CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework,
Volume 1 (2010)

Unit 1
Introduction to the Framework
Focus Statement
Students have an opportunity to connect the idea of a framework to their personal experience.

Getting Ready for the Unit

Unit 1 is designed to be used in a variety of ways. The possibility of numerous ways to use the instructional guide is intended to support faculty as decision makers in their work with students and course content. Therefore, there is a flow to the sequence of key topics in this unit, but each key topic can also be used independently of the others.

• **Key Topic 1, “Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 1*”**: This key topic is recommended if you have limited opportunity to explore the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) in depth. This will give students an overview of the PCF, V1 and provide enough information that students will understand how to use the PCF, V1 as a resource in their work.

• **Key Topic 2, “Getting to Know the Eight Overarching Principles”**: Because the eight overarching principles that guided the development of the curriculum framework are not addressed in depth anywhere else in the framework, students are given an opportunity to become well acquainted with them in this key topic.

• **Key Topic 3, “Getting to Know the Curriculum-Planning Process”**: This key topic is intended to familiarize students with what is in the first chapter of the PCF, V1 regarding that topic. It is addressed in more depth in Unit 7, where the planning process is used to plan integrated learning across the four domains of the PCF, V1.

For flexible use of the instructional guide, it is suggested that you scan the key topics in Unit 1 and find what will be most important for your particular needs.

Listed below are some examples of available options as you decide what will be best for the course in which you are using the PCF, V1, and what fits best with the student...
learning outcomes you are addressing.

- Use Unit 1 as the beginning of a full exploration of the PCF, V1.
- Use only Unit 1 as a way to introduce students to the PCF, V1.
- Use Unit 1 to focus on the organization of the PCF, V1 and then expand beyond this by exploring the key topic regarding organization and rationale for each of the following domain units in the instructional guide.
- Focus on Unit 1 and Unit 7 as a means of connecting students to the PCF, V1 through its overall organization and value as a resource for integrating curriculum across domains.

These examples are provided as an illustration of how Unit 1 of the instructional guide, as an introduction to the PCF, V1, can be used in a variety of ways to support program and course outlines, as well as individual teaching and student contexts.

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**Motivator and Connection to Experience**

**Before You Start**

This motivator is designed to connect students' own experiences to the idea of a framework. The motivator includes pulling some content regarding curriculum out of Chapter 1 of the curriculum framework to work with, and not all students will be equally familiar with the curriculum components that are referenced. However, it might be a means of beginning to build familiarity with them, and they are dealt with at a deeper level further throughout the framework. Use of the curriculum framework as a resource for planning and use of the eight overarching principles for reviewing curriculum are specifically addressed in Unit 7. There is an opportunity to alert students to the cultural content in many of the decisions we make as family members and as practitioners by pointing out that what we put into frames is shaped by our preferences and priorities.

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**Active Learning**

**Getting it started**

First, ask students to think of a picture in a frame that is very important to them. It can be of anything—person, place, animal, object, event, etc. They can do this silently and individually, but it will be important to ask for descriptions of a few examples.

Then ask this question: “What does a frame do for a picture?”
Chart their responses, which might include some of the following examples:

- Makes it possible to see it and think about it often
- Gives it importance
- Keeps it clean
- Keeps it separate from other things—gives it uniqueness

Ask for additional examples of something that is framed that is important for them to have in a frame.

Be sure to explore similarities and differences in the examples that are given. The following questions may be used:

- Do differences in what we choose to frame or display reflect choices based on individual preferences?
- On family priorities?
- On cultural values?

**Keeping it going**

Ask students to turn to the definition of curriculum framework in the introduction to the PCF, V1, page 3. The paragraph states that, as a curriculum framework, this document provides

- principles;
- key components of curriculum planning;
- descriptions of routines, environments, and materials; and
- strategies for building on children’s knowledge, skills, and interests.

Ask students to develop a visual image of these four topics as a framework. Using a blank sheet of paper, ask them to draw a frame, perhaps two inches deep, around the edges. Many shapes will work, but a rectangle will provide one side for each of the four topics above. Students can do this individually, or a frame can be drawn on chart paper or some large surface where all students can see it.

After the students have drawn this frame, ask them to place these four segments of a curriculum framework into the frame.
they have just drawn. They can do this by writing the four phrases inside the frame, one on each side.

**Taking it further**
On pages 13-18 of the PCF, V1, there are several topics relating to curriculum planning:

- Arranging the environment and materials into interest areas for self-initiated play
- Using a variety of activities that are indoor and outdoor
- Using a variety of activities that are teacher guided in small or large groups
- Organizing daily routines as contexts for learning

Ask students to review pages 13-18 for additional curriculum components and add to the four topics listed previously. These could be written into the center of the sheet of paper (i.e., the center of the frame).

**Putting it together**
Ask students to discuss these questions as a whole group or in pairs or groups of three:

- What does a framework provide when these components of curriculum are considered in curriculum planning and put into practice?
- What would the eight overarching principles provide?
- What would a consistent planning process provide?
- What would consideration of materials and environments provide?
- What would consideration of interactions and strategies provide?

Plan a time for students to share their thinking. Some possible thoughts might include these points:

- Provides coherence by holding together the pieces that would just be separate activities without it
- Supports quality by providing guidance for maintaining quality in what is done
• Supports comprehensive curriculum by providing guidance for considering a broad range of needs in planning for children and families

• Supports consistency across domains

Suggest to students that they will become more comfortable with the concept of a framework for curriculum as distinct from curriculum as they work through more key topics in this instructional guide. There will be more exposure to this concept specifically in Unit 7.

Reflection

The following questions can be used to support reflection on this motivator. These can be done as a journaling exercise or as a class discussion.

• Where were new insights for you in this exercise?

• What are some continuing challenges with the idea of a curriculum framework?

• What additional information would you like to know that relates to the idea of a curriculum framework?

• What would you need to do to get that information?
California Preschool Curriculum Framework

Provides:

1. Principles
2. Key components of curriculum planning
3. Descriptions of routines, environments, and materials
4. Strategies for building on children’s knowledge, skills, and interests
California Preschool Curriculum Framework

- What does a framework provide when these components of curriculum are considered in curriculum planning and put into practice?

- What would the eight overarching principles provide?
- What would a consistent planning process provide?
- What would consideration of materials and environments provide?
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California Preschool Curriculum Framework

- Where were new insights for you in this exercise?
- What are some continuing challenges with the idea of a curriculum framework?
- What additional information would you like to know that relates to the idea of a curriculum framework?
- What would you need to do to get that information?
Focus Statement

Students explore the organization of the *California Preschool Curriculum Framework, Volume 1* and become familiar with what is included in the introductory chapters and the domain chapters. They also examine the relationship of the *California Preschool Curriculum Framework, Volume 1* to the *California Preschool Learning Foundations, Volume 1*.

Before You Start

Upon first acquaintance, many professionals and students alike have found the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) to be a comprehensive resource. By taking students through the structure of the publication, they will become familiar with it and enhance their use of this resource in the future.

This key topic is intended to give students enough familiarity with the organization of the PCF, V1 so that they will be able to navigate the document and find pieces that they might want to use in the future as resources. It is not intended to provide deep exploration of any of the content of the PCF, V1.

Keep in mind that a full unit in this instructional guide is devoted to each of the four domain chapters, and each domain can be explored more fully with those units.

There are three subtopics in this key topic. The first acquaints students with the organization of Chapter 1 of the PCF, V1. This provides information about the curriculum framework, its intended use, and the California Department of Education’s approach in developing it. For this chapter, it is best, as an introduction, to have students read and then briefly discuss the content.

In Subtopic 2, the organization of Chapters 3, 4, 5, and 6 in the curriculum framework is explored through a straightforward tabbing exercise. These are chapters that refer to developmental domains and parallel the *California Preschool Learning Foundations, Volume 1* (PLF, V1). One essential key to understanding these chapters and being able to use them is that, although there are many consistencies between them, they are not identical in organization. The active learning in this subtopic is designed to help students find the similarities and the differences in these four chapters.
Following the tabbing exercise, Subtopic 3 focuses on the relationship between the PCF, V1 and the PLF, V1. The exercise in Subtopic 3 helps students see the link between the PCF, V1 and PLF, V1. This understanding is extremely important, and it is recommended that Subtopic 3 always be included in the work in this key topic.

Information Delivery

The following are important concepts for this unit:

- The curriculum framework is designed to be used as a resource in planning curriculum. It is important to understand how it is organized and what is in it so that it can be used effectively.

- The curriculum framework parallels the foundations, and part of the work in this key topic will be an introduction to the relationship between the foundations and the framework.

Active Learning

Subtopic 1: What Is in Chapter 1 of the PCF, V1

Getting it started

This exercise can be done by individuals, pairs, or small groups, depending on the size of your group. This will be a chance for students to read different sections, become acquainted with these sections, and then share what they found with their peers.

To assign sections of Chapter 1 to students, you could use the ten topics listed in the table of contents for the PCF, V1. These topics are not equal numbers of pages, however, so it might work better to use the following sections as listed with the page number on which each begins:

1. Introduction (p. 2) and California’s Preschool Children (p. 3)

2. Eight Overarching Principles (p. 5)

3. English-Language Development and Learning in All Domains (p. 10) and Universal Design for Learning (p. 13)

4. Curriculum Planning (p. 13)

5. The Daily Schedule (p. 16)

6. The Curriculum-Planning Process (p. 19)
7. Implementation of the Framework (p. 24 to the end of Chapter 1)

Students can read their assigned sections in or out of class. Ask students to describe the content of their section in two or three sentences.

**Keeping it going**
Reconvene as a large group and ask each student or group to give the page numbers of their sections in the PCF, V1 so that all can find it and then read their sentences aloud.

**Putting it together**
After each student or group has shared their sentences, ask the following of the whole group:

- In your section, what was new?
- In your section, what was familiar?
- What did you hear from someone else’s section that was new?
- What did you hear from someone else’s section that was familiar?
- How does this apply to your work?

**Subtopic 2: What Is in the Domain Chapters**

**Getting it started**
This exercise gives students a chance to become familiar with the organization within the domain chapters of the PCF, V1.

The domain chapters have some strong consistencies yet also have some differences. At this point, students are to engage not with content but with the structure of the chapters. Remember that the content of each domain chapter is given an entire unit later in this instructional guide.

Organize the students into groups of four as much as possible. Within each group, assign one student to each of the domains. Working in their assigned domain, have each student locate and tab with a Post-it® note the following sections:
• Domain Guiding Principles
• Environment and Materials
• Summary of Strands and Substrands
• Each of the Strands for This Domain
• Each of the Substrands
• Vignettes and Teachable Moments
• Strategies and Interactions
• Research Highlights
• Engaging Families
• Questions for Reflection

This might take a while, and some students will have more substrands than others.

Keeping it going
When they are done, ask if there was anything in their chapter that was left off this list.

Ask them to find these and compare them domain to domain.

For example, the foundations themselves are listed in the language and literacy domain but not in other domains. In the mathematics domain, there are segments called mathematical reasoning that are not in other domains.

Putting it together
Then ask these questions:

• What stands out for you about the domain chapters?
• How would you describe the consistencies to a peer?
• How would you describe the differences to a peer?

Taking it further
While the students are still in their groups of four, ask them to read aloud to the whole class the guiding principles from each domain. Following this key topic, Handout 1 is a summary of the guiding principles in each domain. After all the domain
principles have been read, conclude with a discussion of these questions:

- What similarities do you notice?
- What are some things that are unique to each domain?

**Subtopic 3: Relation to the Foundations**

Have the students continue to work in their groups of four and ask the students to find the summary of strands and substrands for their domain in the PCF, V1. Then direct them to the appendix of the PLF, V1 publication that begins on page 173. A copy of this appendix can be found in Handout 2 following this key topic. This appendix summarizes the domains, strands, substrands, and foundations for each of the four domains in the PLF, V1. Ask the students to compare these two documents and respond to these questions:

- What do you see?
- Why do you think it is like that?

In this discussion, it will be important to point out that the foundations are the **what** and the curriculum framework is the **how**. The foundations are the goal-like statements that we want to see children achieve in their learning and development, and the curriculum framework provides support for that learning and development. The framework does not, however, provide suggestions for working directly on any foundations. The framework suggests learning environments, materials, and strategies that provide repeated experiences for children that will move them toward the goal-like foundations. Students can explore the relationships between the foundations, the curriculum framework, and the Desired Results Developmental Profile (DRDP) in more depth in Unit 7 of this instructional guide.

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**Reflection**

The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.
• What was new information in this key topic?
• Did any of this new information surprise you?
• What was familiar?
• What additional information would you like to know that relates to this key topic?
• How could you get that information?
## Guiding Principles in Each Domain

The guiding principles listed here are listed in the order that they are given in the domain.

<table>
<thead>
<tr>
<th>Social-Emotional Development</th>
<th>Language and Literacy</th>
<th>English-Language Development</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend to the impact of overall program design on social-emotional development.</td>
<td>Children say or sign what they hear or see.</td>
<td>Recognize existing language and literacy strengths in the home language.</td>
<td>Encourage inquiry and exploration to foster problem solving and mathematical reasoning.</td>
</tr>
<tr>
<td>Utilize curriculum practices that support healthy social-emotional development.</td>
<td>Children learn everywhere.</td>
<td>Respect cultural values and behaviors reflected in the child’s language and communication.</td>
<td>Use everyday activities as natural vehicles for developing preschool children’s mathematical knowledge.</td>
</tr>
<tr>
<td>Encourage play-based active learning.</td>
<td>Children learn best from experiences that are interesting, useful, and fun.</td>
<td>Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction.</td>
<td>Introduce mathematical concepts through intentionally planned experiences.</td>
</tr>
</tbody>
</table>

- Celebrate and support the individual. Support English-language development across all domains. Provide a mathematically rich environment.
- Connect school and home. Use language as a meaningful tool to communicate. Provide an environment rich in language, and introduce preschool children to the language of mathematics.
- Create a culturally sensitive environment. Make children’s learning interesting and fun for English learners. Support English learners in developing mathematical knowledge as they concurrently acquire English.
- Encourage children to take a turn. Accept code switching as normal. Observe preschool children and listen to them.
- Make thoughts more explicit to children by thinking out loud. Give preschool English learners time. Recognize and support the individual.

- Create literacy-rich environments.
- Observe children.
# Social-Emotional Development

## 1.0 Self-Awareness

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Describe their physical characteristics, behavior, and abilities positively.</td>
<td>1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</td>
</tr>
</tbody>
</table>

## 2.0 Self-Regulation

| 2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control. | 2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary. |

## 3.0 Social and Emotional Understanding

| 3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different. | 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people. |

## 4.0 Empathy and Caring

| 4.1 Demonstrate concern for the needs of others and people in distress. | 4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist. |

## 5.0 Initiative in Learning

| 5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems. | 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out. |
### Social Interaction

#### 1.0 Interactions with Familiar Adults

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.</td>
<td>1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</td>
</tr>
</tbody>
</table>

#### 2.0 Interactions with Peers

| 2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts. | 2.1 More actively and intentionally cooperate with each other. |
| 2.2 Participate in simple sequences of pretend play. | 2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation. |
| 2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression. | 2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression. |

#### 3.0 Group Participation

| 3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles. | 3.1 Participate positively and cooperatively as group members. |

#### 4.0 Cooperation and Responsibility

| 4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset. | 4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves. |
## Relationships

### 1.0 Attachments to Parents

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Seek security and support from their primary family attachment figures.</td>
<td>1.1 Take greater initiative in seeking support from their primary family attachment figures.</td>
</tr>
<tr>
<td>1.2 Contribute to maintaining positive relationships with their primary family attachment figures.</td>
<td>1.2 Contribute to positive mutual cooperation with their primary family attachment figures.</td>
</tr>
<tr>
<td>1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.</td>
<td>1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.</td>
</tr>
</tbody>
</table>

### 2.0 Close Relationships with Teachers and Caregivers

<table>
<thead>
<tr>
<th>2.1 Seek security and support from their primary teachers and caregivers.</th>
<th>2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.</td>
<td>2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.</td>
</tr>
</tbody>
</table>

### 3.0 Friendships

| 3.1 Choose to play with one or two special peers whom they identify as friends. | 3.1 Friendships are more reciprocal, exclusive, and enduring. |
## Language and Literacy

### Listening and Speaking

#### 1.0 Language Use and Conventions

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Use language to communicate with others in familiar social</td>
<td>1.1 Use language to communicate with others in both familiar</td>
</tr>
<tr>
<td>situations for a variety of basic purposes, including</td>
<td>and unfamiliar social situations for a variety of basic</td>
</tr>
<tr>
<td>describing, requesting, commenting, acknowledging, greeting,</td>
<td>and advanced purposes, including reasoning, predicting,</td>
</tr>
<tr>
<td>and rejecting.</td>
<td>problem solving, and seeking new information.</td>
</tr>
<tr>
<td>1.2 Speak clearly enough to be understood by familiar adults</td>
<td>1.2 Speak clearly enough to be understood by both familiar</td>
</tr>
<tr>
<td>and children.</td>
<td>and unfamiliar adults and children.</td>
</tr>
<tr>
<td>1.3 Use accepted language and style during communication with</td>
<td>1.3 Use accepted language and style during communication with</td>
</tr>
<tr>
<td>familiar adults and children.</td>
<td>both familiar and unfamiliar adults and children.</td>
</tr>
<tr>
<td>1.4 Use language to construct short narratives that are real</td>
<td>1.4 Use language to construct extended narratives that are real</td>
</tr>
<tr>
<td>or fictional.</td>
<td>or fictional.</td>
</tr>
</tbody>
</table>

#### 2.0 Vocabulary

| 2.1 Understand and use accepted words for objects, actions,    | 2.1 Understand and use an increasing variety and specificity  |
| and attributes encountered frequently in both real and        | of accepted words for objects, actions, and attributes         |
| symbolic contexts.                                           | encountered in both real and symbolic contexts.                |
| 2.2 Understand and use accepted words for categories of       | 2.2 Understand and use accepted words for categories of        |
| objects encountered and used frequently in everyday life.     | objects encountered in everyday life.                          |
| 2.3 Understand and use simple words that describe the         | 2.3 Understand and use both simple and complex words that      |
| relations between objects.                                    | describe the relations between objects.                        |
### 3.0 Grammar

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</td>
<td><strong>3.1</strong> Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</td>
</tr>
<tr>
<td><strong>3.2</strong> Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</td>
<td><strong>3.2</strong> Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</td>
</tr>
</tbody>
</table>

### Reading

**1.0 Concepts about Print**

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</td>
<td><strong>1.1</strong> Display appropriate book-handling behaviors and knowledge of print conventions.</td>
</tr>
<tr>
<td><strong>1.2</strong> Recognize print as something that can be read.</td>
<td><strong>1.2</strong> Understand that print is something that is read and has specific meaning.</td>
</tr>
</tbody>
</table>

**2.0 Phonological Awareness**

| **2.1** Orally blend and delete words and syllables without the support of pictures or objects. |
| **2.2** Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects. |
### 3.0 Alphabets and Word/Print Recognition

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Recognize the first letter of own name.</td>
<td>3.1 Recognize own name or other common words in print.</td>
</tr>
<tr>
<td>3.2 Match some letter names to their printed form.</td>
<td>3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</td>
</tr>
<tr>
<td></td>
<td>3.3 Begin to recognize that letters have sounds.</td>
</tr>
</tbody>
</table>

### 4.0 Comprehension and Analysis of Age-Appropriate Text

| 4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork. | 4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. |
| 4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork. | 4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. |

### 5.0 Literacy Interest and Response

| 5.1 Demonstrate enjoyment of literacy and literacy-related activities. | 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities. |
| 5.2 Engage in routines associated with literacy activities. | 5.2 Engage in more complex routines associated with literacy activities. |
## Writing

### 1.0 Writing Strategies

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</td>
<td>1.1 Adjust grasp and body position for increased control in drawing and writing.</td>
</tr>
<tr>
<td>1.2 Write using scribbles that are different from pictures.</td>
<td>1.2 Write letters or letter-like shapes to represent words or ideas.</td>
</tr>
<tr>
<td>1.3 Write marks to represent own name.</td>
<td>1.3 Write first name nearly correctly.</td>
</tr>
</tbody>
</table>
English-Language Development

Listening

1.0 Children listen with understanding.

Focus: Beginning words

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.</td>
<td>Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</td>
<td>Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</td>
</tr>
</tbody>
</table>

Focus: Requests and directions

<table>
<thead>
<tr>
<th></th>
<th>Begin to follow simple directions in English, especially when there are contextual cues.</th>
<th>Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</th>
<th>Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focus: Basic and advanced concepts

<table>
<thead>
<tr>
<th></th>
<th>Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</th>
<th>Demonstrate an understanding of words in English related to basic concepts.</th>
<th>Demonstrate an understanding of words in English related to more advanced concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td></td>
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</tbody>
</table>
Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others.

**Focus: Communication of needs**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.</td>
<td>1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).</td>
<td>1.1 Show increasing reliance on verbal communication in English to be understood by others.</td>
</tr>
</tbody>
</table>

**Focus: Vocabulary production**

| 1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary). | 1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech). | 1.2 Use new English vocabulary to share knowledge of concepts. |

**Focus: Conversation**

| 1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English). | 1.3 Sustain a conversation in English about a variety of topics. |
1.0 **Children use nonverbal and verbal strategies to communicate with others.**

**Focus: Utterance length and complexity**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
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</thead>
<tbody>
<tr>
<td>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.4 Use two- and three-word utterances in English to communicate.</td>
<td>1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</td>
</tr>
</tbody>
</table>

**Focus: Grammar**

| 1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.5 Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English. | 1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors. |

**Focus: Inquiry**

| 1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 1.6 Begin to use “what” and “why” questions in English, sometimes with errors. | 1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors. |
### 2.0 Children begin to understand and use social conventions in English.

**Focus: Social conventions**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Demonstrate a beginning understanding of English social conventions.</td>
<td>2.1 Appropriately use words and tone of voice associated with social conventions in English.</td>
</tr>
</tbody>
</table>

### 3.0 Children use language to create oral narratives about their personal experiences.

**Focus: Narrative development**

| 3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). | 3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching). | 3.1 Produce simple narratives in English that are real or fictional. |
### Reading

1.0 **Children demonstrate an appreciation and enjoyment of reading and literature.**

**Focus: Participate in read-aloud activity**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
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</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</td>
<td>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</td>
<td>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</td>
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**Focus: Interest in books and reading**

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<tbody>
<tr>
<td>1.2</td>
<td>“Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.</td>
<td>1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.</td>
<td>1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</td>
</tr>
</tbody>
</table>
2.0 Children show an increasing understanding of book reading.

**Focus: Personal connections to the story**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
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<tbody>
<tr>
<td>2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.</td>
<td>2.1 Begin to engage in extended conversations in English about stories.</td>
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**Focus: Story structure**

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<tbody>
<tr>
<td>2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>2.2 Retell a story using the home language and some English when read or told a story in English.</td>
<td>2.2 Retell in English the majority of a story read or told in English.</td>
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3.0 Children demonstrate an understanding of print conventions.

**Focus: Book handling**

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<tr>
<td>3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).</td>
<td>3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.</td>
<td>3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</td>
</tr>
</tbody>
</table>
### 4.0 Children demonstrate awareness that print carries meaning.

**Focus: Environmental print**

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<thead>
<tr>
<th>Beginning</th>
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<th>Later</th>
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</thead>
<tbody>
<tr>
<td>4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.</td>
<td>4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</td>
<td>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</td>
</tr>
</tbody>
</table>

### 5.0 Children demonstrate progress in their knowledge of the alphabet in English.

**Focus: Letter awareness**

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<table>
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<tbody>
<tr>
<td>5.1 Interact with material representing the letters of the English alphabet.</td>
<td>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</td>
</tr>
</tbody>
</table>

**Focus: Letter recognition**

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<tbody>
<tr>
<td>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</td>
<td>5.2 Identify some letters of the alphabet in English.</td>
</tr>
</tbody>
</table>
### 6.0 Children demonstrate phonological awareness.

#### Focus: Rhyming

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.</td>
<td>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</td>
</tr>
</tbody>
</table>

#### Focus: Onset (initial sound)

| 6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. | 6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support. | 6.2 Recognize and produce words that have a similar onset (initial sound) in English. |

#### Focus: Sound differences in the home language and English

| 6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.) | 6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language. | 6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support. |
## Writing

### 1.0 Children use writing to communicate their ideas.

**Focus: Writing as communication**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Begin to understand that writing can be used to communicate.</td>
<td>1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.</td>
<td>1.1 Develop an increasing understanding that what is said in English can be written down and read by others.</td>
</tr>
</tbody>
</table>

**Focus: Writing to represent words or ideas**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
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<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Begin to demonstrate an awareness that written language can be in the home language or in English.</td>
<td>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</td>
<td>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</td>
</tr>
</tbody>
</table>

**Focus: Writing their name**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3</td>
<td>Write marks to represent their own name in a way that may resemble how it is written in the home language.</td>
<td>1.3 Attempt to copy their own name in English or in the writing system of their home language.</td>
<td>1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</td>
</tr>
</tbody>
</table>
# Mathematics

## Number Sense

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Children begin to understand numbers and quantities in their everyday environment.</td>
<td><strong>1.0</strong> Children expand their understanding of numbers and quantities in their everyday environment.</td>
</tr>
<tr>
<td>1.1 Recite numbers in order to ten with increasing accuracy.</td>
<td>1.1 Recite numbers in order to twenty with increasing accuracy.</td>
</tr>
<tr>
<td>1.2 Begin to recognize and name a few written numerals.</td>
<td>1.2 Recognize and know the name of some written numerals.</td>
</tr>
<tr>
<td>1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).</td>
<td>1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</td>
</tr>
<tr>
<td>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</td>
<td>1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</td>
</tr>
<tr>
<td>1.5 Use the number name of the last object counted to answer the question, “How many . . . ?”</td>
<td>1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</td>
</tr>
<tr>
<td><strong>2.0</strong> Children begin to understand number relationships and operations in their everyday environment.</td>
<td><strong>2.0</strong> Children expand their understanding of number relationships and operations in their everyday environment.</td>
</tr>
<tr>
<td>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”</td>
<td>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</td>
</tr>
<tr>
<td>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</td>
<td>2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.</td>
</tr>
</tbody>
</table>
### Algebra and Functions (Classification and Patterning)

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Children begin to sort and classify objects in their everyday environment.</td>
<td><strong>1.0</strong> Children expand their understanding of sorting and classifying objects in their everyday environment.</td>
</tr>
<tr>
<td>1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</td>
<td>1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</td>
</tr>
<tr>
<td><strong>2.0</strong> Children begin to recognize simple, repeating patterns.</td>
<td><strong>2.0</strong> Children expand their understanding of simple, repeating patterns.</td>
</tr>
<tr>
<td>2.1 Begin to identify or recognize a simple repeating pattern.</td>
<td>2.1 Recognize and duplicate simple repeating patterns.</td>
</tr>
<tr>
<td>2.2 Attempt to create a simple repeating pattern or participate in making one.</td>
<td>2.2 Begin to extend and create simple repeating patterns.</td>
</tr>
</tbody>
</table>
### Measurement

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Children begin to compare and order objects.</td>
<td><strong>1.0</strong> Children expand their understanding of comparing, ordering, and measuring objects.</td>
</tr>
<tr>
<td>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.</td>
<td>1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).</td>
</tr>
<tr>
<td>1.2 Order three objects by size.</td>
<td>1.2 Order four or more objects by size.</td>
</tr>
<tr>
<td>1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.</td>
<td></td>
</tr>
</tbody>
</table>

### Geometry

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Children begin to identify and use common shapes in their everyday environment.</td>
<td><strong>1.0</strong> Children identify and use a variety of shapes in their everyday environment.</td>
</tr>
<tr>
<td>1.1 Identify simple two-dimensional shapes, such as a circle and square.</td>
<td>1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.</td>
</tr>
<tr>
<td>1.2 Use individual shapes to represent different elements of a picture or design.</td>
<td>1.2 Combine different shapes to create a picture or design.</td>
</tr>
<tr>
<td><strong>2.0</strong> Children begin to understand positions in space.</td>
<td><strong>2.0</strong> Children expand their understanding of positions in space.</td>
</tr>
<tr>
<td>2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.</td>
<td>2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.</td>
</tr>
</tbody>
</table>
### Mathematical Reasoning

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0</strong> Children use mathematical thinking to solve problems that arise in their everyday environment.</td>
<td><strong>1.0</strong> Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</td>
</tr>
<tr>
<td><strong>1.1</strong> Begin to apply simple mathematical strategies to solve problems in their environment.</td>
<td><strong>1.1</strong> Identify and apply a variety of mathematical strategies to solve problems in their environment.</td>
</tr>
</tbody>
</table>
Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 1*

Chapter 1

Introduction to the Framework
Organization of the Framework

- In your section, what was new?
- In your section, what was familiar?
- What did you hear from someone else’s section that was new?
- What did you hear from someone else’s section that was familiar?
- How does this apply to your work?

Organization of the Framework

- Domain Guiding Principles
- Environment and Materials
- Summary of Strands and Substrands
- Each of the Strands for This Domain
- Each of the Substrands
- Vignettes and Teachable Moments
- Strategies and Interactions
- Research Highlights
- Engaging Families
- Questions for Reflection
Organization of the Framework

- What stands out for you about the domain chapters?
- How would you describe the consistencies to a peer?
- How would you describe the differences to a peer?

Organization of the Framework

- What was new information in this key topic?
- Did any of this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?
Focus Statement

Students become familiar with each of the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 1*.

Before You Start

This is an opportunity for each student to become familiar with all eight overarching principles. There is also an opportunity in Unit 7 of this instructional guide for deeper exploration of the eight overarching principles. In Unit 7, students have an opportunity to use the eight overarching principles as a way to reflect on and review self-developed and/or commercially available curricula.

For this exercise, students will need to read the relevant pages of Chapter 1 in the *California Preschool Curriculum Framework, Volume 1* (PCF, V1). They can be asked to read pages 5-8 and do the first piece of the following exercise before they come to class, or class time could be used for the initial reading and writing.

Before you begin this exercise, prepare one large label for each of the eight overarching principles. These are to be taped in different areas of the room. This could be done with chart paper or just written on sheets of paper. If you have access to half sheets that have a sticky backing (e.g., large Post-it® notes), those work very well.

The first part of the following exercise is to be done by students individually, and then there is a whole group discussion. For very large groups, small groupings could be developed for the discussion.

Information Delivery

The following are key concepts for this key topic:

- These are some dictionary definitions of “principle”: basic assumption, value-based standard, belief- and ethics-based characteristics.

- The eight overarching principles in the PCF, V1 are derived from research on what is effective practice and what supports children’s learning and development (PCF, V1, p. 5).
• These eight overarching principles have guided the development of the curriculum framework and are intended to provide children individually, culturally, and linguistically responsive learning experiences and environments (PCF, V1, p. 5).

---

**Active Learning**

**Getting it started**

Ask students to read pages 5-8 of the PCF, V1 and, for each eight overarching principle, find one key sentence or phrase that they think would be important to remember in their work.

Ask students to write out these key sentences or phrases on separate half sheets. If they do the reading and writing out of class, ask them to bring these written statements to class.

**Keeping it going**

Then ask them to tape or somehow attach each of their half sheets under the appropriate label that you have posted around the room. Have them circulate and view each of the collections of key sentences or phrases.

Provide an opportunity for students to reflect on what they see. You can support this by asking these questions:

• Were the key points the same?
• Where were there differences?
• Did you agree or disagree with any that were different from yours?
• Would you change any of yours after seeing any that are different?
• What does this tell you about the eight overarching principles?

**Putting it together**

Ask students where they have seen these eight overarching principles carried out in settings they have observed or may be working in. If this is done in pairs or small groups, try to ensure that each grouping includes someone who has access to an early care and education setting.
This does not need to be an exhaustive discussion but rather an opportunity to reflect on what these eight overarching principles look like in action.

The following questions might stimulate discussion:

- How are relationships made central?
- What evidence is there that play is a primary context for learning?
- What do you see that suggests that learning is integrated?
- What examples of intentional teaching have you seen?
- How are meaningful connections made with families and communities?
- How are learning opportunities provided for all children as individuals?
- How is children’s learning supported with responsiveness to culture and language?
- Is there time for teachers to reflect and plan?

Taking it further
The preceding questions could be used as the basis for an observation or an interview/panel discussion. This possibility is described in more detail in Unit 7, Key Topic 1.

Reflection
The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?
Ask students to review the guiding principles in the following documents:


   Ten principles are found throughout the guide and summarized in Appendix A on page 93.


   The guiding principles and values are on page 5 of this document, which is available on the NAEYC Web site.

Ask students to write a paper in which they compare these principles with the eight overarching principles in the PCF, V1 and respond to the following questions:

- Where are the similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?
Eight Overarching Principles in the California Preschool Curriculum Framework:

- Are derived from research on what is effective practice and what supports children’s learning and development.
- Have guided the development of the curriculum framework and are intended to provide children individually, culturally, and linguistically responsive learning experiences and environments. (PCF, V1, p. 5)
Eight Overarching Principles

- Relationships are central.
- Play is a primary context for learning.
- Learning is integrated.
- Intentional teaching enhances children’s learning experiences.
- Family and community partnerships create meaningful connections.
- Individualization of learning includes all children.
- Responsiveness to culture and language supports children’s learning.
- Time for reflection and planning enhances teaching.

Were the key points mostly the same?
Where were there differences?
Did you agree or disagree with any that were different from yours?
Would you change any of yours after seeing any that are different?
What does this tell you about the eight overarching principles?
Eight Overarching Principles

- How are relationships made central?
- What evidence is there that play is a primary context for learning?
- What do you see that suggests that learning is integrated?
- What examples of intentional teaching have you seen?

- How are meaningful connections made with families and communities?
- How are learning opportunities provided for all children as individuals?
- How is children’s learning supported with responsiveness to culture and language?
- Is there time for teachers to reflect and plan?
Eight Overarching Principles

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Review the guiding principles in the following:

- Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed. (CDE, 2009)

http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf
Review the guiding principles in the following:

“Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8.”

Position statement with expanded resources by the National Association for the Education of Young Children, 2003. (NAEYC)

http://www.naeyc.org/positionstatements

Compare the principles in each of the documents:

- Where are the similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?
Focus Statement
Students become acquainted with the curriculum-planning process and its components as described in Chapter 1 of the California Preschool Curriculum Framework, Volume 1.

Before You Start
This key topic is designed to acquaint students with the curriculum-planning process as described in Chapter 1 of the California Preschool Curriculum Framework, Volume 1 (PCF, V1) on pages 19-24. It is intended to support students in furthering their understanding of the components of the process: observation and documentation, reflection and discussion, planning and implementation. The importance of partnering with families throughout this process is also emphasized.

This is not a deep introduction to the practice of observation or assessment or curriculum planning, though it addresses all of these. It will be important, as students work through the PCF, V1, that they understand the recommended planning process that is presented in the framework. Further use of the curriculum-planning process is described in Unit 7 as a way to integrate curriculum planning across developmental domains.

Before you ask students to begin the active learning exercises, it is recommended that you become familiar with the graphic on page 20 of the PCF, V1. You will need to use chart paper or some other large sheets to reproduce a version of that graphic on a wall. Students will then attach definitions that they develop. An LCD projector can be used to project the image as well. See slide 2 in the accompanying key topic PowerPoint.

The first part of this exercise (“Getting it started”) could be done by students individually out of class and then brought to class for the rest of the work.

This exercise can be done with students working in pairs or small groups. Since there are a limited number of topics to be assigned, there will likely be more than one pair or group working on the same topic. This can yield varying responses, but there should be room for discussion and guidance with those responses.
Information Delivery

The following are key concepts for this topic:

- The curriculum-planning process is a recurring process; there is always some part of it that is engaged.

- The graphic on page 20 of the PCF, V1 illustrates the process as a recurring cycle. “Document” in that graphic refers to the process described in that box: observe, reflect, record.

- Documentation is a process as well as a product.

Active Learning

Getting it started

Have students work in pairs or small groups and ask them to use the text on pages 19-24 in the framework to develop definitions—not examples—for the following components of the curriculum planning process:

- Observation
- Documentation
- Reflection
- Planning
- Implementing
- Partnering with families
- Connecting to home and community

Some students find it difficult to distinguish between definitions and examples, so it might take some discussion to clarify this. Also, some of these components have readily available definitions while others do not, so developing definitions might require some extra effort for some groups. Make sure each group has read through the text because some of these terms have more than one potential definition.

When they have their definitions, go through the components one by one and ask for the definitions for each. If you have more than one group working on the same definition, try to come to agreement on one definition.
Keeping it going
When you have one definition for each component, ask someone to write it out on a sheet that is large enough for all to see. This can also be done on a computer and shown with an LCD projector, if that equipment is available.

Assemble, on a wall or some space such as a whiteboard where all students can see it, a large version of the graphic on page 20 of the PCF, V1. Attach or include the definitions for observation, documentation, reflection, planning, and implementing onto this larger graphic. Review this expanded image of the planning process by reading through it with students.

Taking it further
Now ask students where in that process they could partner with families, according to the definition developed, and indicate that in the larger graphic. Then ask the same about connecting to home and community experiences and indicate that in the larger process also.

If possible, make copies of the expanded graphic for students so that they can have it available as they go through the PCF, V1.

Putting it together
Depending on the focus of your particular course or students, you could continue the work on this key topic by asking a few practicing professionals to take part in a panel discussion. The discussion could center on how this process functions in an ongoing program.

It might be helpful to ask participants to bring any planning forms that they use regularly in their programs.

Students can generate questions in advance, but try to keep the questions focused on the curriculum-planning process as it is described in the PCF, V1.

Here are some possible questions:

• How are observations recorded?
• How is reflection supported and facilitated?
• How and when does planning occur? Who is involved?
• How are families involved in the planning process?
Reflection

The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- Were there any new insights in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this in your work now or in the future?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Deeper Understanding

Students can have deeper experience with the curriculum process across domains in Unit 7 of this instructional guide in Key Topics 1 and 2. The following exercise can be used for students if you might not be using Unit 7 in your class or as a way to look ahead to Unit 7.

There are several frequently used early care and education curricula that also suggest a curriculum-planning process. Ask students to find one or two of these. If students are currently working in an early care and education program, be sure they include the planning process they use, either from a commercial curriculum they use or from what has been developed within their program. Ask them to compare the curriculum-planning process in the PCF, V1 to the process in each of these other curricula. The following questions could be used in the comparison:

- Are the components the same?
- Is the cycle the same?
- Where are there differences?
- What do these similarities and differences say about the curriculum-planning process in early care and education?
Getting to Know the Curriculum-Planning Process

The Curriculum-Planning Cycle

- OBSERVE
- REFLECT
- RECORD (Document)

- REFLECT
- DISCUSS
- PLAN

IMPLEMENT
Components of the Curriculum-Planning Process:

- Observation
- Documentation
- Reflection
- Planning
- Implementing
- Partnering with families
- Connecting to home and community

Curriculum-Planning Process

- How are observations recorded?
- How is reflection supported and facilitated?
- How and when does planning occur?
  Who is involved?
- How are families involved in the planning process?
Curriculum-Planning Process

- Were there any new insights in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this in your work now or in the future?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Compare the curriculum-planning process:

- Are the components the same?
- Is the cycle the same?
- Where are there differences?
- What do these similarities and differences say about the curriculum-planning process in early care and education?