



History–Social Science: Exploring the History–Social Science Domain Through Vocabulary and Key Elements



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Focus Statement

Students review the vocabulary and key elements of the foundations and prepare a presentation or article that explains the history–social science domain to parents and other family members.

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
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

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



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Before You Start

In this learning experience, students will become more knowledgeable about the history–social science domain in the *California Preschool Learning Foundations, Volume 3* by focusing on the vocabulary in the foundations. While many students may be familiar with terminology used in some of the other domains such as language and literacy or social-emotional development, the vocabulary in the history–social science foundations may be new to many if not all students, depending on their experiences in early care and education.

Some of the terms used in the foundations may be either new to the students or unfamiliar in the context of the foundations. It is important for students to understand the vocabulary in the strands, substrands, and foundations so that they can recognize when a child is demonstrating the competencies described in a particular foundation. This domain may also be unfamiliar to many parents and other family members, and a thorough understanding of the foundations will help prepare students to explain the foundations to families when the students are working in preschool programs.

Students will be working with the strands, substrands, foundations, and examples. An electronic version of the *California Preschool Learning Foundations, Volume 3*, which includes the examples, is available at the California Department of Education Web site (<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol3>). A summary of the foundations without the examples is provided in Handout 1 included with this learning experience and also in Appendix B of this instructional guide. When working with examples, it is important for students to understand that they “suggest possible ways in which children may demonstrate the competency addressed by a foundation. . . . In addition, one needs to be cautious about how the examples are used. They are intended to illustrate possible behaviors rather than to function as assessment items or to present curricular strategies (*California Preschool Learning Foundations, Volume 3*, page xiv).”

It is suggested that students create a word wall of new or unfamiliar terminology and key elements from the foundations. Instructors may want to use a whiteboard or have large sheets of paper such as chart or butcher paper for the wall. Students could also write their words on smaller sheets of paper such as large Post-it® Notes or half sheets (approximately 8 1/2” x 5 1/2”) and post these on a wall. Other materials needed include markers and painters’ tape or something to hold the paper on the wall.



In the “Deeper Understanding” segment, students are asked to select a book related to one of the history–social science strands and write a book review. There are several books listed in the References and Source Materials section of the *California Preschool Learning Foundations, Volume 3* (pp. 40–47). The National Association for the Education of Young Children also has publications on social studies; some are listed in the “Deeper Understanding” segment. Instructors may wish to select some books for students to choose from.

Students will be asked to review the foundations for this domain, and a summary of the foundations can be found in Appendix B of this instructional guide. Handout 1, a handout of the strands, substrands, and foundations, is also provided with this learning experience. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative. Asking students to also review the examples given with the foundations may help them better understand the foundations. If instructors have access to several copies of the *California Preschool Learning Foundations, Volume 3*, students could use them for this review. The publication is also available online at <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol3>. Students with electronic devices such as laptops or tablets may be able to view the downloaded publication during class.

Information Delivery



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There are five strands in the history–social science domain:

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

Each strand has the following number of substrands:

- Self and Society strand has three substrands
- Becoming a Preschool Community Member (Civics) strand has four substrands
- Sense of Time (History) strand has four substrands
- Sense of Place (Geography and Ecology) strand has three substrands
- Marketplace (Economics) strand has one substrand

Each substrand has one foundation at the around 48-month level and at the around 60-month level. A summary is on page 7 of the *California Preschool Learning Foundations, Volume 3* and is provided here for your 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

An explanation about the examples for the foundations is on page xiv of the *California Preschool Learning Foundations, Volume 3*.

Active Learning

Getting it started

Begin this learning experience by asking students to review and discuss the strands, substrands, and foundations, with particular emphasis on the foundations. Depending on the number of students in the class and the amount of time allotted for this learning experience, instructors may have students work individually, in pairs, or in small groups and assign a certain number of substrands and foundations to each student or group of students.

As students review the foundations, they may also find it helpful to read through the examples for each foundation. If this is the students' first exposure to the preschool learning foundations, be



sure to point out that while the examples “. . . suggest possible ways in which children may demonstrate the competency addressed by a foundation . . . they are not exhaustive (*California Preschool Learning Foundations, Volume 3, p. xiv*).”

Ask students to make a list of any new or unfamiliar vocabulary in the strands, substrands, or foundations. Also encourage students to identify any elements of the foundations for which they need additional explanations or examples. For instance, do students know what the symbols on a map mean? (Foundation 3.1, Substrand 3.0—Understanding the Physical World Through Drawings and Maps, Strand—Sense of Place) Can students list some simple directional language that preschoolers might use? (Foundation 1.1, Substrand 1.0—Navigating Familiar Locations, Strand—Sense of Place)

Keeping it going

Next ask students to create a word wall by writing their words on a whiteboard or chart paper or writing each word on a large Post-it[®] Note and then posting the notes on the wall. As a large group, review the words and ask for volunteers to give definitions. Instructors may also wish to point out the glossary on page 39 of the *California Preschool Learning Foundations, Volume 3*.

Students could also post any elements they feel need more clarification. Again ask for volunteers to provide examples, definitions, or descriptions for these elements that help make the foundations clearer.

Online Options

If the class has document-sharing and online-discussion capability, students could create the word wall online and the instructor could lead a discussion.

Putting it together

Introduce the next part of this learning experience by reminding students that parents might also have similar questions about the terms and concepts in the history–social science domain. Ask students to develop a short presentation for a parents’ or back-to-school night. The presentation should help parents understand what the history–social science foundations are and why they are part of the preschool program. If students are not already working in pairs or small groups, it is suggested that instructors have them form teams to develop their presentations. Encourage students to be creative and use visuals or other supports.



Taking it further

Provide time for each team to share its presentation with the rest of the class. After each presentation, ask the rest of the class to share three strengths or highlights and one suggestion for improvement.



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The following questions can be used as a closing discussion:

- What words, phrases, or images from any of the presentations still resonate with you?
- What similarities did you see among the presentations? What stood out for you as unique?
- Why do you think it's important for teachers to share the history–social science foundations with the parents of children in their classrooms?
- What could you use from these presentations for your future work with families of young children?

Another approach/way

Instead of developing a presentation, students could develop a class newsletter article or note to parents that describes some of the foundations and what their children will be learning about history and social sciences. Students may want to include photos or other graphics in these documents.

Online Options

Students could post their newsletter articles or parent notes online and then respond to the questions in the “Taking it further” section through an online discussion led by the instructor.

Reflection

The following questions can be used as an individual reflection or class discussion:



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- What terms or elements in the history–social science foundations were new or unfamiliar to you?
- Which foundations describe competencies that you feel will be easy to observe in children? Which ones may be more difficult to observe?
- Which foundations remind you of foundations in other domains? What does this tell you about how children learn?
- What will you take from this learning experience to your work on the history–social science foundations with young children?

Deeper Understanding

Ask students to write a review on a book that covers the overall topic of history–social science or a particular aspect identified in one of the substrands or foundations. Students can choose a book from the



list in the References and Source Materials section (*California Preschool Learning Foundations, Volume 3*, pp. 40–47), recommendations from an instructor, bibliography or reference list in a journal article, or Internet search. The following books from the National Association for the Education of Young Children are also suggested:



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- *Spotlight on Young Children and Social Studies* (2008), edited by Derry Koralek and Gayle Mindes. National Association for the Education of Young Children.
- *Active Experiences for Active Children: Social Studies* (2nd ed.) (2005), by Carol Seefeldt and Alice Galper. Pearson Education.
- *Nurturing Knowledge: Building a Foundation for School Success by Linking Early Literacy to Math, Science, Art, and Social Studies* (2007), by Susan B. Neuman and Kathleen Roskos. Scholastic, Inc.
- *Education for a Civil Society: How Guidance Teaches Young Children Democratic Life Skills* (2012), by Dan Gartrell. National Association for the Education of Young Children.

Instructors may wish to develop a list of books that students can choose from rather than have them identify one on their own.

Instructors may also want to provide students with some guidelines for writing their review. The following elements* are suggested:

- Full citation for the book
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book
- Student's evaluation of the book as a resource for understanding children's acquisition of skills and knowledge described in the history–social science foundations

*Book review elements are based on the description for writing book reviews from the Purdue Online Writing Lab

<http://owl.english.purdue.edu/owl/resource/704/1/> (accessed January 6, 2014).



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>
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.	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.

2.0 Responsible Conduct

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.	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.
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3.0 Fairness and Respect for Other People

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.	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.
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4.0 Conflict Resolution

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.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.
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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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