

History–Social Science

The preschool learning foundations for the history–social science domain are aligned with:

- *History–Social Science Content Standards for California Public Schools (California Department of Education, 2000).*

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The preschool learning foundations for the history–social science domain are aligned with:

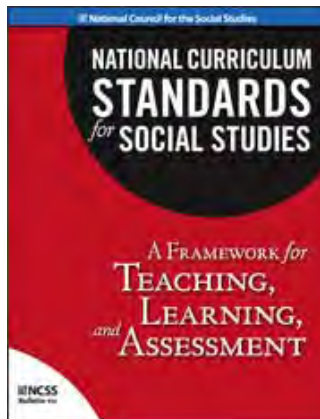
- *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment* (National Council for the Social Studies, 2010).

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<http://www.cde.ca.gov/be/st/ss/index.asp>

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<http://www.socialstudies.org/standards>

Summary: California Kindergarten History–Social Science Content Standards

Learning and Working Now and Long Ago

1. Students understand that being a good citizen involves acting in certain ways.
2. Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

Summary: California Kindergarten History–Social Science Content Standards

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.
4. Students compare and contrast the locations of people, places, and environments and describe their characteristics.

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Summary: California Kindergarten History–Social Science Content Standards

5. Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
6. Students understand that history relates to events, people, and places of other times.

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Preschool History–Social Science Foundations

Self and Society

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

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Preschool History–Social Science Foundations

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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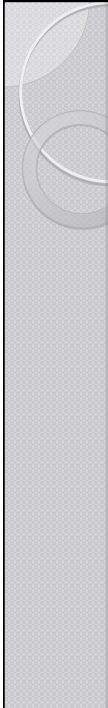


Preschool History–Social Science Foundations

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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Preschool History–Social Science Foundations

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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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>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><i>1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</i></p>	<p><i>2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</i></p>	<p><i>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</i></p>		
Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):

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<http://www.socialstudies.org/standards>

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Themes: National Council for Social Studies Standards

- Culture
- Time, continuity, and change
- People, places, and environments
- Individual development and identity
- Individuals, groups, and institutions

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Themes: National Council for Social Studies Standards

- Power, authority, and governance
- Production, distribution, and consumption
- Science, technology, and society
- Global connections
- Civic ideals and practices

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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
Key points:	Key points:	Key points:	Key points:	Key points:
Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):	Strand(s), substrand(s), & foundation(s):

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- 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? Were there themes that surprised you when thinking about their applicability to preschoolers?

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- 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?

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- What aspects of the ten themes might you apply to your work with preschool children and their families?



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- 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*?

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- 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?

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- Why do you think it's important for preschool teachers to be knowledgeable about the kindergarten content standards for history–social science?
- What key ideas from this learning experience will you keep in mind in your work as a preschool teacher?

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Compare standards from another state with California's kindergarten history–social science content standards.

Include:

- Background of the development of the other state's standards
- Similarities and differences
- Strengths in each set of standards
- Alignment of the other state's standards with the history–social science foundations

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