



History–Social Science: Reviewing the Research and Rationale for the History–Social Science Domain



Focus Statement

Students become familiar with the rationale and research base for the history–social science foundations by reviewing and discussing key concepts in the introductory material to the domain, exploring other references and resources, and doing panel presentations on their findings.

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
- Principle and Practices of Teaching Young Children
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation (student panel presentation)
- Pairs or small groups
- Personal reflection
- Reflective discussion
- Short paper or report



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
- Health, Safety, and Nutrition
- Professionalism



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Before You Start

“The most important purpose of these foundations is to help early childhood educators create environments and interactions that help young children understand themselves in a wonderfully expanding world (*California Preschool Learning Foundations, Volume 3, p. 7*).”

The introduction to the history–social science domain in the *California Preschool Learning Foundations, Volume 3* states the foundations for this domain are “. . . based on the assumption that competencies in a wide variety of areas prepare children for school. Education prepares children for a broad range of adult responsibilities and goals; therefore children’s appreciation for history, culture, geography, economics, civics and citizenship, the global environment, and individual identity in a cultural and racial context is essential to their education, as are basic capacities in language, mathematics, and the physical sciences (p. 1).” Many students may not have had much experience thinking about children’s acquisition of knowledge and skills in these areas. And some of the substrands or foundations, such as the substrand on Relationships or the foundation “Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles” may be more familiar to students as elements of the social-emotional development domain.

This learning experience is designed to help students become familiar with the content of history and social sciences at the preschool level. In addition to becoming familiar with the competencies in the foundations, students need to understand the developmental nature of the foundations and the influence of children’s “. . . *access to appropriate social interactions, experiences, and environments that normally support healthy development*” (*California Preschool Learning Foundations, Volume 3, p. 5*) in learning the behaviors and concepts described in the history–social science foundations. Providing an opportunity for students to review and discuss the key concepts in the domain’s introductory pages and the Bibliographic Notes (pp. 23–38) will help students acquire this understanding.

In this learning experience, students will develop panel presentations on the material for each strand in the Bibliographic Notes section. Faculty may wish to do this learning experience over two class sessions so that students have time out of class to prepare.



Information Delivery



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Students will be asked to become familiar with the introductory material in the history–social science foundations of the *California Preschool Learning Foundations, Volume 3*:

- Scope of the Foundations (pp. 1–4)
- Purpose of the Foundations (pp. 4–5)
- Understanding the Foundations (pp. 5–6)
- Learning About History–Social Science (pp. 6–7)

It may also be helpful for all students to review the glossary on page 39. Depending on the amount of time instructors plan for this learning experience, faculty may wish to have students review the introductory pages prior to class and then be prepared to identify and discuss key points in class.

Groups of students will be assigned to one of the sections on each strand that are in the Bibliographic Notes:



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- Self and Society (pp. 23–26)
- Becoming a Preschool Community Member (Civics) (pp. 26–30)
- Sense of Time (History) (pp. 30–34)
- Sense of Place (Geography and Ecology) (pp. 34–37)
- Marketplace (Economics) (pp. 37–38)

Active Learning

Getting it started

Begin by asking the students to read the introductory material in the history–social science domain. Then conduct a class discussion of the key points the students identified in the introductory material. Encourage them to comment on information that was new to them, including terms from the glossary, and what might be the benefits and challenges of observing and thinking about children’s behaviors in each strand and substrand. Ask students to also share at least one or two questions that surfaced for them during their review.

Then ask students to select two of the five strands that they are

Online Options

Students could prepare key points from their reading and post these online for review by the whole class as preparation for an in-class discussion.



particularly interested in learning more about; they could consider one strand their first choice and the other their second choice. Ask students to form five teams by finding other students with the same first choice. If the students do not self-select into five groups of approximately the same number, ask if one or more students as needed could move to a group of their second choice that needs additional members.

Keeping it going

Ask each team to read and discuss the bibliographic notes for its strand, noting the key messages, research and other sources, strand's foundations, and a few examples from the foundations of their own experience. After outlining these elements, ask the team to prepare a panel presentation. One student will be the panel moderator, and the other students will be panelists. The students can decide how the panelists will present the information, but instructors may wish to suggest some interaction among the panelists. For example, the moderator can pose one or two predetermined questions that each of the panelists responds to.

Putting it together

The amount of time for the panel presentations will, of course, depend on the class schedule. It is suggested that approximately 20–25 minutes be allocated for each panel. There should also be time for the rest of the class to ask a few questions.

Online Options

Instead of having panel presentations during class, the teams could be asked to write up their presentations as a short report. These reports could then be posted online. If online-discussion capability is possible, students could discuss the reflection questions as a large group after individually reviewing all the reports.

Taking it further

Instructors may wish to have the class develop some questions that the panelists answer as part of their presentation. One way to put together a list of questions is to start with the questions the students raised in their review of the introductory material as described in the “Getting it started” section.

Write all the questions on a whiteboard or large sheet of paper so that the students can easily read them. Ask students to identify any questions that seem very similar and then group and rewrite them as one question. Students can either vote to determine three to five



questions for the panels or use another consensus decision-making process to select the questions.

Online Options

If the instructor decides to ask students to develop questions for the panels and has document-sharing capability, the instructor could select the questions through an online discussion. Students could also submit questions online, and a small group of students could be given the responsibility of selecting the final questions.

Another approach/way

Instead of each group of students doing its own panel presentation, a panel could be composed of one student from each group. Each group would work as a team to prepare the key messages, research summaries, and responses to the panel questions and then select one of its members to be the panelist. The instructor may wish to serve as the moderator or ask another student to assume that role. The panelists would first provide a brief summary of some key points and research that their groups have identified. Then the panelists would be asked to respond to questions from the perspective of their strand.

Reflection



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After all the panels have been presented, conclude the learning experience by asking students to individually respond to or engage in a class discussion on these questions:

- What information from the panels caught your attention or stood out for you?
- Which key messages or research findings were especially meaningful to you? Why?
- What new or different perspectives do you have? How have the panel presentations been helpful in developing these perspectives?
- What information do you want to remember as you use the history–social science foundations in your work with children and families?

Deeper Understanding

Ask students to select one substrand that they would like to explore further; the substrand could be from the strand they reviewed in their small group work or from a different strand. Encourage students to choose a topic that may have challenged some beliefs they held or raised some issues and perspectives they had never considered.



Students could then review at least three articles cited in the Bibliographic Notes section for the selected substrand and/or the References and Source Materials section (*California Preschool Learning Foundations, Volume 3*, pp. 40–47) and prepare a one- to two-page paper that includes the following points:



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- Statement summarizing the focus of the paper and why the student selected that topic
- Research citations
- Summary of the research findings and key points
- Discussion of how the findings relate to the student’s increased understanding of specific foundations