



History–Social Science:

Exploring Examples of the History–Social Science Domain in the Early Care and Education Setting

Focus Statement

Students explore the examples of foundations in the history–social science domain and then engage in classroom observations to look for additional examples of the foundations in action. This learning experience is designed to help students understand that the examples in the foundations are not criteria and that children will demonstrate the foundations in many settings and ways.

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
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Brainstorming
- Class discussion
- Development of resource tool
- Notetaking outline or guide
- Observations
- Pairs or small groups
- Reflective discussion



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
- Observation, Screening, Assessment, and Documentation
- Professionalism
- Administration and Supervision



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History–Social Science Domain:
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Domain in the Early Care and Education Setting

Before You Start

In this learning experience, students are asked to observe children in group settings and watch for examples of children’s behavior that demonstrate foundations in the history–social science domain. This domain focuses on behaviors that might be familiar to students but are organized and described in ways that highlight their importance to children’s preparation for adult responsibilities and goals, as well as further education. It will be important to familiarize students with the strands and substrands of this domain and with some of the examples for each foundation before they are asked to observe in early care and education settings. One way to do this is to have students do Learning Experience 3 in this domain titled “Piecing Together the History-Social Science Domain Content Puzzle.”

Building example banks is a feature of every domain in each of the instructional guides for the *California Preschool Learning Foundations*. This has been done to emphasize in each domain that the examples presented for each foundation are neither assessment items to be used as a checklist nor curriculum suggestions. Example banks are also designed to expand students’ observation skills and to help students understand that what they see in early care and education settings are the foundations in action.

Two handouts are provided with this learning experience. Handout 1 is a list of the foundations for the history–social science domain, and Handout 2 is an observation guide that students can use when they do their classroom observations. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Students also will review the examples provided for the foundations. If you have access to several copies of the *California Preschool Learning Foundations, Volume 3*, students could use them for this review. The publication is also available online at <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp#psfoundvol3>. Students with electronic devices such as laptops or tablets may be able to view the downloaded publication during class.



Information Delivery



Slide 2-7

Direct students' attention to the first column of the text on page xiv in the introduction to the *California Preschool Learning Foundations, Volume 3*. This text addresses the use of examples in the foundations and emphasizes that the examples are not to be used as assessment or curriculum but as ways in which children might demonstrate the attainment of a foundation. This text also stresses that children might demonstrate behaviors that show the foundations in action in a variety of early care and education contexts, such as “engaging in imaginative play, exploring the environment and materials, making discoveries, being inventive, or interacting with peers, teachers, or other adults (*California Preschool Learning Foundations, Volume 3*, p. xiv).”

Many of the foundations in this domain will be demonstrated through the use of language, but students should be prepared to observe children expressing themselves in any language or nonverbally through the use of gestures, nodding, electronic communication devices, and any other means.

After discussing how examples are used in the foundations, review the strands and substrands in this domain in class before students do their observations. This can be done by asking students to read the foundations aloud in turn. A summary list of the foundations can be found in the history–social science domain in Appendix B of the *California Preschool Learning Foundations, Volume 3* on pages 103–107 and as Handout 1 for this learning experience.

Reviewing a few of the examples for each foundation as the class goes through them will also be helpful for many students. It will be important here to remind students again that examples are neither assessment nor curriculum suggestions. Ask students which of the early care and education contexts (from page xiv of the introduction to the *California Preschool Learning Foundations, Volume 3*) an example represents. It is likely that many examples will represent more than one context.

Another way to familiarize students with this domain is to have them do Learning Experience 3 mentioned in the “Before You Start” section, “Piecing Together the History-Social Science Domain Content Puzzle.”

Active Learning

Getting it started

Organize students into pairs or groups of three. There are five strands and fifteen substrands in this domain. One way to assign strands would be to assign two combinations of strands:



1. Self and Society and Becoming A Preschool Member (Civics) (seven substrands)
2. Sense of Time (History), Sense of Place (Geology and Ecology), and Marketplace (eight substrands)

Another way would be to assign individual strands, with the exception of combining the Sense of Place and Marketplace strands. This would give each group three or four substrands.



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Provide students with Handout 1, which summarizes the foundations, and make sure all students have access to a copy of the *California Preschool Learning Foundations, Volume 3*. As students work in their pairs or groups, ask them first to concentrate on the foundations in their strand. Then ask them to read through the examples for this strand and make a list of examples that they have seen or heard young children demonstrate. They can use their handout of the foundations to jot down or indicate those foundations they have seen or heard.

Next, again having them work in their pairs or groups, ask them to add to their list by thinking of other ways they have observed, heard of, or can think of children possibly demonstrating each foundation in this strand. They can continue to note these on their handout.

They can further their understanding of the strands by exchanging strands and working with a new strand or by forming new groups and sharing what they have found in these groups.

Online Options

Students could individually list their examples they have seen or heard and post their lists online for review by the instructor and other students. Students could add to their own lists from examples on their classmates' lists and use these as preparation for their classroom observations.

Keeping it going

Building an example bank can then be done to extend and further support students' understanding of the foundations in this domain and that the examples are neither assessment nor curriculum.

Ask students to observe children in a preschool classroom. This could be where they are currently working or where they might have approved access to do an observation. If the observation can be done in pairs, it will increase the learning as each pair reviews and discusses its observations. Assign specific strands to individual students or pairs to focus their observations.



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Instructors might want to provide students with a new Handout 1, list of the foundations, or have them use the one they have been working with. There is also an observation guide, Handout 2, provided with this learning experience that students can use to record their observations.

Remind the students that, when they look for examples in settings in which they are working or with children they know, they are looking for observable behaviors or actions that demonstrate the foundations in action. The point of this exercise is not to assess children's development but rather to explore the foundations and see where and how children demonstrate aspects of these foundations in their preschool settings.

Students might be unsure if something is an example or they might be reluctant to label the behavior that they are observing, but suggest that they just document what they see as examples of the foundations and bring their observations back to class for discussion. It is in the discussion that greater understanding and clarity will emerge.

Putting it together

Ask students to bring their list of examples to class. Give students chart paper or whiteboard space so that they can display the examples they observed. Each student can write the examples out on strips of paper or list the examples on chart paper so that the entire class can see them. Be sure the examples are arranged by the strands or substrands that were observed.

Give students time to walk about and see what has emerged. Remind students that it is unlikely that they will see all the history–social science foundations in a single observation. Children will demonstrate behaviors related to the foundations over many activities and over repeated experiences over time.

Be sure that the examples are collected and made available as a resource to students. This can be their example bank.

Reflection



Slide 10-12

Then ask them to discuss their observations. The following set of questions could be used:

- Is there anything you particularly noticed about all the examples?
- Were there some contexts in the classroom where it was easy to see certain foundations in action? Which contexts?



- Were there some contexts in the classroom where it was difficult to see any of the foundations in this domain in action? What were they?
- Did some foundations appear in some contexts and not others? Which were they and during which contexts did they appear?
- What does this tell you about the importance of ongoing observation in early care and education settings?
- What are the implications of this for your current or future work with young children?

Online Options

Students could post their observations online for review by the instructor and their classmates. An instructor led online discussion of the questions could follow, if the class has online-discussion capability.



History–Social Science

Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.
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3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.
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Becoming a Preschool Community Member (Civics)

1.0 Skills for Democratic Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</p>	<p>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</p>

2.0 Responsible Conduct

<p>2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.</p>	<p>2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.</p>
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3.0 Fairness and Respect for Other People

<p>3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.</p>	<p>3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.</p>
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4.0 Conflict Resolution

<p>4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.</p>	<p>4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.</p>
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Sense of Time (History)

1.0 Understanding Past Events

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.

2.0 Anticipating and Planning Future Events

2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.
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3.0 Personal History

3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.
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4.0 Historical Changes in People and the World

4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.
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Sense of Place (Geography and Ecology)

1.0 Navigating Familiar Locations

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</p>

2.0 Caring for the Natural World

<p>2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>
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3.0 Understanding the Physical World Through Drawings and Maps

<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>
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Marketplace (Economics)

1.0 Exchange

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

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Observation Guide:

Exploring Examples of the History–Social Science Domain

History–Social Science Domain:
Learning Experience 9
Handout 2 – Observation Guide

<i>Strand: Self and Society</i> Substrand: Culture and Diversity	
Setting:	
Examples:	
<i>Strand: Self and Society</i> Substrand: Relationships	
Setting:	
Examples:	
<i>Strand: Self and Society</i> Substrand: Social Roles and Occupations	
Setting:	
Examples:	



Observation Guide:

Exploring Examples of the History–Social Science Domain (Continued)

<p><i>Strand: Becoming a Preschool Community Member (Civics)</i> Substrand: Skills for Democratic Participation</p>	
Setting:	
Examples:	
<p><i>Strand: Becoming a Preschool Community Member (Civics)</i> Substrand: Responsible Conduct</p>	
Setting:	
Examples:	
<p><i>Strand: Becoming a Preschool Community Member (Civics)</i> Substrand: Fairness and Respect for Other People</p>	
Setting:	
Examples:	



Observation Guide:

Exploring Examples of the History–Social Science Domain (Continued)

<p><i>Strand: Becoming a Preschool Community Member (Civics)</i> Substrand: Conflict Resolution</p>	
Setting:	
Examples:	
<p><i>Strand: Sense of Time (History)</i> Substrand: Understanding Past Events</p>	
Setting:	
Examples:	
<p><i>Strand: Sense of Time (History)</i> Substrand: Anticipating and Planning Future Events</p>	
Setting:	
Examples:	



Observation Guide:

Exploring Examples of the History–Social Science Domain (Continued)

<i>Strand: Sense of Time (History)</i> Substrand: Personal History	
Setting:	
Examples:	
<i>Strand: Sense of Time (History)</i> Substrand: Historical Changes in People and the World	
Setting:	
Examples:	
<i>Strand: Sense of Place (Geography and Ecology)</i> Substrand: Navigating Familiar Locations	
Setting:	
Examples:	



Observation Guide:

Exploring Examples of the History–Social Science Domain (Continued)

<p><i>Strand: Sense of Place (Geography and Ecology)</i> Substrand: Caring for the Natural World</p>	
Setting:	
Examples:	
<p><i>Strand: Sense of Place (Geography and Ecology)</i> Substrand: Understanding the Physical World Through Drawings and Maps</p>	
Settings:	
Examples:	
<p><i>Strand: Marketplace (Economics)</i> Substrand: Exchange</p>	
Settings:	
Examples:	