



History–Social Science:

Understanding How Children Demonstrate the History–Social Science Foundations in the Early Care and Education Setting

Focus Statement

Students become familiar with how children might demonstrate the knowledge and skills described in the history–social science foundations in early care and education settings by asking questions of a panel of teachers and/or administrators.

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

Instructional Methodologies

- Brainstorming
- Class discussion
- Interview
- Pairs or small groups
- Panel/guest speaker
- Personal reflection
- 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.

- Culture, Diversity, and Equity
- Family and Community Engagement
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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History–Social Science Domain: Understanding How
Children Demonstrate the History–Social Science
Foundations in the Early Care and Education Setting

Before You Start

This learning experience will provide students with opportunities to ask questions of early care and education teachers and/or administrators regarding their experience with the history-social science foundations in their settings. The focus is on the foundations, but conversations can easily include situations related to curriculum planning and implementation. Though this is more appropriately addressed while learning about the California Department of Education’s curriculum frameworks for young children, it will be helpful here for students to see how these foundations play out in early childhood education settings and to be exposed to the perspective of teachers and administrators regarding the importance of these foundations. Instructors might need to stay alert to the possibility of the panelists bringing up curriculum planning and be prepared to guide the questions and discussions directly to staying on the foundations.

This learning experience requires that the instructor convene a small panel of teachers and/or administrators (two or three panel members), and it will be especially helpful panelists who have experience with dual language learners and diverse cultural communities can be included.

Instructors will need to do the first part of this learning experience where students develop their questions at least a class or two prior to the actual panel so that questions are prepared. Some teachers or administrators might even appreciate having the questions ahead of the panel presentation.

If students need to be familiarized with this domain, there are two learning experiences in the history–social science domain of this instructional guide that can be done first: “Piecing Together the History–Social Science Domain Content Puzzle” (Learning Experience 3) and “Exploring the History–Social Science Domain Through Vocabulary and Key Elements” (Learning Experience 4).

Information Delivery

Review the history–social science foundations with the students if they are not already acquainted with these foundations through one of the learning experiences mentioned in the “Before You Start” section. Also be sure they have read the introduction to the domain in the *California Preschool Learning Foundations, Volume 3*, pages



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1–7. Give special attention to the section in the “Scope of the Foundations” on page 3 that contains the following descriptions of the knowledge and conceptual base underlying the foundations in this domain:

- 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)
- Civics (how to live with others and how rules work, such as taking turns to go down the slide)
- History (events that happened in the past, even before they were born, such as when their mommy was a little girl)
- 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 [for example, not wasting water])
- Economics (a beginning understanding of money and the exchange of things and services, such as groceries purchased at the store)

Active Learning

Getting it started

Let students know that they will be meeting with a panel of teachers and/or administrators to ask questions and discuss the foundations in this domain. Divide the students into groups of two or three and ask that they prepare questions for the panel. The focus here is not on planning but on how and when they see children engaging in behaviors that are related to these foundations. It might be helpful to assign specific pairs or groups to specific substrands or foundations.

The instructor might suggest that students start by asking in general where the panelists see these playing out in their settings. Then the students can develop questions related to this that are more specific, such as asking for examples. Students can also ask from the perspective of specific settings and ask which of these foundations they are likely to see in that setting. They might also want to ask some questions relating to how they talk to parents about these foundations and if they encounter differences in language or culture that affect how children engage with these foundations.



If it is difficult for students to develop questions, this could also be done as a whole group. Or the instructor could take a strand and develop it as a demonstration and then ask the students to work on questions in pairs or small groups.

Online Options

Students could work individually or in small groups outside of class and post their lists of questions online prior to the class session.

Keeping it going

When they have had some time to develop their questions, reconvene as a whole group and compile the questions. Refine the list to a set that all can agree they would like to have answered.

Make sure that students are clear on who will ask which questions

Online Options

If the class has document sharing and online-discussion capability, the students and instructor could finalize the list of questions online.

and who will introduce, guide, and lead the discussion. Be sure to find out if any students have any “burning questions” about any of the strands or foundations, so that they can be included in appropriate ways.

If the instructor wants students to record responses, develop a way to do that. It can be done individually or on chart paper or whiteboard depending on the purpose and resources. If students will be asked to write a summary, they will certainly want to take notes on the responses.

Putting it together

When the panelists arrive, make sure that they are all introduced and have an opportunity to briefly describe their settings before the question and answer session begins.

Following the panel, conduct a brief discussion with students. The following questions might support this discussion:

- What surprised you about their responses?
- What did you learn about the foundations in this domain?
- Was one domain more difficult for them to address than the others? Easier? Why do you think that is the case?

Taking it further

Instructors can ask students to write a summary of the panel experience, using their notes. Ask them to write as accurately as they can and to reflect information only and not their reactions to the



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information. Or the reflection questions from the “Reflection” section of this learning experience could be included in their writing assignment.

Another approach/way

If convening a panel is difficult, students could do this as an interview. The questions could still be generated in class, and a class discussion would be important for collecting and comparing the different responses that students recorded.

Online Options

Students could post the summaries of their interviews online. If the class has online-discussion capability, the instructor and students could then either discuss the interviews online or in class.

Reflection



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Following either the panel or interviews, support students in reflecting on their experience with the following questions:

- What was the most unexpected thing you heard?
- What did you hear that was familiar or expected?
- Why is it important to support these foundations in the early experiences of young children?
- How do you think this experience will affect your work with young children and their families?