



History–Social Science: Linking the Preschool Learning Foundations and the Kindergarten History–Social Science Content Standards



Focus Statement

Students become familiar with the California Department of Education’s *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (California Department of Education, 2000) and explore their relationship to the history–social science foundations in the *California Preschool Learning Foundations, Volume 3*.

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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Categorizing
- Class discussion
- Pairs or small group
- Reflective discussion
- Short paper

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
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



History–Social Science: Linking the Preschool Learning Foundations and the Kindergarten History–Social Science Content Standards



History–Social Science Domain: Linking the Preschool Learning Foundations and the Kindergarten History–Social Science Content Standards

Before You Start

In this learning experience, students have an opportunity to explore the California Department of Education’s *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (California Department of Education, 2000) for kindergarten and their relationship to the foundations in the history–social science domain. Although students may be focusing their preservice and professional careers at the preschool level, it is important for them to have some familiarity with the kindergarten content standards because this domain’s foundations were developed in relation to the standards. “The goal of the California Department of Education (CDE) in developing these [history–social science] foundations is to describe the knowledge and skills that are typical of preschool children who make progress toward readiness for kindergarten (*California Preschool Learning Foundations, Volume 3*, p. 1).”

Because students will need access to the content standards, instructors may want to remind them that they can download the standards from the California Department of Education’s Web page that provides all the current content standards <http://www.cde.ca.gov/be/st/ss/>. The *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (California Department of Education, 2000) were adopted by the California State Board of Education in 1998.

In this learning experience, instructors also can ask students to compare the history–social science foundations in the *California Preschool Learning Foundations, Volume 3* with the ten themes from the *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (National Council for the Social Studies, 2010). A copy of the executive summary of these national standards can be downloaded at <http://www.socialstudies.org/standards/execsummary>. A more detailed discussion of the themes from the full publication is on the National Council on Social Studies Web site, <http://www.socialstudies.org/standards/strands>. If this second resource is also used, it will be important to recognize and to support students in understanding that the first part of this learning experience explores the alignment with a key California early learning resource and the “Taking it further” section looks at a key national early learning resource.

Two handouts are included with this learning experience. Handout 1 is to be used in comparing the California kindergarten content standards with the learning foundations. Handout 2 is for use in the comparison of the national curriculum social studies



standards with the learning foundations. Electronic versions of the handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Appendix B of the *California Preschool Learning Foundations, Volume 3* is “An Overview of the *Alignment of the California Preschool Learning Foundations with Key Early Education Resources*.” This is a summary of an alignment document published by the California Department of Education that shows the alignment of all domains of the foundations to three other key California early learning resources, including the kindergarten content standards, and to the *Head Start Early Learning and Development Framework*. Table 11 on pages 155–156 shows the alignment between the history–social science foundations at the strand and substrand levels and the kindergarten content standards, as well as to the *California Infant/Toddler Development Foundations*.

There is a learning experience in this instructional guide, titled “Exploring the Overview of the *Alignment of the California Preschool Learning Foundations with Key Early Education Resources*,” that will support students in exploring all the alignment materials in Appendix B of the *California Preschool Learning Foundations, Volume 3* and guide them through the alignment of California foundations in all domains to the other three resources. Therefore, please keep in mind that this learning experience described in the “Active Learning” below relates only to the history–social science foundations and how they are aligned to a specific California resource, the *History–Social Science Content Standards for California Public Schools (Kindergarten, 1998)* and a specific national resource, the *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (National Council for the Social Studies, 2010).

Information Delivery



Slide 2-5

Students will be asked to review and compare two sets of materials: the kindergarten content standards of the *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* (California Department of Education, 2000) and the history–social foundations in the *California Preschool Learning Foundations, Volume 3*.

Active Learning



Slide 6-12

Getting it started

Ask students to read pages 1–3 of the *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*, which includes descriptions of the content standards for kindergarten. Then lead the students in a discussion to identify the key knowledge that children acquire during kindergarten. Be sure that the students have identified the six standards and the items under Standards K.1, K.4, and K.6. These items represent specific aspects or essential components of the overarching standard.



Slide 13

Keeping it going

Continue the learning experience by showing students Handout 1 or having them create a similar grid. Students can do this learning experience individually as well as in pairs or small groups. Ask the students to note that the kindergarten content standards are across the top of the pages with space under each standard labeled “Strand(s), Substrand(s), & Foundation(s).” Ask the students to review the history–social science foundations and list the foundations that are linked to one or more of the kindergarten content standards. For example, foundation 3.1 in the Fairness and Respect for Other People substrand of the Becoming a Preschool Community Member (Civics) strand is very similar to item 1 under the K.1 standard, “Students understand that being a good citizen involves acting in certain ways.” Students would write the strand, substrand, and foundation number, including the appropriate age range(s), in the blank column under item 1.

<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p>
<p><i>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</i></p>
<p>Strand(s), substrand(s), & foundation(s):</p> <p>Strand – Becoming a Preschool Community Member (Civics) Substrand – 3.0 Fairness and Respect for Other People Foundation – 3.1, 48 and 60 months of age</p>

Putting it together

If the students have worked individually in completing their grids, ask them to compare their grids with one or more students. Encourage them to discuss any differences in the foundations they listed for specific standards.

If the students worked in pairs or small groups, ask students to share their responses with the whole class.

Depending on the size of the class and the amount of class time available, each pair or group could take a turn sharing the foundations it listed for one of the standards until all the standards have been discussed. Again

Online Options

Students could post their completed grids online and, if there is online-discussion capability, instructors could guide a discussion of the similarities and differences they see in the grids. Encourage students to explain why they listed foundations under specific standards, especially if not all students did so.



encourage students to discuss any differences in the foundations ascribed to each standard.

Taking it further

The *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (National Council for the Social Studies, 2010) was also cited as a resource in the development of the history–social science foundations. The ten themes from the National Council for Social Studies standards are listed here and on page 2 of the *California Preschool Learning Foundations, Volume 3*:



Slide 14-16

- Culture
- Time, continuity, and change
- People, places, and environments
- Individual development and identity
- Individuals, groups, and institutions
- Power, authority, and governance
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices

Brief descriptions of the ten themes are found in the executive summary <http://www.socialstudies.org/standards/execsummary>. More in-depth discussion of each theme can be found in Chapter 2 of the full document <http://www.socialstudies.org/standards/strands>.

Review with students the ten themes developed by the National Council for the Social Studies as part of its *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* and the purposes of these themes.

Next provide students with Handout 2 or ask students to draw a matrix similar to the one they completed for the comparison of the kindergarten content standards and foundations. This time the ten themes are written across the top of the pages instead of the content standards, with space under each theme to note a few bullet points. Students can work individually or in small groups.

First ask students to identify a few key points from each theme that have applicability for preschool-age children. Then they can identify



Slide 17



strands, substrands, and foundations that align or link with one or more themes. After students have completed their comparisons, provide time for them to share with another student or group of students or as a whole class.

The following reflection questions can be used with this section of the learning experience:



Slide 18-20

- What stood out for you from the ten themes from the *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*?
- Which themes seemed somewhat familiar to you? Were there themes that surprised you when thinking about their applicability to preschoolers? Which themes were easier or more difficult to link with the history–social science learning foundations?
- What common threads can you find among the themes from the *National Curriculum Standards for Social Studies*, the California history and social science content standards, and the history–social science learning foundations?
- What aspects of the ten themes might you apply to your work with preschool children and their families?

Online Options

Students could post these grids online, and instructors could facilitate a discussion of the similarities and differences in the grids if there is online-discussion capability. Students could also respond to the reflection questions through online discussion.

Another approach/way

Instead of having students complete the whole grid, you may choose to divide the class into small groups and assign each group a certain number of the kindergarten standards and subitems. Then after each group presents its findings, the rest of the class could ask questions and/or suggest additional foundations.

Reflection



Slide 21-23

This learning experience can be concluded with a class discussion of the following questions:

- What stood out for you from the comparison of the *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve* and the history–social science foundations in the *California Preschool Learning Foundations, Volume 3*?



- What were some of the main similarities and differences between the standards and the foundations? What might be some reasons for these similarities and differences?
- Why do you think it's important for preschool teachers to be knowledgeable about the kindergarten content standards for history–social science?
- What are key ideas from this learning experience that you'll keep in mind in your work as a preschool teacher?

Deeper Understanding



Slide 24

Other states also have content standards in social studies for prekindergarten or kindergarten. Ask students to identify standards from another state and compare those standards with California's kindergarten history–social science content standards. You may ask students to write a short paper or prepare a class presentation that includes the following elements:

- Background of the development of the other state's standards
- Similarities and differences between the two sets of standards
- Strengths in each set of standards
- Alignment of the other state's standards with the history–social science foundations in the *California Preschool Learning Foundations, Volume 3*

There is a note in the References and Source Materials section of the *California Preschool Learning Foundations, Volume 3* (page 47) that early childhood education standards from Florida, Georgia, Hawaii, Illinois, Kentucky, Massachusetts, Michigan, Texas, and Washington were part of the background preparation for California's history–social science foundations.



Linking the History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, and the California Preschool Learning Foundations, Volume 3

<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p>	<p>1. <i>Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</i></p>	<p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p>	<p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>
	<p>2. <i>Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</i></p>		
	<p>3. <i>Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</i></p>		
<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>



History–Social Science Domain:
 Learning Experience 5
 Handout 1 – Comparing CA Kindergarten Content Standards with CA Preschool Learning Foundations



Linking the History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, and the California Preschool Learning Foundations, Volume 3

<p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p>				
<p><i>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</i></p>				<p>Strand(s), substrand(s), & foundation(s):</p>
<p><i>2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.</i></p>				<p>Strand(s), substrand(s), & foundation(s):</p>
<p><i>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities.)</i></p>				<p>Strand(s), substrand(s), & foundation(s):</p>
<p><i>4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.</i></p>				<p>Strand(s), substrand(s), & foundation(s):</p>
<p><i>5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.</i></p>				<p>Strand(s), substrand(s), & foundation(s):</p>



Linking the History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, and the California Preschool Learning Foundations, Volume 3

<p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p>	<p>K.6 Students understand that history relates to events, people, and places of other times.</p>			<p>Strand(s), substrand(s), & foundation(s):</p>
<p>1. <i>Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day)</i></p>		<p>2. <i>Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</i></p>	<p>3. <i>Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).</i></p>	<p>Strand(s), substrand(s), & foundation(s):</p>
<p>Strand(s), substrand(s), & foundation(s):</p>		<p>Strand(s), substrand(s), & foundation(s):</p>		



Linking the National Curriculum Standards for Social Studies and the California Preschool Learning Foundations, Volume 3

Instructions: After reviewing the ten themes from the *National Curriculum Standards for Social Studies*, list some key points that apply to preschool children for each theme. Then identify some foundations from the history–social science domain that relate to each theme.

Theme 1: Culture	Theme 2: Time, continuity, and change	Theme 3: People, places, and environments	Theme 4: Individual development and identity	Theme 5: Individuals, groups, and institutions
<p><i>Key points:</i></p> <p>Strand(s), substrand(s), & foundation(s):</p>	<p><i>Key points:</i></p> <p>Strand(s), substrand(s), & foundation(s):</p>	<p><i>Key points:</i></p> <p>Strand(s), substrand(s), & foundation(s):</p>	<p><i>Key points:</i></p> <p>Strand(s), substrand(s), & foundation(s):</p>	<p><i>Key points:</i></p> <p>Strand(s), substrand(s), & foundation(s):</p>

History–Social Science Domain:
 Learning Experience 5
 Handout 2 – Comparing National Curriculum Standards for Social Sciences with CA Preschool Curriculum Foundations



Linking the National Curriculum Standards for Social Studies and the California Preschool Learning Foundations, Volume 3

<p>Theme 6: Power, authority, and governance <i>Key points:</i></p>		<p>Theme 7: Production, distribution, and consumption <i>Key points:</i></p>	<p>Theme 8: Science, technology, and society <i>Key points:</i></p>	<p>Theme 9: Global connections <i>Key points:</i></p>	<p>Theme 10: Civic ideals and practices <i>Key points:</i></p>
<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>	<p>Strand(s), substrand(s), & foundation(s):</p>