



History–Social Science: Exploring Our Connections to the Substrands of the History–Social Science Domain



Focus Statement

Students reflect on some questions and also consider their own experiences for each substrand. They then participate in a reflective discussion on how their experiences and responses might affect their work with young children.

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
- Child, Family and Community
- Teaching in a Diverse Society

Instructional Methodologies

- Class discussion
- Pairs or small group
- Personal reflection
- 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
- Cultural, Diversity, and Equity



- Family and Community Engagement
- Professionalism



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Before You Start

This learning experience asks students to respond briefly to questions or situations that relate to the substrands for each strand in this domain. Asking students to respond to some of the questions in this learning experience could bring up some memories of difficult times or situations in their lives. Therefore, it is recommended that instructors review the strands and substrands with their questions and situations and ask students to choose three or four for responses. Some students might be willing or even eager to bring up difficulties in their past or current lives, and faculty should be prepared to handle these responses with care and compassion.

It is a good idea to introduce students to the domain before asking them to find some of their personal connections to it. For this purpose, instructors might have students work through one of the two learning experiences in this instructional guide that are designed to acquaint students with this domain: “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).

Much of the value of this learning experience will be in the familiarity that students will build with what these foundations mean as they play out in our lives as adult citizens.

Handout 1, a handout of suggested questions is provided, and an electronic version will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery



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Review the domain of history–social science by making sure students have read the introduction to the domain. This will give students a deeper sense of the concepts addressed in this domain and will support their work in this learning experience. The second paragraph of the introduction (*California Preschool Learning Foundations, Volume 3*, page 1) is especially important as it presents the fundamental value of this domain: “. . . helps children learn about themselves in a social and human context, enabling them to acquire a deep understanding of the responsibilities of members of a democratic society, their place in a complex economy, the legacy of past generations who contributed to society, and an appreciation of richness and diversity of other people.”



Active Learning



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Getting it started

Provide students with Handout 1, the handout included with this learning experience. Let them know that they will be choosing several of these questions or situations and will respond briefly to them. Exactly how many they choose can vary, but three or four are recommended, and instructors might want to ask students to not do more than one from the same strand. Let them know that they will be doing this individually at first and then will meet with a partner or as a triad to discuss their responses. Be sure to let them know that what they respond to is up to them and they might want to be sure that they pick questions or situations that they will be comfortable sharing. Or instructors might decide that students are not required to share all their responses in a small group.

Keeping it going

Review the handout with students. Suggest that they can record their responses on paper, electronic tablet, or laptop. These will not be turned in for review, but they must keep them available until the end of the exercise.

Give students some time to choose their questions or situations and respond. They will need to think for a while about some of them if they are recalling experiences or events. Let them know that they only need to respond briefly with two to four sentences.

Next organize students into pairs or triads, whichever would work best for the number of students in the class, so that they can share and discuss their responses. Remind students that they are not required to share anything they might not be comfortable sharing. Ask students to first find out if they responded to any of the same substrands and to share their responses to those, discussing where there were similarities and differences in the experiences they described. Then ask them to share other responses.

Online Options

Students could complete and post their completed handouts online for the instructor and/or other students to review.

Putting it together

Reconvene the class for a large group discussion. Instructors might want to tally how many responses there were for each of the substrands. This would provide some information for the discussion. Including the following questions in the discussion would help students understand the domain and their connection to it:



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- What were the similarities and differences you found when discussing your responses with a partner or small group?
- Were there some substrands that you felt were not familiar concepts for you? Which ones?
- Were some easier than others to consider for responding? Which ones?

Note: Use these next two questions if you have tallied and identified the number of responses for each substrand:

- Why do you think you all responded more to some substrands than to others?
- What does this suggest about the substrands?

Online Options

Students could complete and post their completed handouts online for the instructor and/or other students to review.

Reflection



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Conclude by asking students to reflect on this experience with the following questions:

- Was anything surprising to you about these substrands?
- Do you have values that are important to you that are expressed in these substrands? What are they?
- How do you think your own experiences with the content of this domain will affect the work you do with young children?
- Why do you think these are important areas of development to support in young children?



Connecting to the History–Social Science Domain

Strands and Substrands	Questions or Situations
<i>Strand: Self and Society</i>	
Culture and Diversity	When do you remember being interested in languages or traditions other than your own? What were they and what was interesting about them?
Relationships	Have you had friendships in which you helped a friend and the friend helped you? Describe the ways in which you helped each other.
Social Roles and Occupations	What occupations or professions were you familiar with and/or interested in pursuing when you were younger?
<i>Strand: Becoming A Preschool Community Member (Civics)</i>	
Skills for Democratic Participation	Have you ever been a part of a group that set ground rules for discussion? Can you remember what some of these were?
Responsible Conduct	Describe a situation where a friend was acting inappropriately and you were able to point that out and help your friend know what was appropriate.
Fairness and Respect for Other People	Describe a time when you felt that a rule or situation was unfair and you spoke up and were able to change it.
Conflict Resolution	What are some compromises you have made that enabled a routine or situation to work for everyone involved?
<i>Strand: Sense of Time (History)</i>	
Understanding Past Events	Do you have some stories of past events that you have heard in your family or friendships? Describe them briefly.

History–Social Science Domain:
Learning Experience 2
Handout 1 – Connecting to the History–Social Science Domain



Strands and Substrands	Questions or Situations
Anticipating and Planning Future Events	Describe the biggest event that you have ever been involved in planning. It could be travel, family events, rituals, or events at school or work.
Personal History	Think of a story from your childhood that you can share with peers.
Historical Changes in People and the World	Briefly draw a time line of your life that indicates important events.
<i>Strand: Sense of Place (Geography and Ecology)</i>	
Navigating Familiar Locations	What verbal or written directions would you give someone to get from where you are now to where you work? (Or from home to school or school to work)
Caring for the Natural World	What are some ways in which you care for the natural world?
Understanding the Physical World Through Drawing and Maps	How and when do you use maps?
<i>Strand: Marketplace (Economics)</i>	
Exchange	How would you define “bartering”?