

#### Read and review:

- Overview of the history–social science strands and subtrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

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#### **Self and Society [strand]**

- 1.0 Culture and Diversity [substrand]
- 2.0 Relationships [substrand]
- 3.0 Social Roles and Occupations [substrand]



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# Becoming a Preschool Community Member (Civics) [strand]

- I.0 Skills for Democratic Participation [substrand]
- 2.0 Responsible Conduct [substrand]
- 3.0 Fairness and Respect for Other People [substrand]
- 4.0 Conflict Resolution [substrand]

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#### Sense of Time (History) [strand]

- 1.0 Understanding Past Events [substrand]
- 2.0 Anticipating and Planning Future Events [substrand]
- 3.0 Personal History [substrand]
- 4.0 Historical Changes in People and the World [substrand]

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# Sense of Place (Geography and Ecology) [strand]

- 1.0 Navigating Familiar Locations [substrand]
- 2.0 Caring for the Natural World [substrand]
- 3.0 Understanding the Physical World Through Drawings and Maps [substrand]

#### Marketplace (Economics) [strand]

I.0 Exchange [substrand]

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#### **Read and review**

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands
- Research highlights (pp. 51–52, 83–84, 93, and 111)

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- What are some things that stood out for you from the paragraphs you read?
- What was easy or difficult about writing your paragraph? Why?



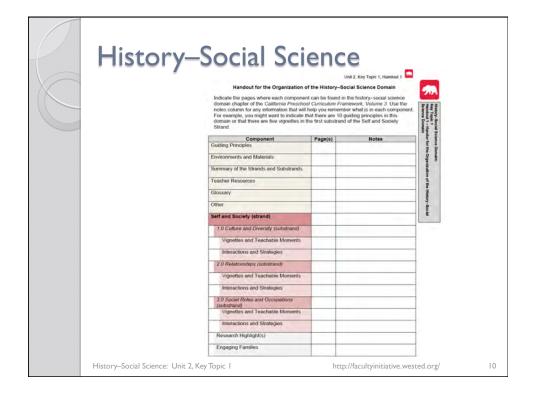
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- What did you learn from explaining the information in the history—social science domain for parents? What would you want to know about the families in your preschool program before sharing this information with them?
- What are some other ways you might explain to families why and how the history social science domain is included in your preschool program?

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#### The foundations are the what

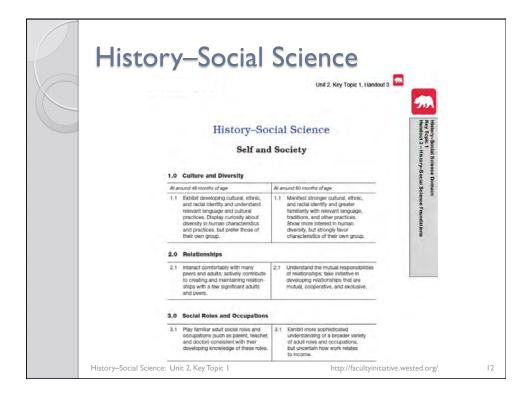
~ goal-like statements that describe **what** children typically learn and develop with optimal learning opportunities and support.

The curriculum framework is the how ~ guidance for how teachers can intentionally support children's learning and development.

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- Which components or elements of the history—social science chapter caught your attention?
- Which component do you want to spend more time reading about? Why?

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## History-Social Science

- Which organizational element(s) do you think will help you become more intentional in your curriculum planning and teaching of history and social science? Why and how?
- In what ways can you use this organizational guide of the history—social science domain as a reference in your work?

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#### Guiding Principles: History-Social Science

- Build a cooperative, inclusive preschool community.
- Create activities that will actively engage children's social skills and understanding.
- Affirm children's home cultures, experiences, and values.
- Encourage children's social curiosity.

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# History-Social Science

#### Guiding Principles: History-Social Science

- Model social behavior and attitudes with explanations.
- Actively teach and practice the essential skills of democratic participation.
- Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.

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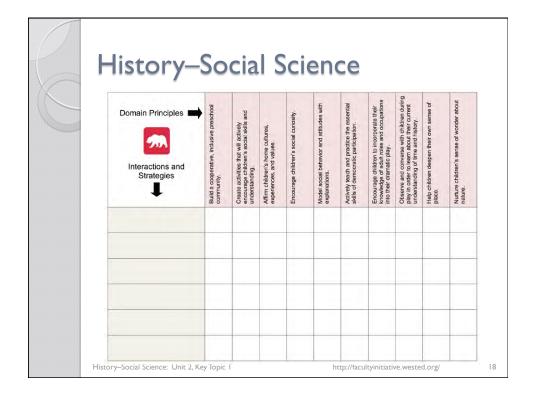
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#### Guiding Principles: History-Social Science

- Observe and converse with children during play in order to learn about their current understanding of time and history.
- Help children deepen their own sense of place.
- Nurture children's sense of wonder about nature.

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Interactions and Strategies that Support History–Social Science

Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.

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- What stood out for you from comparing the guiding principles and interactions and strategies?
- Which principles seemed to encompass the most interactions and strategies? The fewest? What might be some reasons for these differences?

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- Which principles do you think will be the easiest for you to implement in your teaching? The most difficult? Why?
- How will you keep these principles in mind when you are planning curriculum and working with young children and families in your preschool program?

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- As you think about the rationale, organizational structure, and guiding principles of the history—social science domain, what are some things that you remember?
- Which aspects seemed the most important to you? Why?
- What was useful in helping you understand the elements of the history—social science domain?

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 How might you use the resource tools you developed in curriculum planning? In explaining to families how history and social science are part of their children's learning and development?

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# History-Social Science

# **Developmental Sequences in History– Social Science**

- Review sample sequences: sense of time (p. 87) and sense of place (p. 104).
- Identify developmental sequences for other strands or substrands.
- Summarize findings, including:
  - Beginning level, next level, next level and mature or proficient level
  - ✓ References used in constructing these sequences

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