

Appendix E

Overarching Principles and Domain Guiding Principles for All Domains of the *California Preschool Curriculum Framework*

All three volumes of the preschool curriculum framework were developed with eight overarching principles in mind—principles that are grounded in early childhood research and practice. These principles emphasize individually, culturally, and linguistically responsive learning experiences and environments for young children.

Additionally, for each domain of the three volumes of the *California Preschool Curriculum Framework*, there is a section listing guiding principles specifically for that domain. These principles are research-based and follow guidelines for developmentally appropriate practice.

Appendix E is a comprehensive overview, which includes the eight overarching principles as well as the domain guiding principles for each of the nine domains. This resource can be useful for explorations within individual domains or for working across domains. These principles are listed as presented in the three volumes of the *California Preschool Curriculum Framework*. All are equally important and are not listed with priority.

California Preschool Curriculum Framework, Volume 1

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics

California Preschool Curriculum Framework, Volume 2

- Visual and Performing Arts
- Physical Development
- Health





California Preschool Curriculum Framework, Volume 3

- History–Social Science
- Science













Overarching Principles and Domain Guiding Principles All Domains of the *California Preschool Curriculum Framework*

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











Social-Emotional Development Domain Guiding Principles

-  Support social-emotional development with intentionality
-  Attend to the impact of overall program design on social-emotional development
-  Utilize curriculum practices that support healthy social-emotional development
-  Encourage play-based active learning

Language and Literacy Domain Guiding Principles

-  Language and literacy work together
-  Children say or sign what they hear or see
-  Children learn everywhere
-  Children learn best from experiences that are interest, useful, and fun
-  Celebrate and support the individual
-  Connect school and home
-  Create a culturally sensitive environment
-  Encourage children to take a turn
-  Make thoughts more explicit to children by thinking out loud
-  Support Curiosity and confidence
-  Create literacy-rich environments
-  Observe children

English-Language Development Domain Guiding Principles

-  Families matter
-  Recognize existing language and literacy strength in the home language
-  Respect cultural values and behaviors reflected in the child's language and communication
-  Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction
-  Support English-language development across all domains
-  Use language as a meaningful tool to communicate
-  Make children's learning interesting and fun for English learners
-  Accept code switching as normal
-  Give preschool English learners time
-  Allow for children's voluntary participation

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Mathematics Domain Guiding Principles

- ▲ Build on preschool children’s natural interest in mathematics and their intuitive and informal mathematical knowledge
- ▲ Encourage inquiry and exploration to foster problem solving and mathematical reasoning
- ▲ Use everyday activities as natural vehicles for developing preschool children’s mathematical knowledge
- ▲ Introduce mathematical concepts through intentionally planned experiences
- ▲ Provide a mathematically rich environment
- ▲ Provide an environment rich in language, and introduce preschool children to the language of mathematics
- ▲ Support English learners in developing mathematical knowledge as they concurrently acquire English
- ▲ Observe preschool children and listen to them
- ▲ Recognize and support the individual
- ▲ Establish a partnership with parents and other caregivers in supporting children’s learning of mathematics

Visual and Performing Arts Domain Guiding Principles

- The arts are inclusive of all children
- The arts a language that is common to all
- The arts promote dispositions for learning
- Children make their own meaning
- Children are capable of creating original art in all its forms
- Children learn about human connections, beauty, and appreciation of the arts
- The child’s work is play
- Children are active learners who thrive when challenged appropriately
- Arts experiences for preschoolers are more about process than product
- The arts reinforce the integrated nature of learning
- Cultural competence is approached through art
- The arts are motivating and engaging for learners
- Art can nurture the nurturer
- The arts provide a unique means for families to interact

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Physical Development Domain Guiding Principles

- 🍌 Developmentally appropriate movement programs accommodate a variety of individual differences among children
- 🍌 Children often learn best through maximum participation
- 🍌 The physical safety of children’s play environments should be of paramount importance at all times
- 🍌 Family members working as partners with teachers are key to enriching the physical development of children
- 🍌 Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity
- 🍌 Children are multisensory learners with unique learning styles
- 🍌 To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies
- 🍌 Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time
- 🍌 Children benefit from ample opportunities to practice new physical skills
- 🍌 Children benefit from integrated learning activities across the curriculum
- 🍌 Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children’s fitness and health

Physical Development Domain Guiding Principles

- 🍌 Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children’s home language using familiar communication methods











Health Domain Guiding Principles

- 🍌 Health knowledge is individualized
- 🍌 Preschool children and their families possess diverse backgrounds and cultural practices
- 🍌 Learning about health practices has a language component
- 🍌 Children’s personal health status (i.e., physical, mental, emotional) affects their ability to learn and develop in all domains
- 🍌 The overall theme of health education for preschool is personal health
- 🍌 Children learn through their experiences, including play, routines and scripts, modeling, and developing and sustaining relationships at preschool
- 🍌 Practicing *scripts*, or behavioral rules, can foster development of certain health-promoting behaviors or skills
- 🍌 The preschool program provides both indoor and outdoor environments that are safe and appropriate, challenging, and inviting for all children
- 🍌 Teachers help children feel secure by assuring them that there are adults who will take care of them (e.g., parents, family members, teachers, health care providers, special-needs assistants).












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History–Social Science Domain Guiding Principles

-  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
-  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
-  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

Science Domain Guiding Principles

-  The preschool environment supports children’s curiosity and encourages inquiry and experimentation
-  Content of inquiry is developmentally appropriate and builds on children’s prior experiences
-  Scientific inquiry experiences are interesting and engaging for children and teachers
-  Children explore scientific concepts directly through active, hands-on, minds-on playful experiences
-  Children explore scientific concepts in depth through multiple, related learning experiences over time
-  Children construct knowledge through social interactions with peers and adults
-  Children use language and other forms of communication to express their thoughts, describe observations, and document their work
-  Teachers support children who are English learners in understanding and communicating scientific knowledge and skills
-  Science is embedded in children’s daily activities and play and provides a natural vehicle for integrating mathematics, literacy, and other content areas
-  Individual differences are recognized, and all children are included and supported
-  The preschool environment, home, and community are connected through science