



History–Social Science

The preschool foundations for history–social science relate to:

History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve (CDE, 2005)

National Council for Social Studies:
10 important themes in social studies

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Self and Society: beginning to identify with how their family does things and understand that other families and people have ways of doing things that are different or similar to what their family does.

Becoming a Preschool Community Member (Civics): how to live with others and how rules work, such as taking turns to go down the slide.

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Marketplace (Economics): a beginning understanding of money and the exchange of things and services, such as groceries purchased at the store.

Sense of Time (History): events that happened in the past, even before they were born, such as when their mommy was a little girl.

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Sense of Place (Geography): the location of familiar places in relation to each other, such as knowing the way to preschool or that the park is across the street from the grocery store) and the different kinds of places where people live.

(Ecology) learning to take care of earth and animals.

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Connecting to Our Early Experiences with Three Strands of the History–Social Science Domain Conversation Grid

Instructions: As discussed in class, fill out this conversation grid first for yourself and then find three or four others to interview. These interviews will be followed by a class discussion of results.

History and Social Sciences			
	Self and Society: What are some memories of realizing that other families did things differently from your own? Or that your family or community had some unique qualities that you came to cherish?	Becoming a Preschool Community Member Recall an experience where you learned about a rule. Can you recall a situation where you helped friends, coworkers, or family members resolve a conflict about a rule?	Marketplace What are some memories you have about exchanges when you were a child? Do you remember bartering or negotiating exchange with friends, siblings or other family members, or community members?
Self			
Person 1			
Person 2			

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- What similar experiences did you discover?
- What different experiences did you discover?
- What does this suggest in regard to working with the history–social science domain with young children?
- How might you apply what you have learned here to your current or future work with young children?