



# History–Social Science: Piecing Together the History–Social Science Domain Content Puzzle



## Focus Statement

Students become familiar with the content and structure of the history–social science foundations by assembling puzzle pieces of the strands, substrands, and foundations of the domain.

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

## Instructional Methodologies

- Class discussion
- Pairs or small groups
- Problem solving
- 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
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Professionalism



## History–Social Science: Piecing Together the History–Social Science Domain Content Puzzle

### Before You Start

In this learning experience, students will have an opportunity to become familiar with the organizational structure and content of the history–social science domain of the *California Preschool Learning Foundations, Volume 3*. In addition to supporting students in exploring the structure of this domain, the learning experience can also provide an introduction to the organizational structure of all the preschool learning foundations domains because their structures are very similar.

As pointed out on page 3 of the *California Preschool Learning Foundations, Volume 3*, “These strands and substrands are less familiar in the field of early childhood education than those for domains such as social-emotional development . . . . Although perhaps new for some early childhood educators, this terminology makes visible the learning that often occurs in the preschool setting.” By examining the foundations in this domain, students will discover how the history–social science foundations are similar to foundations in other domains, especially the social-emotional development domain. Learning Experiences 11 and 12 for the history–social science domain in this instructional guide are about these relationships across the domains.

Students will be assembling puzzles of the domain elements, and Handout 1, a handout of the pieces is included if instructors wish to use it. The pieces can be cut and packaged in envelopes prior to the class session, or instructors may choose to make their own puzzle pieces. An electronic version of these puzzle pieces, Handout 1, will be available when this instructional guide is available online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative). Instructors can also create their own puzzle pieces by using a large card or half sheet of 8 ½” x 11” paper for each strand, a paper strip for each of the substrands (including the wording “*At around 48 months of age*” and “*At around 60 months of age*” on a line below each substrand name), and a paper strip for each of the foundations. The number of puzzle sets required will depend on how instructors decide to group the students—individually, in pairs, or in small groups.

If instructors have access to several copies of the *California Preschool Learning Foundations, Volume 3*, students could use them to check their work. Two resources that students can also use as references are included with this instructional guide: (1) Handout 2, a list of the history–social science domain strands, substrands, and foundations and (2) a summary of these strands, substrands, and foundations in Appendix B. An electronic version of both handouts will be available when this instructional guide is online at [www.wested.org/facultyinitiative](http://www.wested.org/facultyinitiative).



## Information Delivery



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The history–social science domain has five strands: Self and Society, Becoming a Preschool Community Member (Civics), Sense of Time (History), Sense of Place (Geography and Ecology), and Marketplace (Economics). The Self and Society and Sense of Place strands each have three substrands, the Becoming a Preschool Community Member and Sense of Time strands each have four substrands, and the Marketplace strand has one substrand. A table summarizing these strands, substrands, and the number of foundations for each substrand can be found on page 7 of the *California Preschool Learning Foundations, Volume 3*. It is provided here for reference:

Strand	Substrand	Foundation
Self and Society	1.0 Culture and Diversity	1.1
	2.0 Relationships	2.1
	3.0 Social Roles and Occupations	3.1
Becoming a Preschool Community Member (Civics)	1.0 Skills for Democratic Participation	1.1
	2.0 Responsible Conduct	2.1
	3.0 Fairness and Respect for Other People	3.1
	4.0 Conflict Resolution	4.1
Sense of Time (History)	1.0 Understanding Past Events	1.1
	2.0 Anticipating and Planning Future Events	2.1
	3.0 Personal History	3.1
	4.0 Historical Changes in People and the World	4.1
Sense of Place (Geography and Ecology)	1.0 Navigating Familiar Locations	1.1
	2.0 Caring for the Natural World	2.1
	3.0 Understanding the Physical World Through Drawings and Maps	3.1
Marketplace (Economics)	1.0 Exchange	1.1



Brief explanations of the strands are on page 3 of the *California Preschool Learning Foundations, Volume 3*. Because students may not be familiar with the content of the strands in an early childhood context, it may be useful to review these explanations.

## Active Learning

### Getting it started

If students have not worked with any other domains of the *California Preschool Learning Foundations*, instructors may wish to begin by asking the students to review the introductory sections on pages xi-xiv of the *California Preschool Learning Foundations, Volume 3*: opening paragraphs (pp. xi-xii), “Content of this Volume” (p. xii), and “Organization of the Foundations” (pp. xiii-xiv). This material provides basic background information about what the foundations are and how they are organized.

Then the history–social science domain can be introduced by either asking students to read the “History–Social Science Domain” section on pages xii-xiii of the *California Preschool Learning Foundations, Volume 3* or presenting an overview of the domain and its five strands. It may also be helpful to review with students the two age designations: “*At around 48 months of age*” and “*At around 60 months of age*.” Explanations for these designations can be found on page xiii. It is important for students to understand that the foundations describe knowledge and skills that most children have acquired by the end of their first or second year in a high-quality preschool.

### Keeping it going

Explain to the students that they will be given cards and strips of paper with the names of the strands, substrands, and foundations for the history–social science domain. They are to assemble these pieces to show the organizational structure of the domain by first identifying the five strands and then placing the appropriate substrands and foundations under each strand. Students should also be sure to consider whether each foundation describes what children know or can do at around 48 or 60 months of age.

Although the size of the class may determine the instructor’s decision to have students work individually or in some kind of group, having students work with at least one other student can promote discussion of the content as students figure out where each substrand and foundation goes. Encouraging them to discuss and explain their choices may help students engage more deeply with the content.



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### Putting it together

After the students have completed their puzzles, ask them to compare their structures first with those of the other students, noting and discussing similarities and differences. Then they can check their work with the actual foundations on pages 8–22 or pages 103–107 of the *California Preschool Learning Foundations, Volume 3*; with Handout 2 for this learning experience; or with Appendix B of this instructional guide. If the students' completed puzzles vary from the actual foundations, ask them to reflect on why they made their choices and why they think the foundations are ordered the way they are.

### Taking it further

Ask students to identify one foundation in each strand that they believe is the most important for teachers to understand and be able to support children's development. If students do this in groups, instructors may suggest that they come to consensus on each foundation or have minority and majority choices. Encourage students to explain the reasoning for their choices.

#### Online Options

If the class has online-discussion capability, instructors could guide a discussion of the students' selections and rationales.

### Another approach/way

Depending on the number of students in the class and the time allotted for this learning experience, instructors may decide to assign each group of students the substrands and foundations for only one strand rather than all five strands. The groups of students would then present their completed puzzles for their assigned strand to the whole class. Students could compare their work with the actual foundations either before or after the presentations. If students share the comparisons after the presentations, doing this step as a whole class would ensure that all the students see the correct ordering of the foundations.

### Reflection

After the students have reviewed and discussed their puzzles, ask them to respond to the following questions:



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- As you look at the completed puzzles or organizational structure of the foundations in the history—social science domain, what stands out for you?
- Which foundations were easier to place? Why? Which ones were more challenging? Why?
- What examples of any of these foundations have you seen?

- Which substrand is the least familiar to you? How could you learn more about that substrand?



## History–Social Science Domain Puzzle

<b>Self and Society</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b>Culture and Diversity</b>	
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.	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.
<b>Relationships</b>	
Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
<b>Social Roles and Occupations</b>	
Play familiar adult roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

History–Social Science Domain:  
 Learning Experience 3  
 Handout 1 – History–Social Science Domain Puzzle



<b>Becoming a Preschool Community Member (Civics)</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Skills for Democratic Participation</i></b>	
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.	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.
<b><i>Responsible Conduct</i></b>	
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.	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.
<b><i>Fairness and Respect for Other People</i></b>	
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.	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.



<b><i>Conflict Resolution</i></b>	
Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.
<b>Sense of Time (History)</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Understanding Past Events</i></b>	
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.	Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.
<b><i>Anticipating and Planning Future Events</i></b>	
Anticipate events in familiar situations in the near future, with adult assistance.	Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.



<b><i>Personal History</i></b>	
Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.
<b><i>Historical Changes in People and the World</i></b>	
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.	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.
<b>Sense of Place (Geography and Ecology)</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Navigating Familiar Locations</i></b>	
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).	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.



<b><i>Caring for the Natural World</i></b>	
<p>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>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>
<b><i>Understanding the Physical World Through Drawings and Maps</i></b>	
<p>Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>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>
<b>Marketplace (Economics)</b>	
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<b><i>Exchange</i></b>	
<p>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.</p>	<p>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).</p>



# 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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