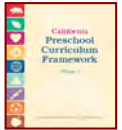




Unit 1 – Introduction to the Framework: Key Topic 1: Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 3*



Introduction to the Framework:
Key Topic 1 – Getting to Know the Organization of the
California Preschool Curriculum Framework, Volume 3

Focus Statement

Students explore the organization of the *California Preschool Curriculum Framework, Volume 3* and become familiar with what is included in the introductory chapters and the organization of the two domain chapters. They also examine the relationship of the *California Preschool Curriculum Framework, Volume 3* to the *California Preschool Learning Foundations, Volume 3*.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Growth and Development
- Child, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

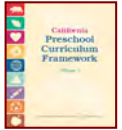
- Class discussion
- Creation of a visual representation
- Jigsaw reading
- Pairs or small groups
- Reflective discussion



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division's *California Early Childhood Educator Competencies*. The "Competency Areas to Consider" below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism



Unit 1 – Introduction to the Framework: Key Topic 1: Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 3*

Introduction to the Framework:
Key Topic 1 – Getting to Know the Organization of the
California Preschool Curriculum Framework, Volume 3

Before You Start

When first introduced to the *California Preschool Curriculum Framework, Volume 3*, many professionals and students alike have found it 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 it as a resource in the future.

This key topic is intended to provide students with enough familiarity with the organization of the *California Preschool Curriculum Framework, Volume 3* that they will be able to navigate the publication 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 this curriculum framework. Each of the two domain chapters in the curriculum framework—history–social science and science—is addressed with a full unit in this instructional guide, and each domain can be explored more fully in those units.

There are three subtopics in this key topic:

Subtopic 1: What is in Chapter 1 of the *California Preschool Curriculum Framework, Volume 3*. Subtopic 1 acquaints students with the organization and content of Chapter 1 of this curriculum framework. Chapter 1 provides information about components of the curriculum framework, its intended use, and the California Department of Education’s approach in developing it. As an introductory chapter, it is best to have students read and then discuss the content. Subtopic 1 provides a method for doing this.

Subtopic 2: What is in the Domain Chapters. In Subtopic 2, the organization of Chapters 2 and 3 in the curriculum framework is explored. These are chapters that refer to the learning domains of history–social science and science and parallel the *California Preschool Learning Foundations, Volume 3*. In this subtopic, students are asked to locate and tab certain sections of the *California Preschool Curriculum Framework, Volume 3*, they can use Post-it® Notes or some other type of marker to tab sections. If students have hard copies of the publication and faculty choose this approach, it may be helpful to provide the Post-it® Notes or other markers. If students are working with electronic versions, faculty can ask students to write notes on the location of the sections.

Subtopic 3: Relation to the Foundations. Subtopic 3 focuses on the relationship between the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*. The active learning in Subtopic 3 helps



students see the link between these two publications. This understanding is extremely important, and it is recommended that Subtopic 3 always be included in the work in this key topic. In this subtopic, it will be important to point out that the foundations are the **what** and the curriculum framework is the **how**. The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support. The curriculum framework is the **how**: guidance for **how** teachers can intentionally support this learning and development.

The framework does not, however, provide suggestions for working directly on any specific foundations. The curriculum framework suggests learning environments, materials, and strategies that provided repeated experiences for children as they progress in their learning and development in each domain.

Students will be asked to review the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*. The Portable Document Format versions of both publications can be downloaded from the California Department of Education's Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Handout 1, which summarizes the domains, strands, substrands, and foundations for the History–Social Science and Science domains of the *California Preschool Learning Foundations, Volume 3*, is included with this key topic. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org>.

Information Delivery



Slides 2-4

The following two points are important concepts for this unit:

- The curriculum framework is designed to be used as a resource in curriculum planning. It is important for students to understand how the framework is organized and what is in it so that it can be used effectively.
- The curriculum framework parallels the learning foundations. Part of the work in this key topic will be an introduction to the relationship between the foundations and the framework.

Content from the following sections of the *California Preschool Curriculum Framework, Volume 3* is referenced in this key topic:

- Introduction (pp. 2–3)
- California's Preschool Children (pp. 3–5)



- Overarching Principles (pp. 5–9)
- Organization of the Framework (pp. 9–11)
- English-Language Development and Learning in All Domains (pp. 11–14)
- Universal Design for Learning (p. 14)
- Curriculum Planning (pp. 15–24)
- The Daily Schedule (pp. 24–29)
- The Curriculum-Planning Process (pp. 29–37)

Active Learning

Subtopic 1: What is in Chapter 1 of the California Preschool Curriculum Framework, Volume 3

Getting it started

Students can do this learning experience individually, in pairs, or in small groups, depending on the size of the class. The following pages are suggested as the reading assignments for each student or group:



Slide 5

- Introduction (pp. 2–3)
- California’s Preschool Children (pp. 3–5)
- Overarching Principles (pp. 5–9)
- Organization of the Framework (pp. 9–11)
- English-Language Development and Learning in All Domains (pp. 11–14)
- Universal Design for Learning (p. 14)

Online Options

Subtopic 1: Students could post online the key points from their assigned reading for the “Getting it started” and “Taking it further” sections and then review their classmates’ postings in preparation for an instructor facilitated in-class discussion.

Students read the assigned section from Chapter 1 and then describe the key content of their section in three or four sentences. If students are working as a group, ask that the group develop one set of sentences. This will require them to succinctly summarize the key



points and/or key concepts of the content.

Keeping it going

Reconvene the class and ask each student or group to indicate the location of their section within the *California Preschool Curriculum Framework, Volume 3*. Then ask them to share the key points and/or concepts of their section. Encourage the other students to ask clarifying questions and discuss any similarities to the sections they read.

Taking it further

Next ask students to read the following parts of the chapter:



Slides 6-7

- Curriculum Planning (pp. 15–24)
- The Daily Schedule (pp. 24–29)
- The Curriculum-Planning Process (pp. 29–37)

Students are to note one or two key points for each of the following sections. Instructors may assign certain sections to individual students or, if students are already working in groups, to each group of students.

- *Curriculum planning to support children as active meaning makers* (p. 15)
- *Integrated curriculum* (pp. 15–21)
- *The environment as curriculum: Interest areas to support children’s play and child-initiated learning* (pp. 21–22)
- *Daily routines as curriculum* (pp. 22–24)
- The Daily Schedule (opening or first paragraph) (p. 24)
- *Child-initiated play* (pp. 24–25)
- *Teacher-guided activities in small groups* (pp. 25–28)
- *Teacher-guided activities in large groups* (p. 28–29)
- The Curriculum-Planning Process (pp. 29–30)
- *Observe, reflect, document* (pp. 30–32)



- *Reflect, discuss, plan* (pp. 32–33)
- *Implement* (pp. 33–34)
- *Partnering with families in curriculum planning* (p. 35)
- *Connections: A fertile ground for making meaning* (pp. 35–37)

Again ask students to share the key concepts or points from their sections. Encourage them to also highlight something from the vignette that illustrates the concept or point.

[Note: Students are asked to read all sections because there is one vignette threaded throughout all sections that illustrates the content of each section. The length of each part of the vignette varies and therefore makes an equal division of the reading assignment difficult. Also, reading the whole vignette provides the necessary context for students to better understand each section.]

Putting it together

After the students have shared and discussed all the key points and concepts, this subtopic can be concluded with a reflection on the following questions:



Slide 8

- What key concepts or key points stood out for you from your reading or the class discussion?
- What was new? What was particularly interesting?
- How might you use your understanding of the Chapter 1 content in your teaching?
- What content do you want to explore further? How will you begin this exploration?

Subtopic 2: What is in the Domain Chapters

Getting it started

This subtopic supports students in becoming familiar with the organization of the two domain chapters of the *California Preschool Curriculum Framework, Volume 3*. Instructors may wish to remind students that, for this exploration, they are to focus on the structure of the chapters and not on the content. This instructional guide has an entire unit on each domain, which will then provide opportunities for students to work specifically with the content.



Ask students to form two groups—one for each domain. Then assign an equal number of students in each domain group to each of the three subgroups. The students are to locate certain topics or elements in their assigned subgroup and tab them with a Post-it® Note or other marker. Because certain topics or elements are easier to locate and/or have fewer items than others, instructors may suggest the following division of topics or elements:

Subgroup one

- Domain Guiding Principles
- Environments and Materials
- Summary of Strands and Substrands
- Research Highlights
- Engaging Families
- Questions for Reflection

Subgroup two

- Vignettes and Teachable Moments

Subgroup three

- Interactions and Strategies

Keeping it going

When students have finished their tabbing, ask them to share their results. Then facilitate a discussion of what they found. For example, what was consistent between the two domains? What consistencies or differences did they notice about the guiding principles or environments and materials? Remind students that this discussion is to focus on the structure of the content and the way the content is organized and presented.

Conclude this discussion by asking if the students found any other elements in either domain chapter that were not assigned. Ask them to share these and again compare the two domains.

Taking it further

Now ask students to create a visual description of the content of one domain chapter. This description can include words and/or graphics or images; encourage students to be creative so that the design easily helps the viewer understand what kind of content is in the domain. Students could continue to work in their groups or individually.

Online Options

Subtopic 2: Students could post online photographs or scanned copies of their visual representations for their instructor and their classmates to review.



Slide 9



Putting it together

Provide time for the students to view the visual representations and note what stands out for them. Then close this subtopic with a reflective discussion. The following questions could be used:



Slides 10-11

- What words or images from the visual representations are the most memorable for you?
- Which ones appealed to you the most? Why?
- How do these visual representations of the content of the two chapter domains of the *California Preschool Curriculum Framework, Volume 3* help you understand and remember the content?
- What are some ways you can use this understanding of the two domain chapters in your teaching and work with children and families?

Online Options

Subtopic 2: If a method for doing online discussion is available for the course, faculty could facilitate a discussion of the students' visual representations based on the questions in the "Putting it together" section. A separate discussion thread could be used for each question.

Subtopic 3: Relation to the Foundations

Getting it started

Ask the students to now form pairs and assign one student in each pair to one of the two domains in the *California Preschool Curriculum Framework, Volume 3*. Ask the students to find the summary of their strands and substrands for their assigned domain:



Slide 12

- History–Social Science Domain – Summary of the Strands and Substrands (p. 50)
- Science Domain – Summary of the Strands and Substrands (p. 152)

Ask the students to compare the above summary with the domains, strands, substrands, and foundations for their assigned domain in the *California Preschool Learning Foundations, Volume 3*. Handout 1 of this key topic provides students with this summary. If students have access to the *California Preschool Learning Foundations*,



Volume 3, they can refer to Appendix A that begins on page 103. This Appendix summarizes the domains, strands, substrands, and foundations for the two domains.

Keeping it going

As students compare the summary from the curriculum framework and the Appendix from the foundations (also Handout 1 of this key topic), ask them to note the similarities and differences between the two publications.

Taking it further

Next ask students to choose one of the substrands from either domain in the *California Preschool Curriculum Framework, Volume 3* and then find the corresponding substrand in the *California Preschool Learning Foundations, Volume 3*. Ask them to read the vignette(s), teachable moments and planning learning opportunities, and interactions and strategies for the substrand that are in the curriculum framework and the foundation(s) for the substrand, which can be found in Handout 1 of this key topic.

Putting it together

As a summary of this subtopic, students are to discuss their comparison of the two publications. At the start of this discussion, it is important to remind students, as mentioned in the “Before You Start” section, that the foundations are the **what** and the curriculum framework is the **how**. The foundations are the **what**: goal-like statements that describe **what** children typically learn and develop with optimal support. The framework is the **how**: guidance for **how** teachers can intentionally support this learning and development. Also, the framework does not provide suggestions for working directly on any specific foundations.



Slides 13-15

In discussing the two publications, ask students to think about the following questions:

- What did you notice about the strands, substrands, and foundations of the two domains in the publications?
- What was particularly interesting or engaging?

Online Options

Subtopic 3: If a method for doing online discussion is available for the course, faculty could facilitate a discussion of the comparison of the curriculum framework and the learning foundations based on the questions in the “Putting it together” section.



- What supported your understanding of the substrand?
- What helped you see the difference between the foundations as the *what* and the curriculum framework as the *how*?
- What is one feature from the foundations and one from the curriculum framework that you will use to guide your work in supporting children's learning in history and the social sciences?

Reflection

The following questions can be used to support reflection on this key topic as a whole:



Slides 16-17

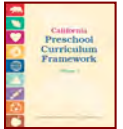
- As you think about the work you did in the first three chapters of the *California Preschool Curriculum Framework, Volume 3*, what are some things you remember?
- What engaged you the most? Which aspects seemed the most important to you? What was possibly confusing?
- What are some of the key themes that are in Chapter 1 and are carried forward in the two domain chapters?
- How would you describe the *California Preschool Curriculum Framework, Volume 3* in one sentence?

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics in this instructional guide.



Slides 18-19

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?



Introduction to the Framework
 Key Topic 1
 Handout 1 – History–Social Science and Science Foundations

History–Social Science

Self and Society

1.0 Culture and Diversity

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

2.0 Relationships

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

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

1.0 Skills for Democratic Participation

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

2.0 Responsible Conduct

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

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

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

1.0 Understanding Past Events

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

2.0 Anticipating and Planning Future Events

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

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

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

1.0 Navigating Familiar Locations

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

2.0 Caring for the Natural World

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

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

1.0 Exchange

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

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Science

Scientific Inquiry

1.0 Observation and Investigation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.
1.2 Observe ¹ objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.

1. Other related scientific processes, such as classifying, ordering, and measuring, are addressed in the foundations for mathematics.

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2.0 Documentation and Communication

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.

Physical Sciences

1.0 Properties and Characteristics of Nonliving Objects and Materials

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).

2.0 Changes in Nonliving Objects and Materials

2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).
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2.0 Changes in Nonliving Objects and Materials (continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.

Life Sciences

1.0 Properties and Characteristics of Living Things

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. ²	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.

2. The knowledge of body parts is also addressed in the *California Preschool Foundations (Volume 2)* for health. In science, it also includes the knowledge of body processes. Knowledge of body parts is extended to those of humans and other animals.



2.0 Changes in Living Things

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</p>	<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>
<p>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>

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Earth Sciences

1.0 Properties and Characteristics of Earth Materials and Objects

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.

2.0 Changes in the Earth

2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.

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