

History–Social Science

California Preschool Learning Foundations, Volume 3 overview:

- Scope of the Foundations (pp. 1–4)
- Purpose of the Foundations (pp. 4–5)
- Understanding the Foundations (pp. 5–6)
- Glossary (p. 39)

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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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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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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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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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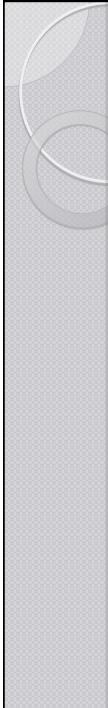


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Sense of Time (History)

- 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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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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Bibliographic Notes:

- 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)

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Brainstorm a list of questions and considerations related to a child's family, community, and culture that you believe are important for understanding children's knowledge and skills described in the foundations.

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- How culturally, ethnically, and racially diverse is the child's family? The community in which the child lives?
- What is the child's home language? What languages has the child been exposed to in his home? In his community?

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- What traditions and cultural practices has the child experienced in his family? In his community?
- What kinds of foods does the child typically eat at home? What are the family's beliefs and practices around foods and meals?

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- What opportunities has the child had to meet people outside his family and immediate neighborhood community? To participate in different community events? To travel outside the town or city in which he lives?

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- The extent of the child's exposure to and experience with outdoor environments (e.g., parks, gardens, lakes, rivers, streams)
- Child's exposure to animals such as pets and animals found at farms, zoos, ponds or streams, aquariums, aviaries, animal-related theme parks

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- Child's familiarity with plants in a home garden, community garden, or park
- Child's experience visiting or living in places with different types of weather

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- How much the child's family members talk about weather, animals, and different environments, based on their daily experiences or books, newspapers, magazines, and television shows
- The kind of recycling practices the family does and talks about

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- What questions or considerations cross all or most of the foundations?
- What themes emerge and what overarching questions are suggested by these themes?
- Are there any additional questions that should be added?

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- What are the primary implications for these questions and considerations when thinking about a specific child's progress in developing the knowledge or skill described in the foundation?

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- Which questions or considerations from lists other than the one you developed stand out for you?
- Which questions or considerations surprised you?

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- Which questions or considerations would help you develop the most insight into how a child is demonstrating skills and concepts for several foundations?

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- How will you use these key questions or considerations in your work with children and families in supporting children's development in the history–social science domain?

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- For the foundation(s), brainstorm some examples that relate to a child's family, home, community, or cultural experience.



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