



History–Social Science: Discovering Relationships of the History–Social Science Domain to the Visual and Performing Arts Domain



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Focus Statement

Students explore the relationship between the history–social science domain and the visual and performing arts domain by creating a visual representation or performance of the history–social science domain strands.

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
- Practicum-Field Experience

Instructional Methodologies

- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Reflective discussion

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
- Relationships, Interactions, and Guidance



- Learning Environments and Curriculum
- Professionalism



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Before You Start

Volume 3 of the *California Preschool Learning Foundations* presents the final two domains of learning and development produced by the California Department of Education as part of its early learning system. The foundations are the heart of the system (*California Preschool Learning Foundations, Volume 3*, p. xvi), and this volume provides a unique opportunity for students to become acquainted with all nine domains. There are four learning experiences in this instructional guide that, when used as a set, can provide opportunities for students to explore all nine domains and how they relate to one another. Each of these learning experiences focuses on one of the two domains in Volume 3 and a selected domain or set of domains from either Volume 1 or Volume 2.

Depending on the emphasis of any particular course, any of these four learning experiences can be used independently of the others or all four can be used in sequence or combination. The following list of these four learning experiences describes the domains addressed in each one:

- History–social science domain, Learning Experience 11—“Discovering Relationships Between the History–Social Science Domain and the Social-Emotional Development Domain and the English-Language Development Domain”—focuses on the relationship of the history–social science domain in Volume 3 to the domains of social-emotional development and English-language development in Volume 1.
- History–social science domain, Learning Experience 12—“Discovering Relationships of the History–Social Science Domain to the Visual and Performing Arts Domain”—focuses on the relationship of the history–social science domain to the visual and performing arts domain in Volume 2.
- Science domain, Learning Experience 11—“Exploring the Relationship of the Science Domain to the Mathematics Domain and the Language and Literacy Domain”—focuses on the relationship of the science domain in Volume 3 to the mathematics and language and literacy domains in Volume 1.
- Science domain, Learning Experience 12—“Exploring Relationships of the Science Domain to the Physical Development Domain and the Health Domain”—focuses on the relationship of the science domain to the domains of physical development and



health in Volume 2.

Thus each of the nine domains is explored in relation to at least one other domain, and the domains in Volume 3 are highlighted. The specific domains explored in relation to one another are grouped in a way that highlights strong relationships between the strands of these domains. This is intended to provide students with an understanding of how these various domains in the foundations are integrated in early learning and development.

Each of the learning experiences guides students through domains using different instructional methodologies. These methodologies could be used as presented or used flexibly across several sets of domains.

This learning experience will focus on how the history–social science domain of Volume 3 relates to the domain of visual and performing arts in Volume 2.

Before beginning to work across domains, instructors might want to have students do Learning Experience 3 entitled “Piecing Together the History–Social Science Domain Content Puzzle” to ensure they are familiar with the strands of the history–social science domain, since this domain is highlighted.

Handouts of the foundations for the history–social science (Handout 1) and visual and performing arts (Handout 2) domains are provided with this learning experience. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Let students know that they will be exploring some ways in which the strands of the history–social science domain from Volume 3 are related to the domain of visual and performing arts, which is in Volume 2 of the *California Preschool Learning Foundations*. Emphasize that this is an exploration of some selected relationships. There are several ways in which many of the domains and strands are related, and students will only be exploring some specific targeted relationships. This is intended to help them understand the many ways in which early learning is integrated across domains.

It will be helpful if students have read through the introduction to this domain before coming to class. Introduce students to the strands of the history–social science domain:



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- Self and Society
- Becoming a Preschool Community Member (Civics)
- Sense of Time (History)
- Sense of Place (Geography and Ecology)



- Marketplace (Economics)

The following descriptions of these strands are taken from page 3 of the introduction to the domain in the *California Preschool Learning Foundations, Volume 3*. The descriptions are in terms that can help students see the concepts and knowledge base for young children that are represented in these strands. Note that they are underlying concepts that young children are developing and learning. Ask students to find these and read them aloud, if needed.

- 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

Be sure students have at least 30 minutes to become acquainted with the domain and strand that they will work with. How much time they will need depends on the level of education and experience of the students and their familiarity with the foundations. Provide each group with a copy of the summary of the history–social science foundations (Handout 1) and the summary of the visual and performing arts domain (Handout 2). These handouts are included in this instructional guide following this Learning Experience.

Organize students into four groups of three or four, depending on the size of the class. Each group will work with all the strands of the history–social science domain and one strand of the visual and performing arts domain. Since there are four strands in that domain,



at least four groups will be needed. Pairs will work, if there are less than 12 students in the class.

Let students know that they will be looking for ways to demonstrate relationships in the content of the strands of the history–social science domain and the strands of the visual and performing arts domain. They will use the content of the four visual and performing arts strands to present the strands of the history–social science domain to the other students in their class.



Slide 5-7

Each group will represent one strand in the visual and performing arts: Visual Art, Music, Drama, or Dance. Each group will demonstrate characteristics of the history–social science domain using that strand. Instructors might ask if students have a preference for which of the visual and performing arts strands they work with. It could be advantageous to other students if each group had in it someone who was familiar with the particular visual or performing art that they were assigned to work with and felt comfortable designing a performance or presentation, but that is not necessary.

Ask each group to first read through its assigned strand in visual and performing arts. Note that each strand has the same three substrands except Drama, which has the same first substrand and a combination of the second and third substrands for its second substrand. Ask students to focus on the substrand that reflects the highest level of early development. For Visual Art, Music, and Dance, this is “Create, Invent, and Express.” For Drama, this is “Develop Skills to Create, Invent, and Express.” Ask them to discuss how they can use their strand to demonstrate something about the history–social science domain. They probably will not be able to demonstrate every strand of the history–social science domain, but ask them to see if they can do at least two.

Keeping it going

After they have worked for a few minutes, check with the groups to see if they have a reasonable representation of the history–social science strands. If any groups are finding it challenging to develop a presentation, open the discussion to the whole class to see if they can help each other out.



Slide 8-9

Here are some possibilities:

- A song about social roles and occupations that involves the musicians taking turns and/or supporting each other’s musical turns



- A dance about a conflict and its resolution and how that leads to some kind of cooperative work
- A set of drawings of places that everyone might know and use, which are then compiled into a colorful map of some kind
- A short play about an important event in someone's life, incorporating some kind of exchange

Putting it together

When all groups have had time to create, develop, rehearse, and feel ready to perform, ask each group in turn to share its presentation with the whole class. Follow each presentation with a short discussion about which parts of the history–social science domain were being highlighted.

Reflection



Slide 10-11

Following their presentations, ask students to respond to the following questions:

- What discoveries did you make while you were doing this?
- Did some history–social science strands seem harder to work with creatively than others?
- What new ideas about early learning and development emerged?
- Did you develop other ideas of performances you could have done? What were they?



History–Social Science

Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
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3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.
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Becoming a Preschool Community Member (Civics)

1.0 Skills for Democratic Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p>	<p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>

2.0 Responsible Conduct

<p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p>
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3.0 Fairness and Respect for Other People

<p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p>3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>
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4.0 Conflict Resolution

<p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>
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Sense of Time (History)

1.0 Understanding Past Events

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.

2.0 Anticipating and Planning Future Events

2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.
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3.0 Personal History

3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.
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4.0 Historical Changes in People and the World

4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.
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Sense of Place (Geography and Ecology)

1.0 Navigating Familiar Locations

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>

2.0 Caring for the Natural World

<p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>
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3.0 Understanding the Physical World Through Drawings and Maps

<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>
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Marketplace (Economics)

1.0 Exchange

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

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Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

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2.0 Develop Skills in Visual Art (Continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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Music

1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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Drama

1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

Dance

1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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2.0 Develop Skills in Dance

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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