

History–Social Science: Learning Experience 4 <http://www.wested.org/facultyinitiative/> 1

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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History–Social Science

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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History–Social Science


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.

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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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History–Social Science

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>
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.
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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- What words, phrases, or images from the presentations resonated with you?
- What similarities did you see? What stood out for you as unique?
- Why do you think it's important 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?

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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?

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- 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?

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Resources:

- *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.

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- *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.

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- *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.

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History–Social Science

Review a book and include:

- Full citation
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book

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Review a book and include:

- Your evaluation of the book as a resource for understanding children's acquisition of skills and knowledge described in the history–social science foundations