Planning and Integrating Curriculum

California’s Early Learning and Development System

- Program Guidelines and Resources
- Curriculum Frameworks
- Learning and Development Foundations
- Professional Development
- Desired Results Assessment System

California Department of Education, Child Development Division
The Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks are integral to the planning process in the following ways:

- The **learning foundations** are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

- The **observational assessment**—Desired Results Developmental Profile (DRDP)—provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

- The **curriculum framework** provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.
Read the vignettes on pages 27–29 and attend to where the DRDP comes into the process.
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Step 1: Review the sample DRDP Rating Record of an individual child:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?
Step 2: Consider the foundations

- What strands and substrands in each domain will be important for supporting this child’s learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

Step 3: Use the curriculum framework

- In what ways can you support children’s progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*?
- What interactions and strategies might be helpful to this child?
- How do suggestions from one domain support development in another domain?
Step 1: Use the DRDP “Group Data Summary”

- Overall, what do you see about this small cluster of children?

- Where are there strengths that can be enhanced?

- Where are there specific areas that need support to encourage progress?
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Step 2: Consider the foundations

- What strands and substrands in each domain will be important for supporting this group of children’s learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

Step 3: Use the curriculum framework

- In what ways can you support the children’s progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the California Preschool Curriculum Framework, Volume 2?
- What interactions and strategies might be helpful to this group of children?
- How do suggestions from one domain support development in another domain?
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The Reflective Curriculum Planning Process

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the California Preschool Curriculum Framework, Volume 2 as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?
What ideas stood out for you today?
What has been most helpful?
Where are there still challenges?
What do you need to do to fill in any gaps in your understanding of the California Preschool Curriculum Framework, Volume 2 as a resource for curriculum planning?

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The eight overarching principles in the California Preschool Curriculum Framework, Volume 2 include:
1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children’s learning experiences.
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5. Family and community partnerships create meaningful relationships connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children’s learning.
8. Time for reflection and planning enhances learning.