

History–Social Science



Strands

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

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Self and Society: centers on culture and diversity, relationships, and social roles and occupations.

Becoming a Preschool Community Member (Civics): pertains to skills for democratic participation, responsible conduct, fairness and respect for other people, and conflict resolution.

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Sense of Time (History): includes understanding past events, anticipating and planning future events, personal history, and historical changes in people and the world.



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Sense of Place (Geography and Ecology): covers navigating familiar locations, caring for the natural world, and understanding the physical world through drawings and maps.

Marketplace (Economics): focuses on the economic concept of exchange.

History–Social Science

Self and Society

- 1.0 Culture and Diversity
- 2.0 Relationships
- 3.0 Social Roles and Occupations



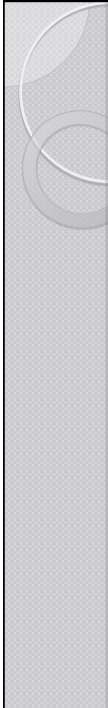


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Becoming a Preschool Community Member (Civics)

- 1.0 Skills for Democratic Participation
- 2.0 Responsible Conduct
- 3.0 Fairness and Respect for Other People
- 4.0 Conflict Resolution

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Sense of Time (History)

- 1.0 Understanding Past Events
- 2.0 Anticipating and Planning Future Events
- 3.0 Personal History
- 4.0 Historical Changes in People and the World

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Sense of Place (Geography and Ecology)

- 1.0 Navigating Familiar Locations
- 2.0 Caring for the Natural World
- 3.0 Understanding the Physical World Through Drawings and Maps

Marketplace (Economics)

- 1.0 Exchange

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Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>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.</p>	<p>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.</p>
Examples	Examples
<ul style="list-style-type: none"> • When parent leaves room during drop-off, child seeks a teacher assistant who speaks the child's home language. • Tells a Chinese American friend, "I can speak your language. <i>Ni hao</i> (Hello)!" • Shares with teacher, after a holiday weekend, "I helped make the tamales!" • Describes to a teacher the special foods her family ate at last night's Passover Seder. • Wants to touch Michiko's wheelchair. 	<ul style="list-style-type: none"> • Proudly shares, "My mom can speak three languages: Cantonese, Vietnamese, and English!" • Learns and uses some simple words in a different language that is used by other children in the group. • Asks a new teacher, "Why do you always wear a scarf on your head?" and shows interest in the teacher's explanation. • Tells another girl, "You can't play if you have short hair. Only boys can have short hair."

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Completing the puzzle:

- Assemble the pieces to show the organizational structure of the domain
 - ✓ Identify the 5 strands
 - ✓ Place appropriate substrands and foundations under each strand
 - ✓ Consider whether each foundation describes what children know or can do at around 48 or 60 months of age

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- 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?

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