

## 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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## 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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3

## 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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4

## 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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5

## History–Social Science

**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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6



## History–Social Science

***Self and Society***

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

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## History–Social Science

***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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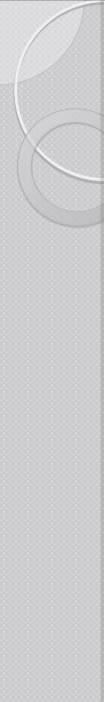


## History–Social Science

***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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## History–Social Science

Read pages 5–6

- Consider the cultural, ethnic, and racial implications related to children's development and the history–social science foundations



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11

## History–Social Science

- What statement or response from the panelists really caught your attention?
- What was new or surprising?
- What reaffirmed or caused you to think differently about the impact of different circumstances on children's acquisition of the skills and knowledge described in the history–social science domain foundations?

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12

## History–Social Science

- What responses to the prepared questions help you better understand how children’s background and experiences relate to the foundations in the history–social science domain?
- How might you apply the information from the panelists in supporting children’s development in the history–social science domain foundations?

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13

## History–Social Science



- What information stands out for you?
- What new perspective or understanding do you have about the relationship between children’s family and cultural experiences and the history–social science domain foundations?

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14

## History–Social Science

- Which aspects of children’s family and cultural backgrounds do you think are the most significant for children developing the skills and knowledge described in the history–social science foundations?
- Because of what you learned, what will you do differently when working with children and talking with families about these foundations?

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## History–Social Science

- How would you answer the question you selected based on your reading?
- What research findings address the question?
- How does this material support or differ from the panelists’ responses to the question?

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## History–Social Science

- How has this review of research increased your understanding of the relationship between family, culture, and the history–social science foundations?
- What additional questions do you still have?