students’ work in the classroom. Teachers can use research to inform their practice and help explain to parents why history and social sciences are a part of the preschool curriculum.

After reviewing and discussing the four research highlights, ask students to read the “Summary of the History–Social Science Foundations” in the domain chapter of the *California Preschool Curriculum Framework, Volume 3* (pp. 49–50). They then identify a topic that interests them, read the supporting articles, and prepare a research highlight.

In the “Deeper Understanding” section, students are asked to locate a book from the Bibliography for the history–social science chapter of the *California Preschool Curriculum Framework, Volume 3*. They then write a book review that includes a critique of the book. This review will be a resource in understanding and planning curriculum for history and social sciences.

Information Delivery



Slide 2

The following four research highlights in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3* are used in this key topic:

- Research Highlight: Anti-Bias Curriculum Approach (pp. 51–52)



- Research Highlight (pp. 83–84)
- Research Highlight (p. 93)
- Research Highlight (p. 111)

The Endnotes on pages 126–129 and the Bibliography on pages 130–134 of the curriculum framework are also referenced.

Active Learning

Getting it started

Depending on the students' experience with research articles, instructors may choose to begin this key topic with a brief lecture and discussion about how research has contributed to our understanding of children's development of knowledge and skills in history and the social sciences.

Then ask the students to read the four research highlights and to share one or two key points from each highlight. Also ask students to find the footnote that cites the references for the research highlight. [Note to faculty: The endnote for the fourth research highlight (p. 111) is not listed in the Endnotes on pages 126–129 of the *California Preschool Curriculum Framework, Volume 3*. The correct reference for the fourth research highlight is the following citation: S. Cohen and D. Horm-Wingerd, "Children and the Environment: Ecological Awareness Among Preschool Children," *Environment and Behavior*, 25, no. 1, (1993): 103-120. This reference is also listed for the fifteenth endnote on page 128.]

Explain to students how they can locate some of the articles cited. For example, the section of the Atance and Jackson article on mental time travel can be pointed out as the research highlight on page 93 for the substrand Anticipating and Planning Future Events.

Keeping it going

Then ask students to read the "Summary of the History–Social Science Foundations" on pages 49–50 of the *California Preschool Curriculum Framework, Volume 3*. Ask students to select a topic that is of interest to them and locate the endnote references. Students can do this reference search individually or in pairs or small groups.

Online Options

Students can post their reference findings online so that the instructor and other students can also review them.



Taking it further

After finding the references, ask students to prepare a research highlight, similar to the ones they reviewed in the *California Preschool Curriculum Framework, Volume 3*. Students should also include all the articles used in the research highlight.

Putting it together

Students then share their research highlights with the other students. It is suggested that these be done as class presentations so there are opportunities for students to ask questions and discuss the highlights. If possible, compile the research highlights as a resource tool for the students.

Reflection



Slides 3-4

Ask students to reflect on this learning experience by responding to these questions individually or in a class discussion:

- What did you do to find the reference articles or resources on your topic?
- Did you find the process easy or challenging? In what ways?
- Why do you think it's important for preschool teachers to be able to identify, review, and summarize research articles? How will this skill impact your practice as a teacher in planning curriculum for history and the social sciences?
- Which research highlights do you want to be sure to consider in your work?

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics.



Slides 5-6

- 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?

Deeper Understanding

Ask students to review the Bibliography on pages 130–134 of the *California Preschool Curriculum Framework, Volume 3* and find a book that interests them. The book can be on the same topic they chose for their research highlight or a different topic.



Slide 7

Students are then to prepare a book review using either a format of the instructors' choosing or one that incorporates some of the following elements*:

- Full citation for the book
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book
- Student's evaluation of the book as a resource in understanding and/or planning curriculum for history and the social sciences

*The book review elements are based on the description for writing book reviews from the Purdue Online Writing Lab – 2012 at <http://owl.english.purdue.edu/owl/resource/704/1>.