Instructional Guide
California Preschool Curriculum Framework, Volume 3

Supporting faculty in the California Community College and California State University systems with CDE early childhood publications and initiatives

California Department of Education/Early Education and Support Division
WestEd Center for Child and Family Studies
A Foreword from the Co-Director of the
Center for Child and Family Studies, WestEd

“Preschoolers’ understanding of history and social sciences naturally derives from their expanding knowledge of the world and their place in it . . . .”
California Department of Education, 2013, p. 44

“Children have a sense of wonder and natural curiosity about objects and events in their environment. Just like scientists, they seek information and actively explore and investigate the world around them, try things out to see what happens, and confirm or adjust their expectations . . . .”
California Department of Education, 2013, p. 136

The California Preschool Curriculum Framework, Volume 3 gives guidance on how teachers can support preschoolers’ growing understanding of history and social sciences and science concepts and scientific inquiry. It focuses on experiences, environments and materials that support children’s developing sense of self, knowledge of the larger social world, and basic concepts of time and place. In addition to offering strategies for planning learning experiences in the areas of history and social sciences, Volume 3 of the California Preschool Curriculum Framework addresses curriculum planning in the science domain. With preschool teachers’ intentional planning and guidance, children’s explorations of objects and nature can become rich opportunities to engage in scientific inquiry and deepen their understanding of objects and events in the world.

This document, the CDE/ECE Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3, is the latest installment of practical, user-friendly resources developed by the Faculty Initiative Project. Seeking to forge a strong link between the California Department of Education’s (CDE) early care and education quality improvement activities and higher education in California, the Faculty Initiative Project has been supporting the efforts of faculty to infuse information from the CDE’s activities into their course work. The instructional guides, which are being created collaboratively with higher education faculty, are an essential component of the Faculty Initiative Project’s work.

Higher education faculty members will readily recognize the content of the preschool curriculum framework, for many of the principles, concepts, and strategies it presents reflect what they already teach. This instructional guide is designed to meet the needs of faculty in a wide variety of situations. Following a widely used teaching and learning sequence, it offers open-ended activities that can be used in their current form or adapted. In essence, the instructional guide provides an easy-to-use, ready-to-go set of comprehensive resources, including in-class activities and handouts, that relate to all instructional levels, from an introductory class to master’s level graduate study.

My colleagues and I at WestEd greatly appreciate our collaborative partnership with the Faculty Initiative Project advisors and consultants from higher education. It is our hope that this instructional guide will help faculty foster a broad and deep understanding of early learning and development in their students—tomorrow’s early childhood educators. Together with the CDE, we look forward to continuing our work with higher education to ensure that all young children have teachers who possess the knowledge, skills, and dispositions necessary to provide high quality early care and education.

Peter L. Mangione
Co-Director, Center for Child and Family Studies
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Table of Contents

Instructional Guide for the California Preschool Curriculum Framework, Volume 3 (PCF, V3)

Introduction to the Instructional Guide

- Introduction ................................................................................................................. 1

Organizational Chart

- Organizational Chart for the Instructional Guide for the California Preschool Curriculum Framework, Volume 3 ............................................................................. 12

Unit 1
Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience
Students have the opportunity to connect the concept of a framework to their personal experience.

- Preview of Getting Ready for Unit 1 ................................................................. 13
- Getting Ready for Unit 1 ...................................................................................... 15
- Online Options ......................................................................................................... 19, 20

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

- Preview of Key Topic 1 ........................................................................................ 21
- Key Topic 1 .......................................................................................................... 23
- Online Options ......................................................................................................... 25, 28, 29, 30
- Handout 1: History–Social Science and Science Foundations ......................... 32
Key Topic 2: Getting to Know the Eight Overarching Principles

Students become familiar with each of the eight overarching principles that guided the development of the California Preschool Curriculum Framework, Volume 3.

- Preview of Key Topic 2 ................................................................. 42
- Key Topic 2 ...................................................................................... 44
- Online Options .................................................................................. 45, 46
- Handout 1: Exploring the Overarching Principles ......................... 50
- Handout 2: Relationships of the Overarching Principles to the Domain Guiding Principles ......................................................... 51

Key Topic 3: Getting to Know the Curriculum-Planning Process

Students become acquainted with the curriculum-planning process and its components as described in Chapter 1 of the California Preschool Curriculum Framework, Volume 3.

- Preview of Key Topic 3 ................................................................. 52
- Key Topic 3 ...................................................................................... 54
- Online Options .................................................................................. 55, 56, 57, 59
- Handout 1: The Reflective Curriculum Planning Process ................ 60

Unit 2
History–Social Science Domain

Getting Ready for the Unit and Connecting to Experience

Students acquire an increased understanding of the history–social science domain by recalling their early experiences related to the domain substrands and how these early experiences may have influenced their interests and activities as they grew older.

- Preview of Getting Ready for Unit 2 ............................................. 61
- Getting Ready for Unit 2 ............................................................. 63
- Online Options ............................................................................... 68
- Handout 1: Handout for the History–Social Science Domain: Connecting to Experience ................................................................. 70
- Handout 2: Handout for the History–Social Science Domain: Connecting to Experience with Peers .............................................. 72
Key Topic 1: Organization and Rationale of the History–Social Science Domain
Students become familiar with the rationale and guiding principles for the history–social science domain in the California Preschool Curriculum Framework, Volume 3. They also explore how the domain is organized.

- Preview of Key Topic 1 ........................................................................................................... 75
- Key Topic 1 .......................................................................................................................... 77
- Online Options ..................................................................................................................... 80, 83, 84
- Handout 1: Handout for the Organization of the History–Social Science Domain .............................................. 86
- Handout 2: Handout for the Organization of the History–Social Science Domain – Instructor Reference ............................................................................................................. 90
- Handout 3: History–Social Science Foundations ...................................................................................... 94
- Handout 4: Interactions and Strategies that Support History–Social Science .............................................. 99
- Handout 5: History–Social Science Domain Guiding Principles and Interactions and Strategies .............................................................................................................. 109
- Handout 6: History–Social Science Domain Guiding Principles, Substrands, and Interactions and Strategies .............................................................................................................. 111

Key Topic 2: Getting to Know Environments and Materials that Support History–Social Science
Students review the 12 characteristics of environments and materials that support children’s learning in the history–social science domain and explore how each characteristic relates to the different substrands.

- Preview of Key Topic 2 ............................................................................................................ 112
- Key Topic 2 ............................................................................................................................. 114
- Online Options ....................................................................................................................... 116
- Handout 1: Handout for the History–Social Science Domain: Getting to Know Environments and Materials .............................................................................................................. 119

Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science
Students explore interactions and strategies that can support children’s learning in history and the social sciences.

- Preview of Key Topic 3 ............................................................................................................. 121
- Key Topic 3 ............................................................................................................................. 123
- Online Options ....................................................................................................................... 126
- Handout 1: Interactions and Strategies that Support History–Social Science .................................................. 130
- Handout 2: Getting to Know Interactions and Strategies that Support History–Social Science .............................................................................................................................. 140
- Handout 3: Resources that Support Deeper Understanding ............................................................................. 141
### Key Topic 4: Universal Design, Individualizing, and Family Partnerships

*Students explore the concepts of universal design for learning, individualization, and partnerships with families as part of curriculum planning to support children’s learning in history and the social sciences.*

- Preview of Key Topic 4 ................................................................. 144
- Key Topic 4 .................................................................................... 146
- Online Options ............................................................................ 149, 152, 153, 154, 155

### Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain

*Students review the four research highlights for the history–social science domain and then have an opportunity to identify additional research articles on a topic of interest to them and develop a summary of their articles.*

- Preview of Key Topic 5 ................................................................. 157
- Key Topic 5 .................................................................................... 159
- Online Options ............................................................................ 160

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### Unit 3

**Science Domain**

#### Getting Ready for the Unit and Connecting to Experience

*Students explore the terminology of the science domain and reflect on ways in which they encounter aspects of the physical sciences, life sciences, earth sciences, and scientific inquiry in their everyday lives.*

- Preview of Getting Ready for Unit 3 .................................................. 163
- Getting Ready for Unit 3 ................................................................... 165
- Online Options ................................................................................ 167, 168

#### Key Topic 1: Organization and Rationale of the Science Domain

*Students become familiar with the rationale and guiding principles for the science domain in the California Preschool Curriculum Framework, Volume 3. They also explore how the domain is organized.*

- Preview of Key Topic 1 ................................................................. 169
- Key Topic 1 .................................................................................... 171
- Online Options ............................................................................ 172, 173
Key Topic 2: Getting to Know Environments and Materials that Support Science
Students review the strategies for planning and setting up the physical and social environments to promote children’s learning in science. Students also compare these strategies with the lists of suggested materials.

- Preview of Key Topic 2 .......................................................... 175
- Key Topic 2 .............................................................................. 177
- Online Options ........................................................................ 178
- Handout 1: Environments and Materials: The Physical Environment .... 180
- Handout 2: Environments and Materials: The Social Environment ......... 182

Key Topic 3: Getting to Know Interactions and Strategies that Support Science
Students become familiar with the interactions and strategies in the four strands of the science domain by reviewing vignettes in the strands and discussing where and how the interactions and strategies were or could be used.

- Preview of Key Topic 3 ......................................................... 183
- Key Topic 3 .............................................................................. 185
- Online Options ....................................................................... 187
- Handout 1: Getting to Know Interactions and Strategies and Vignettes of the Science Domain ................................................................. 190

Key Topic 4: Universal Design, Individualizing, and Family Partnerships
Students explore the concepts of universal design for learning, individualization, and partnerships with families as part of curriculum planning to support children’s learning in the sciences.

- Preview of Key Topic 4 .......................................................... 204
- Key Topic 4 .............................................................................. 206
- Online Options ....................................................................... 210, 212, 213, 214, 215
- Handout 1: Interactions and Strategies that Support the Science Domain ...... 217

Key Topic 5: Exploring the Research Highlights of the Science Domain
Students explore some of the research base for the science domain by reviewing the research highlights and additional books or Web resources.

- Preview of Key Topic 4 .......................................................... 223
- Key Topic 4 .............................................................................. 225
- Online Options ....................................................................... 226
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 1: Integrating the History–Social Science Domain or Science Domain with Other Domains
Students become familiar with the integrated nature of children’s learning by exploring how the environments and materials or interactions and strategies in the history–social science domain or science domain can also support children’s learning in one or more of the other eight domains.

• Preview of Key Topic 1 ................................................................. 228
• Key Topic 1 ............................................................................ 230
• Online Options ..................................................................... 232, 233
• Handout 1: Integrated Learning Opportunities for Young Children Across Domains: Environments and Materials in the History–Social Science Domain ............................................ 236
• Handout 2: Integrated Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the History–Social Science Domain ........................................... 241
• Handout 3: Integrated Learning Opportunities for Young Children Across Domains: Environments and Materials in the Science Domain ................................................. 296
• Handout 4: Integrated Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the Science Domain ...................................................... 303
• Handout 5: California Preschool Curriculum Framework Domains, Strands, and Substrands ......................................................................................................................... 336

Key Topic 2: Integrated Planning Using California’s Early Learning and Development System
Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the California Preschool Learning Foundations, Volume 3, and the California Preschool Curriculum Framework, Volume 3. Students are provided with questions to consider as they make curriculum decisions in this planning process.

• Preview of Key Topic 2 ................................................................. 340
• Key Topic 2 ............................................................................ 342
• Handout 1: California Early Learning and Development System ............ 354
• Handout 2: The Reflective Curriculum Planning Process ................. 355
• Handout 3: Sample DRDP Individual Rating Record ....................... 356
• Handout 4: Sample DRDP Small Group Summary ...................... 357
Key Topic 3: Young Dual Language Learners

Students become familiar with interactions and strategies for supporting children who are dual language learners as they plan curriculum in history, social sciences, and science.

- Preview of Key Topic 3 ................................................................. 358
- Key Topic 3 ...................................................................................... 360
- Online Options ............................................................................ 364, 365

Key Topic 4: Exploring Key Elements of the Curriculum Framework Across Domains

Students review the environments and materials and interactions and strategies in the nine domains of the three volumes of the California Preschool Curriculum Framework and identify ways that the environments and materials or interactions and strategies from one domain can support learning in one or more of the other domains.

- Preview of Key Topic 4 ................................................................. 369
- Key Topic 4 ...................................................................................... 371
- Online Options ............................................................................ 375

Instructional Methodologies Index

- Instructional Methodologies Definitions ........................................ 383

- Instructional Methodologies Index for the Instructional Guide for the California Preschool Curriculum Framework, Volume 3 ......................................................... 386

Student Learning Outcomes Indexes


Unit 1: Introduction to the Framework .............................................. 392

Unit 2: History–Social Science Domain ............................................. 400

Unit 3: Science Domain ................................................................. 408

Unit 4: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum ................................................................. 416
Appendixes

- Appendix A – CAP Student Learning Outcomes (SLOs) – Organized by Instructional Guide Units and Key Topics .................................................................424

- Appendix B – Summary of California Preschool Learning Foundations All Nine Domains ........................................................................................................479

- Appendix C – Sample Environments and Materials for All Nine Domains of the California Curriculum Preschool Framework ..........................519

- Appendix D – Sample Interactions and Strategies for All Nine Domains of the California Curriculum Preschool Framework ............................524

- Appendix E – Overarching Principles and Domain Guiding Principles All Domains of the California Curriculum Preschool Framework .................584

- Appendix F – Related Links and Resources ..................................................................................589

PowerPoint Presentations

- PowerPoint presentations are available for each domain by key topic.
CDE/ECE Faculty Initiative Project Instructional Guide

*California Preschool Curriculum Framework, Volume 3*

Introduction to the Instructional Guide
Introduction to the Faculty Initiative Project: 
**Supporting Faculty**

Responding to early childhood priorities in California, the Early Education and Support Division of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the California Department of Education/Early Childhood Education Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Early Education and Support Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. Faculty will have information and resources to integrate content of the California Department of Education initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

**About the Instructional Guides:**

**Key Topics, Active Learning Experiences, and Resources for Higher Education Faculty**

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent Early Education and Support Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Learning Foundations, Volume 3*
- *California Preschool Curriculum Framework, Volume 1*
• California Preschool Curriculum Framework, Volume 2
• California Preschool Curriculum Framework, Volume 3

Instructional guides have been developed for all of the publications listed above, including this Instructional Guide for the California Preschool Curriculum Framework, Volume 3. They all are available on the Faculty Initiative Project Web site, http://facultyinitiative.wested.org/.

The instructional guides are developed to

• support the greatest possible utility across the complexity of California’s systems of higher education;

• maintain fidelity to the content of the Early Education and Support Division’s initiatives;

• adhere to commonly accepted principles of adult learning;

• provide maximum flexibility for faculty;

• support faculty as decision makers; and

• allow faculty to select curricular content that suits their particular students, courses, and program needs.

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with Early Education and Support Division publications. In the instructional guides, the word “students” refers to college students and not children in the preschool setting.

Purpose of the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

The purpose of the Faculty Initiative Project’s Instructional Guide for the California Preschool Curriculum Framework, Volume 3 is to support faculty as they deepen their students’ familiarity with the content of the publication and to provide students with understanding and practice in how to use the California Preschool Curriculum Framework, Volume 3 as a resource in planning curriculum and reflecting on intentional curriculum decisions. This instructional guide is designed to encourage students to consistently open and explore the California Preschool Curriculum Framework, Volume 3.
Organization of the Publication:
California Preschool Curriculum Framework, Volume 3

The California Preschool Curriculum Framework, Volume 3 has an organization that parallels that of the California Preschool Learning Foundations, Volume 3. Both of these publications address two domains of early learning and development: history–social science and science. Each domain has a specific organizational format, but generally domains are organized as strands and substrands. Within each domain of the California Preschool Curriculum Framework, Volume 3 are sections relating to domain guiding principles, to environments and materials, and to interactions and strategies that are appropriate for implementing. There are also vignettes to illustrate the strategies and interactions as well as teachable moments and planning learning opportunities. Each domain has reflective questions and ideas for connecting to families. In addition, there is information in each domain that is specific to that domain.

The California Preschool Curriculum Framework, Volume 3 also contains an introductory chapter with contextual information, information relating to several critical topics when planning curriculum, and a description of eight overarching principles that guided the development of the framework. This introduction parallels the introduction in the California Preschool Curriculum Framework, Volume 1 and the California Preschool Curriculum Framework, Volume 2, with some adjustments for the domain content of the earlier volumes. The eight overarching principles are consistent for all three volumes of the curriculum framework.

Organization of the Instructional Guide for the California Preschool Curriculum Framework, Volume 3:
Flexible Use for Faculty in Individual Courses and Across Programs

Like the instructional guide for previous volumes of the curriculum framework, the Instructional Guide for the California Preschool Curriculum Framework, Volume 3 is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

The Organizational Chart for the Instructional Guide for the California Preschool Curriculum Framework, Volume 3 illustrates the organization of the instructional guide. The location of this chart can be found in the Table of Contents of this instructional guide. This graphic suggests how faculty can explore individual domains or how they can explore some topics—such as environment and materials or interactions and strategies—across domains. For example, each
domain has a key topic for environments and materials and one for interactions and strategies, so faculty could choose to work with environments and materials and/or with interactions and strategies across both domains.

To support working across domains, both in this volume and across domains in earlier volumes, some of the suggested instructional methodology for one domain could be used in other domains. This makes it easier for faculty to expand that topic for work across all domains. This is especially true for the key topic called "Universal Design, Individualizing, and Family Partnerships." In all domain units, the instructional design for this key topic is essentially the same with adjustments for the specific content of each domain.

This approach also supports faculty if they choose to work individually in each domain and ensures that students are getting essential information and experience in depth for that domain. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

Topics in Chapter 1 of the California Preschool Curriculum Framework, Volume 3, the introduction to Volume 3 of the framework, are addressed in Unit 1 of this instructional guide. Unit 1 can be used with Units 2 and/or 3 of the instructional guide, or it can be used independently of them as an overview of the California Preschool Curriculum Framework, Volume 3.

Units 2 and 3 of the instructional guide relate to the domains of early learning and development that are explored in the California Preschool Curriculum Framework, Volume 3: history–social science and science.

Unit 4 of the instructional guide provides support and practice for students in understanding how to use the California Preschool Curriculum Framework, Volume 3 as a resource for curriculum decisions in their work. For most students, Unit 4 will work best after they are familiar with the domain content in the California Preschool Curriculum Framework, Volume 3 and in the instructional guide. However, there will be situations, perhaps with more experienced students, where Unit 4 can be used to familiarize students with the domains within the context of curriculum planning.

Wherever possible within the instructional guide, relevant page numbers are provided as well as possible connections to the previous publications, including the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition). Key topics, active earning experiences, approaches, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their own preferred teaching styles, students, and program needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the
Early Education and Support Division is preparing for the child care community in California.

Note: When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms “preschool English learners” and “English-language development” were used. Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Early Education and Support Division. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain.

**Structure of the Key Topics in Each Unit:**

*Preview Pages and Core Instructional Components*

Each key topic begins with Preview Pages that include the Focus Statement for that key topic, the Curriculum Alignment Project’s (CAP) Courses/Student Learning Outcomes for that key topic, Instructional Methodologies for that key topic, and California Early Childhood Educator Competency Areas to Consider for that key topic.

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the activity to help faculty decide if the key topics fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into the following six components:

1. **Motivator and Connection to Experience**
   These connect the content of the unit to the personal and/or professional experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The “Motivator and Connection to Experience” may include the following elements:

   - **Critical question**
   - **Challenging situation: short vignette that might be text, video, or audio**
   - **Challenging quote or text**
The “Motivator and Connection to Experience” is often accompanied by a set of guiding questions for reflection. These are not assessment questions but are intended to engage the learner in remembering and reflecting on—not evaluating—their own experiences, feelings, personal actions, or actions of others.

2. Information Delivery
For each key topic, this component is designed to introduce specific content to students in the class setting. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key concepts within a given chapter. “Information Delivery” may include lecture content, reading assignments, and/or location of key information in the California Preschool Curriculum Framework, Volume 3 as well as the preschool learning foundations or the first two volumes of the curriculum framework.

3. Active Learning
In some previous instructional guides there were learning experiences designated to be used in class or out of class. In this instructional guide, these are part of the “Active Learning” instructional components. Many of these can be fashioned into work that is done in class or out of class based on faculty determination of what will work best for a particular situation. The intent of the suggested active learning is to engage students in the key topic through learning experiences that will be active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, these instructional approaches:

- Class discussion
- Small group work
- Demonstrations
- Observations
- Interviews or panels
- Internet resources
- Research on a particular topic

4. Questions for Reflection
These provide opportunities for students to reflect on the experience of working with the key topic. There are also questions for reflection at the end of each strand in the California Preschool Curriculum Framework, Volume 3,
but they differ from the instructional guide’s questions in that the curriculum framework questions generally ask students to reflect on the information in the framework. Across many but not all of the key topics in the instructional guide is a set of questions with a repeated structure. This is intentional and is designed to impart to students a useful set of questions to carry with them for reflection in their current or future work.

5. **Deeper Understanding**
   This segment provides suggestions for independent research and/or ways to take students deeper into some important issues or concepts related to the key topic.

6. **Online Options**
   Suggestions are made for ways to implement or adapt active learning to student work that is done online. This might be in online courses or as online assignments for face-to-face courses. These are not meant to be exhaustive but to indicate the kinds of adaptations that can be made to support faculty and students who work online.

**PowerPoint Presentations**

This symbol appears in the left margin of the instructional components through most of the key topics in the instructional guide. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the “Active Learning” component of the key topic.

**Organization of Each Active Learning Component: Flexible Segments**

**Active Learning**
This component describes learning sessions that can be conducted within the time frame of a single class or over several class sessions by individuals, pairs, small groups, or the whole class. Each “Active Learning” component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. These learning sessions are intended to be active, thoughtful, challenging, and relevant to the content. “Active Learning” is further divided into the following segments:

- **Getting it started**
- **Keeping it going**
- **Taking it further**
• Putting it together

• Another approach

Not every key topic contains all of these segments of “Active Learning.” They are included when they are relevant and enhance learning or instructional possibilities.

Working Across the Nine Domains

Because Volume 3 of the California Preschool Curriculum Framework completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California’s Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the California Preschool Curriculum Framework. There are many ways to do this, but this instructional guide, combined with previous instructional guides, provides some explicit ways to address all nine domains.

First, there is the possibility, mentioned previously, of working across environments and materials in all domains or across interactions and strategies in all domains. This approach is specifically supported in Unit 4 of this instructional guide.

Additionally, Appendix C and Appendix D of this instructional guide are provided as comprehensive resources.

There are also opportunities in each domain in this instructional guide that can be used, individually or in combination, to support students in exploring some ways in which the domains are connected. This is intended to support an understanding that learning in young children is integrated and multifaceted. Rather than attempting to connect each domain to every other domain, learning experiences were developed to highlight selected connections.


Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use the California Curriculum Framework, Volume 3 in their course work or across their program, the student learning outcomes developed by the Curriculum Alignment Project for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. More information about the Curriculum Alignment Project and the student learning
outcomes can be found at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm. At the beginning of each key topic, the Preview Pages will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's student learning outcomes, objectives, and examples of course content and topics indicated for this instructional guide for the California Preschool Curriculum Framework, Volume 3 can be found in Appendix A of this instructional guide. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit/domain. The location of the Student Learning Outcomes Index is listed in the Table of Contents for this instructional guide.

These student learning outcomes are organized by the Curriculum Alignment Project's core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address student learning outcomes in ways other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these student learning outcomes as supports for decision making, the instructional guide key topics are indexed first by units and domains, then by the Curriculum Alignment Project's courses and student learning outcomes so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by units/domains. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.
Instructional Methodologies
Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified for each key topic and are listed on the key topic Preview Pages. These instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics. The index also includes working definitions of each of the instructional methodologies used in the instructional guide. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

California Early Childhood Educator Competency Areas
In this instructional guide, the competency areas of the California Early Childhood Educator Competencies are listed on the key topic Preview Pages. This list is titled “California Early Childhood Educator Competency Areas to Consider.” These are preliminary connections and are not meant to be exhaustive. Faculty will find more connections in their courses to both competency areas and competency contexts as they become more familiar with them. Competency areas are listed in this instructional guide as an initial exploration of how particular areas might be addressed through these key topics. There is no index for them in this instructional guide due to the preliminary nature of the mapping.

Instructional Guide Resources: Appendixes
To support the preparation of the early care and education workforce in California, this instructional guide offers several appendixes containing relevant content. To locate these appendixes, refer to the Table of Contents of this instructional guide.


Because Volume 3 of the California Preschool Curriculum Framework completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California's Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the California Preschool Curriculum Framework.

The following appendixes provide comprehensive resources for faculty and students to work across all nine domains.
Appendix B – Summary of the California Preschool Learning Foundations All Nine Domains

Appendix C – Sample Environments and Materials for All Nine Domains of the California Preschool Curriculum Framework

Appendix D – Sample Interactions and Strategies for All Nine Domains of the California Preschool Curriculum Framework

Appendix E – Overarching Principles and Domain Guiding Principles All Nine Domains of the California Preschool Curriculum Framework

The following appendix provides links and resources for online access.

Appendix F – Related Links and Resources

For additional instructional guide resources, continue to check out the Faculty Initiative Project’s Web site at http://facultyinitiative.wested.org/.
## Introduction to the Instructional Guide

<table>
<thead>
<tr>
<th>Unit</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Chapter 1: Introduction to the Framework</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Chapter 2: History–Social Science</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Chapter 3: Science</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Chapter 4: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum</td>
</tr>
</tbody>
</table>

### Getting Ready for the Unit

#### Key Topic 1:
- Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 3
- Getting to Know the Eight Overarching Principles
- Exploring the Research Highlights of the History–Social Science Domain
- Exploring the Research Highlights of the Science Domain

#### Key Topic 2:
- Getting to Know Environments and Materials That Support History–Social Science
- Getting to Know Environments and Materials That Support Science
- Universal Design, Individualizing, and Family Partnerships
- Universal Design, Individualizing, and Family Partnerships

#### Key Topic 3:
- Getting to Know Interactions and Strategies That Support History–Social Science
- Getting to Know Interactions and Strategies That Support Science
- Exploring Key Elements of the Curriculum Framework Across Domains
- Exploring Key Elements of the Curriculum Framework Across Domains

#### Key Topic 4:
- Exploring the Research Highlights of the History–Social Science Domain
- Exploring the Research Highlights of the Science Domain

#### Key Topic 5:
- Exploring the Research Highlights of the History–Social Science Domain
- Exploring the Research Highlights of the Science Domain

### Introduction to the Faculty Initiative Project

- About the Instructional Guides
- Purpose of the Instructional Guide for the California Preschool Curriculum Framework, Volume 3
- Organization of the Publication
- Organization of the Instructional Guide
- Structure of the Key Topics in Each Unit: Core Instructional Components
- Organization of Each Active Learning Component
- Working Across the Nine Domains
- Student Learning Outcomes
- Instructional Methodologies
- ECE Competency Areas
- Appendixes

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DRAFT Organizational Chart

*Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Overall introduction to the California Preschool Curriculum Framework, Volume 3: context and content

Getting to know the California Preschool Curriculum Framework, Volume 3: Learning what is in each domain chapter and how to use each domain chapter as a resource for supporting each domain

Using the curriculum framework as a resource for planning and integrating curriculum across domains

<table>
<thead>
<tr>
<th>Introduction to the Instructional Guide</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Ready for the Unit</td>
<td>Key Topic 1: Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 3</td>
<td>Key Topic 1: Organization and Rationale of the History–Social Science Domain</td>
<td>Key Topic 1: Organization and Rationale of the Science Domain</td>
<td>Key Topic 1: Integrating the History–Social Science Domain or Science Domain with Other Domains</td>
</tr>
<tr>
<td>Key Topic 2: Getting to Know the Eight Overarching Principles</td>
<td>Key Topic 2: Getting to Know Environments and Materials That Support History–Social Science</td>
<td>Key Topic 2: Getting to Know Environments and Materials That Support Science</td>
<td>Key Topic 2: Integrated Planning Using California’s Early Learning and Development System</td>
<td></td>
</tr>
<tr>
<td>Key Topic 3: Getting to Know the Curriculum-Planning Process</td>
<td>Key Topic 3: Getting to Know Interactions and Strategies That Support History–Social Science</td>
<td>Key Topic 3: Getting to Know Interactions and Strategies That Support Science</td>
<td>Key Topic 3: Young Dual Language Learners</td>
<td></td>
</tr>
<tr>
<td>Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain</td>
<td>Key Topic 5: Exploring the Research Highlights of the Science Domain</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework,
Volume 3 (2013)

Unit 1
Introduction to the Framework
Unit 1 – Introduction to the Framework:
Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students have the opportunity to connect the concept of a framework to their personal experience.

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, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Creation of a visual representation
- Pairs or small groups
- Personal reflection
- 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: Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

This instructional guide for the California Preschool Curriculum Framework, Volume 3 is similar to the instructional guides for the first two volumes of the curriculum framework because it also provides flexibility for faculty as decision makers in their work with students and course content. Unit 1 contains three key topics in addition to this “Getting Ready for the Unit and Connecting to Experience” topic.

Key Topic 1, “Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 3”: This key topic is recommended if instructors have limited opportunity to explore the California Preschool Curriculum Framework, Volume 3 in depth. The content of this key topic will give students an overview of the California Preschool Curriculum Framework, Volume 3 and provide enough information for students to understand how to use this curriculum framework 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 all three volumes of the curriculum framework are not addressed 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 third key topic is intended to familiarize students with the cycle of curriculum planning that is presented in the first chapter of the California Preschool Curriculum Framework, Volume 3.

A review of these three key topics in Unit 1 is suggested as it can (1) help faculty identify what will be most important for the particular needs of their students and course content and (2) inform faculty’s flexible use of the instructional guide. Unit 1 is designed to be used in a variety of ways. The following approaches are some options:

- Use Unit 1 as the beginning of a full exploration of the California Preschool Curriculum Framework, Volume 3.

- Use only Unit 1 as a way to introduce students to this curriculum framework.
• Use Unit 1 to focus on the organizational structure or organization of the *California Preschool Curriculum Framework, Volume 3* and then extend students’ understanding by exploring the key topics regarding the organization and rationale of the two domain units—history–social science and science.

• Focus on Unit 1 and Unit 4 as a way to connect students to the *California Preschool Curriculum Framework, Volume 3* through its organization and value as a resource for integrating curriculum across domains.

These options are presented as an illustration of how Unit 1 of this instructional guide, which is an introduction to the *California Preschool Curriculum Framework, Volume 3*, can be used in a variety of ways to support program and course outlines as well as individual teaching and student contexts.

The “Motivator and Connection to Experience” in this unit is the same one that is presented in Unit 1 of both Volumes 1 and 2 of the *Instructional Guide for the California Preschool Curriculum Framework*. It is designed to support students’ understanding of a framework by connecting students’ experience of framing something, such as a photograph or piece of artwork, to the concept of a framework for curriculum. This Unit 1 motivator does not address the specific content of the domains in the *California Preschool Curriculum Framework, Volume 3*. Further work can be done to connect students to their experiences with the history–social science and science learning and development domains. Each of the two domain units, Unit 2 and Unit 3, in this instructional guide begins with a way for students to connect to the content of the domain.

In addition, the first two learning experiences of each domain in the *Instructional Guide for the California Preschool Learning Foundations, Volume 3* are designed to connect students to the content of the domains. This guide can be found on the Faculty Initiative Project Web site at [http://facultyinitiative.wested.org/PLFv3/](http://facultyinitiative.wested.org/PLFv3/). Because the domains of the foundations in the *California Preschool Learning Foundations, Volume 3* parallel the curriculum domains in the *California Preschool Curriculum Framework, Volume 3*, reviewing those learning experiences can give some choices regarding what might be most appropriate for students in becoming acquainted with the domains in the *California Preschool Curriculum Framework, Volume 3*.

### 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 working with content regarding curriculum from Chapter 1 of the curriculum framework, and not all the students will be equally familiar with the curriculum components that are referenced. However, it might be a means of
building familiarity with them, and these curriculum components are addressed in
greater depth throughout the framework. 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,
experiences, and priorities.

The active learning segments describe creating and showing a visual representation of a
curriculum framework. It will be helpful to provide blank sheets of paper and/or large
sheets of chart paper for the students.

Information from the following pages of the *California Preschool
Curriculum Framework, Volume 3* is suggested reading for this key topic:

- Introductory material about the preschool curriculum framework
  (pp. 2–3)
- Curriculum Planning (pp. 15–24)
- The Daily Schedule (pp. 24–29)

Getting it started

Begin this learning experience by asking students to think of a
picture that is very important to them that is in a frame. This framed
picture can be of anything—person, place, animal, object, event, etc. Students can do this silently and individually, but it will be
important to ask for descriptions of a few examples.

After several students have described their examples, ask the
following question: “What does a frame do for a picture?”

Chart the students’ responses, which might include some of the
following ideas:

- Makes it possible to see the picture and think about it often
- Gives it importance
- Keeps it clean
- Keeps it separate from other things—makes it unique
Ask for additional examples of something 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:

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

**Keeping it going**
Ask students to read the definition of curriculum framework in the introduction to the *California Preschool Curriculum Framework, Volume 3* at the bottom of the first column on page 3.

“... a curriculum framework provides general guidance on planning learning environments and experiences for young children. Thus, as a curriculum framework, this document provides:

1. principles . . . ;
2. an overview of key components of curriculum planning for young children, including observation, documentation, and reflection;
3. descriptions of routines, environments, and materials . . . :
4. sample strategies for building on children’s knowledge, skills, and interests . . . .”

Ask students to develop a visual image of these four elements as a framework. Ask students to draw a frame on a blank sheet of paper. The frame should be approximately two inches deep around the edges. Many shapes will work, but a rectangle will provide one side for each of the four elements. Students can draw their frames individually, or a frame can be drawn on chart paper or other large surface where all students can see it.

After the frame is drawn, ask the students to place these four elements of a curriculum framework into the frame. This can be done by writing the four phrases inside the frame, one on each side.
Taking it further
On pages 15–29 of the *California Preschool Curriculum Framework, Volume 3*, there are several topics related to curriculum planning:

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

Ask students to review these pages for additional curriculum components and add them to the four topics. These could be written into the center of the sheet of paper—the center of the frame. Remember that students are not looking for examples, but providing some examples might help them work with the questions in the following segment.

Putting it together
Instructors may choose to ask students to discuss these questions as a whole group or in pairs or groups of three:

- What does a framework provide when these curriculum components are considered in curriculum planning and put into practice?
- What would the eight overarching principles 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 ideas. Some possible responses might include these points:

Online Options
Instead of creating their visual representations of a framework in class, students could develop these outside class and post photographs or scanned images online. Students could then review their classmates’ postings in preparation for an instructor facilitated discussion in class or online.
• 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 curriculum framework as distinct from a curriculum as they work through more key topics in this instructional guide.

Reflection

The following questions can be used to support students in reflecting on this motivator. Students can respond individually in a journaling exercise or through a class discussion:

• What new ideas, concepts, or insights do you have from this learning experience?

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

• What additional information would you like to know about the concept of a curriculum framework?

• What are some steps you can take to obtain that information?

Online Options

If there is online-discussion capability, the instructor could facilitate an online discussion of the questions in the “Putting it Together” section.
What does a frame do for a picture?
How do differences in what we choose to frame or display reflect choices based on individual preferences?

On family priorities?

On cultural values?

“... a curriculum framework provides general guidance on planning learning environments and experiences for young children.”

(California Preschool Curriculum Framework, Volume 3, page 3)
**California Preschool Curriculum Framework, Volume 3**

**The curriculum framework provides:**

- Principles
- An overview of key components of curriculum planning for young children, including observation, documentation, and reflection
- Descriptions of routines, environments, and materials
- Sample strategies for building on children’s knowledge, skills, and interests

Introduction to the Framework: Unit 1, Getting Ready http://facultyinitiative.wested.org/

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**Curriculum planning involves:**

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

California Preschool Curriculum Framework, Volume 3

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

What would the eight overarching principles provide?
California Preschool Curriculum Framework, Volume 3

- What would consideration of materials and environments provide?
- What would consideration of interactions and strategies provide?

California Preschool Curriculum Framework, Volume 3

- What new ideas, concepts, or insights do you have from this learning experience?
- What are some continuing challenges with the concept of a curriculum framework?
- What additional information would you like to know about the concept of a curriculum framework?
- What are some steps you can take to obtain that information?
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
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.


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](http://facultyinitiative.wested.org).

**Information Delivery**

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:

• 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)

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

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.
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:

- 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:

• 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.
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:

- 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?

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:

- 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 subtrands 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.

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:

• 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.

• 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?
## History–Social Science

### Self and Society

#### 1.0 Culture and Diversity

<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 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 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. |

#### 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

<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 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 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. |

#### 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. |

#### 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. |
### Sense of Time (History)

#### 1.0 Understanding Past Events

<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> 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.</td>
<td><strong>1.1</strong> Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</td>
</tr>
</tbody>
</table>

#### 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. |

#### 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. |

#### 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 those events occurred in relation to each other. |

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### Sense of Place
(Geography and Ecology)

#### 1.0 Navigating Familiar Locations

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
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</thead>
<tbody>
<tr>
<td>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).</td>
<td>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.</td>
</tr>
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</table>

#### 2.0 Caring for the Natural World

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<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>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).</td>
</tr>
</tbody>
</table>

#### 3.0 Understanding the Physical World Through Drawings and Maps

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Marketplace (Economics)

#### 1.0 Exchange

<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 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.</td>
<td>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).</td>
</tr>
</tbody>
</table>
## Science

### Scientific Inquiry

#### 1.0 Observation and Investigation

<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 Demonstrate curiosity and raise simple questions about objects and events in their environment.</td>
<td>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</td>
</tr>
<tr>
<td>1.2 Observe objects and events in the environment and describe them.</td>
<td>1.2 Observe objects and events in the environment and describe them in greater detail.</td>
</tr>
<tr>
<td>1.3 Begin to identify and use, with adult support, some observation and measurement tools.</td>
<td>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.</td>
</tr>
<tr>
<td>1.4 Compare and contrast objects and events and begin to describe similarities and differences.</td>
<td>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</td>
</tr>
<tr>
<td>1.5 Make predictions and check them, with adult support, through concrete experiences.</td>
<td>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).</td>
</tr>
<tr>
<td>1.6 Make inferences and form generalizations based on evidence.</td>
<td>1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</td>
</tr>
</tbody>
</table>

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

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

### Physical Sciences

#### 1.0 Properties and Characteristics of Nonliving Objects and Materials

<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 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</td>
<td>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).</td>
</tr>
</tbody>
</table>

#### 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). |
### Life Sciences

#### 1.0 Properties and Characteristics of Living Things

<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 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.</td>
<td>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</td>
</tr>
<tr>
<td>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
<td>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
</tr>
<tr>
<td>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.</td>
<td>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.

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### 2.0 Changes in Living Things

<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>2.1</strong> 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.</td>
<td><strong>2.1</strong> 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).</td>
</tr>
<tr>
<td><strong>2.2</strong> Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</td>
<td><strong>2.2</strong> Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</td>
</tr>
</tbody>
</table>

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# Earth Sciences

## 1.0 Properties and Characteristics of Earth Materials and Objects

<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 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## 2.0 Changes in the Earth

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</td>
<td>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.</td>
</tr>
<tr>
<td>2.2 Notice and describe changes in weather.</td>
<td>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</td>
</tr>
<tr>
<td>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</td>
<td>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.</td>
</tr>
<tr>
<td>2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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The curriculum framework is designed to be used as a resource in curriculum planning.

It parallels the organization of the learning foundations.

Volume 3 addresses
- History–Social Science
- Science
The **foundations** are the **what** and the **curriculum framework** is the **how**.

- The **foundations** are goal-like statements that describe **what** children typically learn and develop with optimal support.

- The **curriculum framework** provides guidance for **how** teachers can intentionally support this learning and development.

The **curriculum framework** does not provide suggestions for working directly on any specific foundations.

- The **curriculum framework** suggests learning environments, materials, and strategies that provide repeated experiences for children as they progress in their learning and development in each domain.
California Preschool Curriculum Framework, Volume 3

- 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)

Read the following sections:

- Curriculum Planning (pp. 15–24)
- The Daily Schedule (pp. 24–29)
- The Curriculum-Planning Process (pp. 29–37)
California Preschool Curriculum Framework, Volume 3

Read the following parts of the chapter:

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

~ Note 1–2 key points for each section

California Preschool Curriculum Framework, Volume 3

- What key concepts or key points stood out 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?
California Preschool Curriculum Framework, Volume 3

- What was consistent between the two domains?
- What consistencies or differences did you notice about the guiding principles or environments and materials?
- What other similarities or differences in the structure or organization of the content did you identify in the two domains?

What words or images from the visual representations are the most memorable for you?

- Which ones appealed to you the most? Why?
California Preschool Curriculum Framework, Volume 3

- How do these 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?

California Preschool Curriculum Framework, Volume 3

Handout ~

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

- Science Domain – Summary of the Strands and Substrands (p. 152)
California Preschool Curriculum Framework, Volume 3

The **foundations** are the *what* and the **curriculum framework** is the *how*.

- The **foundations** are goal-like statements that describe *what* children typically learn and develop with optimal support.

- The **curriculum framework** provides guidance for *how* teachers can intentionally support this learning and development.

What did you notice about the strands, substrands, and foundations of the two domains in the publications?

- What was particularly interesting or engaging?

- 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?

Think about the work you did in the first 3 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?
California Preschool Curriculum Framework, Volume 3

• 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?

California Preschool Curriculum Framework, Volume 3

• 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?
California Preschool Curriculum Framework, Volume 3

- 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?
Unit 1 – Introduction to the Framework:
Key Topic 2: Getting to Know the
Eight Overarching Principles

Focus Statement

Students become familiar with each of the eight overarching principles that guided the development of the California Preschool Curriculum Framework, 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
• Introduction to Curriculum
• Principles and Practices of Teaching Young Children
• Observation and Assessment
• Practicum-Field Experience

Instructional Methodologies

• Class discussion
• Notetaking outline or guide
• Pairs or small groups
• Reflective discussion
• Short paper or report

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
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
Before You Start

This is an opportunity for students to become familiar with the eight overarching principles that have guided the development of all three volumes of the curriculum framework.

For this learning experience, students will need to read the pages in Chapter 1 of the *California Preschool Curriculum Framework, Volume 3* that describe the eight overarching principles. Students can read this material and do the first part of the active learning before they come to class, or class time could be used for this initial reading and writing. This first part is to be done by students individually, and then there is a full class discussion. The initial segments that are done individually could also be done as an online assignment. A Portable Document Format version of the curriculum framework can be downloaded from the California Department of Education’s Web site at [http://www.cde.ca.gov/sp/cd/re/psframework.asp](http://www.cde.ca.gov/sp/cd/re/psframework.asp).

For students who have had more experience working or observing in early care and education settings, moving directly to the “Putting it together” section is suggested.

Before beginning the discussion segment, it is helpful to prepare one large label for each of the eight overarching principles. These can be made by writing one principle on a sheet of chart paper or other sheets of paper; half sheets that have a sticky backing (e.g., large Post-it® Notes) work particularly well. The labels are then taped or posted around the room. For very large classes, small groups could be developed for the discussion. Each group could then respond to the questions as a group and share their responses with the whole class.

Handout 1, which lists the eight overarching principles with a question for each principle, is provided at the end of this key topic. Handout 2, which students use to relate the guiding principles for each domain to the eight overarching principles, is also included with this key topic. Electronic versions of both handouts will be available when this instructional guide is online at [http://facultyinitiative.wested.org](http://facultyinitiative.wested.org).
The following statements are three of the main concepts for this key topic:

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

- The eight overarching principles in the *California Preschool Curriculum Framework, Volume 3* are derived from research on what is effective practice and what supports children’s learning and development (*California Preschool Curriculum Framework, Volume 3*, pp. 5–6).

- 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” (*California Preschool Curriculum Framework, Volume 3*, p. 5).

**Getting it started**

Ask each student to read pages 5–9 of the *California Preschool Curriculum Framework, Volume 3*. For each of the eight overarching principles, the students are to find one key sentence or phrase that they think would be important to remember in their work.

The students then write out these key sentences or phrases on separate half sheets or half-sheet Post-it® Notes. If they do the reading and writing out of class or online, ask them to bring the written statements to class.

**Keeping it going**

Then ask the students to attach each of their half sheets under the appropriate labels that have been posted around the room. Each student should have one statement for each of the eight labels or overarching principles. After the students have posted all their statements, provide time for them to view each of the collections of key sentences or phrases.

**Online Options**

If there is document-sharing capability for the course, faculty could facilitate the identification of key sentences or phrases online. Or students individually could post their key phrases online and review their classmates’ postings in preparation for an instructor facilitated in-class discussion.
Taking it further
The following questions could then be used to prompt a reflective discussion of their review:

- What did you notice about the key points and phrases?
- Where did you see similarities? Where did you see differences? What do you think accounts for the similarities and differences?
- Which phrases or sentences occurred more frequently than others in each principle? Why might that be so?
- Would you change any of your sentences or phrases after seeing some that were different? If so, how and why would you change them? If not, why not?
- What did this learning experience tell you about the eight overarching principles?

Putting it together
Ask students where they have seen these eight overarching principles carried out in settings where they have done observations or worked. If this segment is done in pairs or small groups, try to ensure that each group includes someone who has had access to an early care and education setting.

This discussion of the implementation of the eight principles is not intended to be an exhaustive discussion but rather an opportunity for students to reflect on what the principles may look like in a classroom setting. Handout 1, provided at the end of this key topic, lists the eight overarching principles with a question for each principle. The following questions are suggested to stimulate discussion:

Relationships are central
- How are relationships made central?

Play is a primary context for learning
- What evidence is there that play is a primary context for learning?
Learning is integrated
• What do you see that suggests that learning is integrated?

Intentional teaching enhances children’s learning experiences
• What examples of intentional teaching have you seen?

Family and community partnerships create meaningful connections
• How are meaningful connections made with families and communities?

Individualization of learning includes all children
• How are learning opportunities provided for all children as individuals?

Responsiveness to culture and language supports children’s learning
• How is children’s learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching
• How is time provided for teachers to reflect and plan?

Another approach
Another way for students to work with the eight overarching principles is to have them relate the guiding principles for the two domains to the eight overarching principles. This can be done by students individually or as an online assignment but would be most effective if done in class with a full class discussion.

Ask students to form pairs or groups of three and then assign a domain to each pair or trio. Students are then to use Handout 2, which is provided at the end of this key topic, to review the guiding principles for their domain and relate them to the eight overarching principles. They can do this by listing in the blank column next to each overarching principle any of the guiding principles for the domain that relate to that overarching principle.

After the students have completed the handout, bring them together for a class discussion on the following questions:

• Which overarching principles or domain guiding principles stood out for you?

• What was relatively easy about doing this comparison? What was more difficult? Why?
• Where did you find some close matches between the overarching principles and the domain guiding principles? Where were there some guiding principles for a domain that did not seem to relate to any of the eight overarching principles?

• What did this comparison tell you about the eight overarching principles? About the guiding principles for each domain?

Reflection

This first set of questions can be used as an individual reflection or a class discussion on the key topic:

• What stood out for you from this learning experience?

• What was particularly interesting or engaging?

• What new insights or perspectives did you develop about the eight overarching principles?

• Which overarching principle do you feel you need to learn more about in order to apply it to young children’s learning in history and the social sciences or science? What is a first step you can take to start your learning?

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.

• 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?

Deeper Understanding

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 the NAEYC document, which is available at [http://naeyc.org/positionstatements/cape](http://naeyc.org/positionstatements/cape).

Ask students to write a short paper in which they compare these principles with the eight overarching principles in the *California Preschool Curriculum Framework, Volume 3* and respond to the following questions:

- Where are there 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?
Exploring the Overarching Principles

*Instructions:* In the column titled “Notes,” write examples of how you have observed each principle implemented in early care and education settings by responding to the question for each principle.

<table>
<thead>
<tr>
<th>Overarching Principle</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships are central</td>
<td>- How are relationships made central?</td>
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<td>Play is a primary context for learning</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Intentional teaching enhances children’s learning experiences</td>
<td>- What examples of intentional teaching have you seen?</td>
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<tr>
<td>Time for reflection and planning enhances teaching</td>
<td>- How is time provided for teachers to reflect and plan?</td>
</tr>
</tbody>
</table>
Relationships of the Overarching Principles to the Domain Guiding Principles

Domain:  

**Instructions:** Review the guiding principles in your assigned domain. In the column headed “Domain Guiding Principle(s),” write the guiding principle(s) that you think relate to each of the overarching principles.

<table>
<thead>
<tr>
<th>Overarching Principle</th>
<th>Domain Guiding Principle(s)</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
Overarching Principles

What do we mean by “principle”?

- Basic assumption
- Value-based standard
- Belief- and ethics-based characteristic
Overarching Principles

The eight overarching principles:

- 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” (California Preschool Curriculum Framework, Volume 3, p. 5).

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children’s learning experiences.
5. Family and community partnerships create meaningful 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 teaching.
Overarching Principles

- What did you notice about the key points and phrases?
- Where did you see similarities? Where did you see differences? What do you think accounts for the similarities and differences?
- Which phrases or sentences occurred more frequently than others in each principle? Why might that be so?

Overarching Principles

- Would you change any of your sentences or phrases after seeing some that were different? If so, how and why would you change them? If not, why not?
- What did this learning experience tell you about the eight overarching principles?
Overarching Principles

**Relationships are central**
- How are relationships made central?

**Play is a primary context for learning**
- What evidence is there that play is a primary context for learning?

**Learning is integrated**
- What do you see that suggests that learning is integrated?
Overarching Principles

**Intentional teaching enhances children’s learning experiences**
- What examples of intentional teaching have you seen?

**Family and community partnerships create meaningful connections**
- How are meaningful connections made with families and communities?

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Overarching Principles

**Individualization of learning includes all children**
- How are learning opportunities provided for all children as individuals?
Overarching Principles

Responsiveness to culture and language supports children’s learning

- How is children’s learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching

- How is time provided for teachers to reflect and plan?

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</table>
Overarching Principles

- Which overarching principles or domain guiding principles stood out for you?
- What was relatively easy about doing this comparison? What was more difficult? Why?
- Where did you find some close matches between the overarching principles and the domain guiding principles? Where were there some guiding principles for a domain that did not seem to relate to any of the eight overarching principles?

What did this comparison tell you about the eight overarching principles? About the guiding principles for each domain?

HISTORY–SCIENCE

SOCIAL SCIENCE
- What stood out for you from this learning experience?
- What was particularly interesting or engaging?
- What new insights or perspectives did you develop about the eight overarching principles?

- Which overarching principle do you feel you need to learn more about in order to apply it to young children’s learning in history and the social sciences or science?
- What is a first step you can take to start your learning?
• 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?
Deeper Understanding: Principles


Ten principles are found throughout the Preschool English Learners Guide and are summarized in Appendix A on page 93 of that publication.

Introduction to the Framework: Unit 1, Key Topic 2
http://facultyinitiative.wested.org/
Deeper Understanding: Principles

Write a paper comparing these principles with the 8 overarching principles from the *California Preschool Curriculum Framework, Volume 3*, addressing:

- Where are there 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?
Unit 1 – Introduction to the Framework:
Key Topic 3: Getting to Know the Curriculum-Planning Process

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 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.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Development of resource tool
- Interview
- Pairs or small groups
- Panel/guest speaker
- Short paper or report

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 (formerly CDD) and WestEd Center for Child and Family Studies.
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
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
Unit 1 – Introduction to the Framework: Key Topic 3: Getting to Know the Curriculum-Planning Process

Before You Start

This key topic is designed to familiarize students with the curriculum-planning process that is described on pages 29–37 of the California Preschool Curriculum Framework, Volume 3. The active learning is intended to support students in furthering their understanding of the components of the curriculum-planning process: observe, document, plan, and implement. Reflection is the central link that ties these four components together. The importance of partnering with families throughout the process is also emphasized.

Although this key topic addresses the practices of observing, documenting, planning, implementing, and reflecting, it is not intended to be more than an introduction to these practices. However it will be important, as students work through the California Preschool Curriculum Framework, Volume 3, that they understand the recommended planning process that is presented in the framework.

Before asking students to begin the active learning experience, it is recommended that faculty become familiar with the graphic of the curriculum-planning process, located on page 31 of the California Preschool Curriculum Framework, Volume 3 or as Handout 1 following this key topic. Also, this graphic can be found on slides 2 and 6 of the accompanying PowerPoint for this key topic. It is suggested that this graphic be reproduced on chart paper or projected on either paper or a whiteboard. Students will interact with the graphic by attaching definitions that they develop.

The “Getting it started” segment could be done by students individually online or as an out-of-class writing exercise and then brought to class for the remainder of the work.

Students can work in pairs or small groups. Since there is 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 about those responses.

Information Delivery

The following key concepts are suggested for this topic. It will be helpful to introduce these concepts before doing the active learning experience and to return to them frequently.
The curriculum-planning process is a recurring one; there is always some part of the process engaged for individual children, small groups, and large groups.

The graphic on page 31 of the *California Preschool Curriculum Framework, Volume 3* illustrates the process as a recurring cycle. This graphic is also available as Handout 1 accompanying this key topic.

Reflection is the “glue” that connects the various components of the process.

The components of the curriculum-planning process are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.

Documentation is a process as well as a product.

Students will be asked to read pages 29–37 of the *California Preschool Curriculum Framework, Volume 3*.

**Getting it started**

This key topic begins by asking students to review “The Curriculum-Planning Process” on pages 29–37 of the *California Preschool Curriculum Framework, Volume 3*. Then ask students to work in pairs or small groups to develop definitions—not examples—for the following components of the curriculum-planning process:

- Observing
- Documenting
- Planning
- Implementing

Some students may 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

**Online Options**

Students individually develop definitions for the four components of the planning process outside of class and post their definitions online. Students then can review their classmates’ definitions to prepare for an instructor facilitated class discussion to come to agreement on a definition for each component.
sure each group has read through the text because some of these terms have more than one potential definition.

When the students have decided on their definitions, go through the components one by one by and ask for the definitions of each one. If more than one group is working on the same component, try to come to agreement on one definition.

**Keeping it going**

When the class has agreed upon one definition for each component, ask a student to write the definition on a sheet of paper that is large enough for all to see. If an LCD projector is used, it is still recommended to write these definitions on large sheets of paper.

Reproduce a large version of the graphic on Handout 1 and/or page 31 of the *California Preschool Curriculum Framework, Volume 3* on a large sheet of paper on the wall or project the graphic onto the paper or a whiteboard. Attach or include the definitions for observing, documenting, planning, and implementing onto this larger graphic. Review this expanded image of the planning process by reading it through with the students.

The next step is to ask students, still working in pairs or small groups, to find examples of reflection on pages 29–35. If time permits, ask them to find as many examples as they can.

Next ask students to discuss how reflection—and discussion based on reflection—can be helpful as they move through the planning process. For example, how is reflection helpful in going from observing to documenting or from documenting to planning? What does reflection add to each step of the process?

**Taking it further**

Now ask students to read about partnering with families and making connections to families and communities on pages 35–37 of the *California Preschool Curriculum Framework, Volume 3*. Ask them to think about each component of the process and how they could partner with families in each component. Students can work in their
pairs or groups to generate three examples for each component. Add these examples to the graphic that has been developed.

If possible, make copies of the expanded graphic for students so they can have it available as a resource tool when going through the California Preschool Curriculum Framework, Volume 3.

**Putting it together**
To conclude the exploration of the curriculum-planning process, ask students to find examples of how this process is used in an early care and education program. There are different ways that students could do this:

- Students could bring samples of any documentation and planning forms that they are using or have used in preschool programs. They should also be prepared to share how the forms are used and if the program has any procedures or guidelines for observation, documentation, planning, and implementation.

- Students could interview a teacher about the curriculum-planning process and request samples of any forms that the teacher uses. Students would then present a summary of their interviews; these summaries could be class presentations or short written reports.

- A panel of early care and education practitioners could be invited to speak to the class. Faculty may choose to select the panelists themselves or ask students to identify and invite the panelists. It would be helpful to ask panelists to bring any forms that they regularly use in their programs. Students could generate questions for the panelists in advance, but encourage them to keep the questions focused on the curriculum-planning process as it is described in the California Preschool Curriculum Framework, Volume 3.

Whatever option is used, ask students to address the following questions:

- How and when are observations done?
- What are the systems for documentation?
• How is reflection supported and facilitated?

• How and when does planning occur? Who is involved?

• How does planning address individual children, child-initiated activities, small group activities, large group activities, and teacher-directed activities?

• How do observations and reflection influence daily routines?

• How are families involved in the planning process?

Reflection

This first set of questions can be used as an individual reflection or a class discussion on the key topic:

• What stood out for you from this exploration of the curriculum-planning process?

• What was particularly interesting or engaging? What was concerning or confusing?

• What questions did this raise for you about using this curriculum-planning process in your teaching? Which component(s) do you feel you can do? Where would you like more support?

• What is one idea or strategy you learned about the curriculum-planning process that you will apply in your work with children and families?

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.

• 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?

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. This may be from a commercial curriculum used in the program or what has been developed within the program.

Ask students to compare the curriculum-planning process in the *California Preschool Curriculum Framework, Volume 3* to the process in each of these other curricula. The following questions could be used in the comparison:

• What do you notice about the components? Where are they the same or different?

• What do you notice about the overall process or cycle? Is it the same or different?

• What do these similarities and differences say about the curriculum-planning process in early care and education?

**Online Options**

Students could post descriptions of planning processes found in different curricula. After reviewing these descriptions, students could write a short paper that answers the four questions in the Deeper Understanding segment.
Reflective Curriculum Planning Process

*(California Preschool Curriculum Framework, Volume 3, page 31)*

- The process is a recurring cycle; some part of the process always is engaged for individual children, small groups, and large groups.

- Reflection is the “glue” that connects the various components of the process.

Reflective Curriculum Planning Process

*(California Preschool Curriculum Framework, Volume 3, page 31)*

- The components of the curriculum-planning process are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.

- Documentation is a process as well as a product.
Curriculum Planning Cycle

Define
- Observing
- Documenting
- Planning
- Implementing
Curriculum Planning Cycle

Reflective Curriculum Planning Process

- How and when are observations done?
- What are the systems for documentation?
- How is reflection supported and facilitated?
- How and when does planning occur? Who is involved?

Reflective Curriculum Planning Process

- How does planning address individual children, child-initiated activities, small group activities, large group activities, and teacher-directed activities?
- How do observations and reflection influence daily routines?
- How are families involved in the planning process?
• What stood out for you from this exploration of the curriculum-planning process?

• What was particularly interesting or engaging? What was concerning or confusing?

• What questions did this raise for you about using this curriculum-planning process in your teaching? Which component(s) do you feel you can do? Where would you like more support?

• What is one idea or strategy you learned about the curriculum-planning process that you will apply in your work with children and families?
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?
Instructional Methodologies Definitions

Instructional Methodologies Definitions for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

In this instructional guide, a variety of instructional methodologies have been suggested across all key topics. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each key topic, the instructional methodologies that are used during that key topic are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students.

The following list provides working definitions for each of the methodologies referred to in Faculty Initiative Project’s instructional guides. These working definitions provide instructors with an understanding of what is meant by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in these instructional guides.

**Book review**
Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

**Brainstorming**
Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

**Categorizing**
Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

**Class discussion**
All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

**Class presentation**
An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

**Conversation grid**
Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.
Creation of a visual representation
Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

Development of a resource tool
Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

Game
Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students’ exploration of a topic and/or skill.

Interview
Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

Jigsaw reading
Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

Lecture
Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

Literature review
Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

Notetaking outline or guide
Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

Observations
Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

Pairs or small groups
Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.
Panel/guest speaker
Content experts come to class to share their knowledge and experiences on topics related to course content.

Peer review and feedback
Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

Personal reflection
An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one’s own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

Photo observation
Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

Problem solving
Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

Reflective discussion
Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

Role playing
Students take on a role in an activity and act it out.

Short paper or report
Students write a short paper that focuses on a specific topic or question.

Video observation
Students observe video for the purposes of documentation, understanding, and discussion.

For additional instructional guide resources, continue to check out the Faculty Initiative Project’s Web site at http://facultyinitiative.wested.org/.
Instructional Methodologies Index

Instructional Methodologies Indexed with the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the preschool curriculum framework. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each key topic and are listed on its preview page(s). The instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units/domains and key topics.

To locate page numbers for each key topic listed in the following index, refer to the Table of Contents of this instructional guide.
### Instructional Methodologies Indexed with the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Framework as a Resource</th>
<th>Science Domain</th>
<th>History–Social Science Domain</th>
<th>Introduction to the Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Book Review</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Class Discussion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Getting Ready for the Unit</td>
<td></td>
<td></td>
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<tr>
<td>- Key Topic 1</td>
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<td>- Key Topic 2</td>
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<td>- Key Topic 3</td>
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<td>- Key Topic 4</td>
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<tr>
<td>- Key Topic 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Class Presentation</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Demonstration</td>
<td></td>
<td></td>
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<tr>
<td>- Oral Presentation</td>
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<tr>
<td>- Presentation</td>
<td></td>
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</tr>
<tr>
<td>- Student Panel Presentation</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- Key Topic 1</td>
<td></td>
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<td>- Key Topic 2</td>
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<tr>
<td>- Key Topic 5</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Conversation Grid</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Getting Ready for the Unit</td>
<td></td>
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<tr>
<td><strong>Creation of a Visual Representation</strong></td>
<td></td>
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</tr>
<tr>
<td>- Getting Ready for the Unit</td>
<td></td>
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<td>- Key Topic 1</td>
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<td>- Key Topic 3</td>
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<td>- Key Topic 1</td>
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<tr>
<td>- Key Topic 4</td>
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<td></td>
</tr>
</tbody>
</table>
### Instructional Methodologies Indexed with the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

<table>
<thead>
<tr>
<th>Development of Resource Tool</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Key Topic 3</td>
<td>• Key Topic 1</td>
<td>• Key Topic 4</td>
<td>• Key Topic 1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>• Key Topic 5</td>
<td>• Key Topic 3</td>
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<tr>
<td></td>
<td></td>
<td>• Key Topic 4</td>
<td>• Key Topic 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Community Members</td>
<td>• Key Topic 3</td>
<td>• Key Topic 2</td>
<td>• Key Topic 5</td>
<td>• Key Topic 2</td>
</tr>
<tr>
<td>• Parents</td>
<td></td>
<td>• Key Topic 4</td>
<td>• Key Topic 3</td>
<td>• Key Topic 3</td>
</tr>
<tr>
<td>• Peers</td>
<td></td>
<td></td>
<td>• Key Topic 4</td>
<td>• Key Topic 4</td>
</tr>
<tr>
<td>• Teachers</td>
<td></td>
<td></td>
<td>• Key Topic 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jigsaw Reading</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key Topic 1</td>
<td></td>
<td></td>
<td>• Key Topic 5</td>
<td>• Key Topic 2</td>
</tr>
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<td></td>
<td></td>
<td>• Key Topic 4</td>
<td>• Key Topic 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key Topic 4</td>
<td></td>
<td></td>
<td>• Key Topic 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Key Topic 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literature Review</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key Topic 5</td>
<td></td>
<td></td>
<td>• Key Topic 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Notetaking Outline or Guide</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Key Topic 2</td>
<td></td>
<td>• Key Topic 1</td>
<td>• Key Topic 1</td>
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<td>• Key Topic 3</td>
<td></td>
</tr>
</tbody>
</table>
## Instructional Methodologies Indexed with the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Introduction to the Framework</th>
<th>History–Social Science Domain</th>
<th>Science Domain</th>
<th>Framework as a Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observations</td>
<td></td>
<td>• Key Topic 2</td>
<td></td>
<td>• Key Topic 3</td>
</tr>
<tr>
<td>Pairs or Small Groups</td>
<td>• Getting Ready for the Unit</td>
<td>• Getting Ready for the Unit</td>
<td>• Getting Ready for the Unit</td>
<td>• Key Topic 1</td>
</tr>
<tr>
<td></td>
<td>• Key Topic 1</td>
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<td></td>
<td>• Key Topic 4</td>
<td>• Key Topic 4</td>
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</tr>
<tr>
<td>Panel/Guest Speaker</td>
<td>• Key Topic 3</td>
<td>• Key Topic 2</td>
<td></td>
<td>• Key Topic 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Key Topic 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Review and Feedback</td>
<td></td>
<td>• Key Topic 1</td>
<td></td>
<td>• Key Topic 4</td>
</tr>
<tr>
<td>Personal Reflection</td>
<td>• Getting Ready for the Unit</td>
<td>• Getting Ready for the Unit</td>
<td>• Getting Ready for the Unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Key Topic 3</td>
<td>• Key Topic 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
<td></td>
<td>• Key Topic 2</td>
</tr>
<tr>
<td>Methodology</td>
<td>Introduction to the Framework</td>
<td>History–Social Science Domain</td>
<td>Science Domain</td>
<td>Framework as a Resource</td>
</tr>
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</tr>
<tr>
<td>Reflective Discussion</td>
<td>• Pairs</td>
<td>• Getting Ready for the Unit</td>
<td>• Getting Ready for the Unit</td>
<td>• Key Topic 1</td>
</tr>
<tr>
<td></td>
<td>• Small Group</td>
<td>• Key Topic 1</td>
<td>• Key Topic 1</td>
<td>• Key Topic 2</td>
</tr>
<tr>
<td></td>
<td>• Large Group</td>
<td>• Key Topic 2</td>
<td>• Key Topic 2</td>
<td>• Key Topic 3</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>• Key Topic 5</td>
<td></td>
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<tr>
<td>Role Playing</td>
<td></td>
<td></td>
<td>• Key Topic 4</td>
<td></td>
</tr>
<tr>
<td>Short Paper or Report</td>
<td>• Key Topic 2</td>
<td>• Key Topic 1</td>
<td>• Key Topic 3</td>
<td>• Key Topic 3</td>
</tr>
<tr>
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<td>• Key Topic 3</td>
<td>• Key Topic 5</td>
<td></td>
</tr>
<tr>
<td>Video Observation</td>
<td></td>
<td></td>
<td>• Key Topic 3</td>
<td>• Key Topic 3</td>
</tr>
</tbody>
</table>

May be duplicated for educational purposes only.
Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

To support faculty in deciding how and where they can best use the California Preschool Curriculum Framework, Volume 3 in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its website: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

Appendix A is a listing of the suggested CAP lower division eight courses for all key topics in this instructional guide with the addition of the SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.
## Course: Child Growth and Development

<table>
<thead>
<tr>
<th>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</th>
<th>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</td>
<td>Unit 1 – Introduction to the Framework</td>
</tr>
</tbody>
</table>

### Course: Child Growth and Development

- **Unit 1, Key Topic 1**
  - Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

- **Unit 1, Key Topic 2**
  - Identify cultural, economic, political, historical contexts that affect children’s development.
  - Identify and compare major theoretical frameworks related to the study of human development.
  - Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
  - Differentiate characteristics of typical and atypical development.

- **Unit 1, Key Topic 1**
- **Unit 1, Key Topic 2**

### Additional Specific CAP Objectives and Course Content/Topics – See Appendix A

- **Unit 1, Key Topic 1**
- **Unit 1, Key Topic 2**

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**Note to faculty:** See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.
<table>
<thead>
<tr>
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<th>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</strong></td>
<td><strong>Course: Child, Family and Community</strong></td>
</tr>
<tr>
<td><strong>Unit 1 – Introduction to the Framework</strong></td>
<td><strong>Unit 1, Getting Ready for the Unit</strong></td>
</tr>
<tr>
<td><strong>Analyse theories of socialization that address the interrelationship of child, family and community.</strong></td>
<td><strong>Unit 1, Key Topic 1</strong></td>
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<tr>
<td><strong>Assess the impact of educational, political, and socioeconomic factors on children and families.</strong></td>
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<tr>
<td><strong>Describe social issues, changes, and transitions that affect children, families, schools, and communities.</strong></td>
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<tr>
<td><strong>Unit 1, Getting Ready for the Unit</strong></td>
<td><strong>Unit 1, Key Topic 1</strong></td>
</tr>
<tr>
<td><strong>Describe effective strategies that empower families and encourage family involvement in children’s development.</strong></td>
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<td><strong>Identify and evaluate community support services and agencies available to families and children.</strong></td>
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<td><strong>Analyse one’s own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.</strong></td>
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</tr>
<tr>
<td><strong>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</strong></td>
<td><strong>Unit 1, Getting Ready for the Unit</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Unit 1, Key Topic 1</strong></td>
</tr>
</tbody>
</table>
Course: Introduction to Curriculum

<table>
<thead>
<tr>
<th>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</th>
<th>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course: Introduction to Curriculum</strong></td>
<td><strong>Unit 1 – Introduction to the Framework</strong></td>
</tr>
<tr>
<td>Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.</td>
<td>• Unit 1, Key Topic 1</td>
</tr>
<tr>
<td>Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.</td>
<td>• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 2</td>
</tr>
<tr>
<td>Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.</td>
<td>• Unit 1, Key Topic 1</td>
</tr>
<tr>
<td>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.</td>
<td>• Unit 1, Key Topic 3</td>
</tr>
<tr>
<td>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</td>
<td>• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3</td>
</tr>
</tbody>
</table>
Course: Principles and Practices of Teaching Young Children

<table>
<thead>
<tr>
<th>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</th>
</tr>
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<tbody>
<tr>
<td><strong>Unit 1 – Introduction to the Framework</strong></td>
</tr>
</tbody>
</table>
| Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards. | Unit 1, Getting Ready for the Unit  
Unit 1, Key Topic 2 |
| Develop one’s teaching philosophy and professional goals. |  |
| Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. | Unit 1, Key Topic 2 |
| Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. | Unit 1, Key Topic 1 |
| Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community. |  |
| Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development. | Unit 1, Key Topic 1  
Unit 1, Key Topic 3 |
| Additional Specific CAP Objectives and Course Content/Topics – See Appendix A | Unit 1, Getting Ready for the Unit  
Unit 1, Key Topic 1  
Unit 1, Key Topic 2  
Unit 1, Key Topic 3 |
### Course: Observation and Assessment

<table>
<thead>
<tr>
<th>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</th>
<th>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</strong></td>
<td><strong>Unit 1 – Introduction to the Framework</strong></td>
</tr>
<tr>
<td><strong>Course:</strong> Observation and Assessment</td>
<td></td>
</tr>
<tr>
<td>Compare the purpose, value and use of formal and informal observation and assessment strategies.</td>
<td>• Unit 1, Key Topic 1</td>
</tr>
<tr>
<td>Evaluate the characteristics, strengths and limitations of common assessment tools.</td>
<td></td>
</tr>
</tbody>
</table>
| Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior. | • Unit 1, Key Topic 2  
• Unit 1, Key Topic 3 |
| Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices. |  |
| **Additional Specific CAP Objectives and Course Content/Topics – See Appendix A** | • Unit 1, Key Topic 1  
• Unit 1, Key Topic 2  
• Unit 1, Key Topic 3 |
## Course: Health, Safety and Nutrition

<table>
<thead>
<tr>
<th>Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)</th>
<th>Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed</th>
</tr>
</thead>
<tbody>
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<td>Unit 1 – Introduction to the Framework</td>
</tr>
</tbody>
</table>

### Course: Health, Safety and Nutrition

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistically and developmentally sound practice.
- Identify health, safety, and environmental risks in children’s programs.
- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.
- Discuss the value of collaboration with families and the community.

**Additional Specific CAP Objectives and Course Content/Topics** – See Appendix A
Course: Teaching in a Diverse Society

<table>
<thead>
<tr>
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<tr>
<td><strong>Course: Teaching in a Diverse Society</strong></td>
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<td>• Unit 1, Key Topic 1</td>
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<tr>
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<td>• Unit 1, Getting Ready for the Unit</td>
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<td>• Unit 1, Key Topic 1</td>
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## Course: Practicum-Field Experience

### Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)

Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.

### Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed

<table>
<thead>
<tr>
<th>Course: Practicum-Field Experience</th>
<th>Unit 1 – Introduction to the Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</td>
<td>• Unit 1, Key Topic 1</td>
</tr>
<tr>
<td>Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.</td>
<td>• Unit 1, Key Topic 2</td>
</tr>
<tr>
<td>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</td>
<td>• Unit 1, Key Topic 3</td>
</tr>
<tr>
<td>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</td>
<td>• Unit 1, Key Topic 1</td>
</tr>
<tr>
<td>Critically assess one’s own teaching experiences to guide and inform practice.</td>
<td>• Unit 1, Getting Ready for the Unit</td>
</tr>
</tbody>
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• Unit 1, Key Topic 1  
• Unit 1, Key Topic 2  
• Unit 1, Key Topic 3 |
Appendix A
Table of Contents

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

Introduction to Appendix A

- Introduction .............................................................................................................424

Unit 1
Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience ..........................................................................................................................425

Key Topic 1: Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 3 ...........................................................................................................................427

Key Topic 2: Getting to Know the Eight Overarching Principles ...........................................................................................................................430

Key Topic 3: Getting to Know the Curriculum-Planning Process ...........................................................................................................................433
Unit 2
History–Social Science Domain

Getting Ready for the Unit and Connecting to Experience ................................................................. 435

Key Topic 1: Organization and Rationale of the History–Social Science Domain ........................................ 438

Key Topic 2: Getting to Know Environments and Materials that Support History–Social Science .............. 441

Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science ................ 444

Key Topic 4: Universal Design, Individualizing, and Family Partnerships ................................................. 448

Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain .............................. 451
Unit 3
Science Domain

Getting Ready for the Unit and Connecting to Experience ................................................................. 453

Key Topic 1: Organization and Rationale of the Science Domain ............................................................ 456

Key Topic 2: Getting to Know Environments and Materials that Support Science .................................... 458

Key Topic 3: Getting to Know Interactions and Strategies that Support Science .................................... 461

Key Topic 4: Universal Design, Individualizing, and Family Partnerships .............................................. 463

Key Topic 5: Exploring the Research Highlights of the Science Domain .................................................. 466
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

**Key Topic 1:** Integrating the History–Social Science Domain or Science Domain with Other Domains
..................................................................................................................................................468

**Key Topic 2:** Integrated Planning Using California’s Early Learning and Development System
..................................................................................................................................................471

**Key Topic 3:** Young Dual Language Learners
..................................................................................................................................................474

**Key Topic 4:** Exploring Key Elements of the Curriculum Framework Across Domains
..................................................................................................................................................477
Appendix A

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the Instructional Guide for the California Preschool Curriculum Framework, Volume 3

To support faculty in decisions regarding how and where they can best use the California Preschool Curriculum Framework, Volume 3 in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (https://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the California Preschool Curriculum Framework, Volume 3 are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit and domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide key topics are indexed first by units and domains, then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.
Unit 1
Chapter 1: Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:
- Describe social issues, changes, and transitions that affect children, families, schools, and communities.

Objectives:
- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:
- Interrelatedness of family, school and community as agents of socialization
- The influence of teachers’ and caregivers’ personal experience and family history on relationships with children and families.
- The role of group childcare and early schooling on socialization

Course: Introduction to Curriculum

Student Learning Outcomes:
- Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:
- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
Course: Principles and Practices of Teaching Young Children – Continued

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.

Content and Topics:
• Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
• Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:
• Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:
• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
• Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:
• Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
• Integrate content areas and opportunities for development across the curriculum
• Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:
• Self reflection and self-assessment through team collaboration and portfolio documentation
• Content Areas:
  o Science
  o Social Studies
• California State Learning Standards and tools
Unit 1
Chapter 1: Introduction to the Framework

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

Course: Child Growth and Development

Student Learning Outcomes:
• Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:
• Demonstrate knowledge of current research as it applies to child development.

Content and Topics:
• Major current and historical theoretical frameworks of child development

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:
• Role of family in children’s developmental outcomes.
• Teachers’ and caregivers’ influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.
Course: Introduction to Curriculum – Continued

Content and Topics:
- Standards from legislation and accrediting groups
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:
- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:
- The importance of developmentally, culturally, linguistically appropriate practice.
- Play as a vehicle for development and learning
- Essentials of program planning and the interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:
- Compare the purpose, value and use of formal and informal observation and assessment strategies.

Objectives:
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:
- Utilization of observation and assessment data to create appropriate curricula and environments
- The value of collaboration with families and professionals
- Observation as part of the on-going process of curriculum and planning that support all children.
**Course: Teaching in a Diverse Society**

Student Learning Outcomes:
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:
- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

**Course: Practicum-Field Experience**

Student Learning Outcomes:
- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum

Content and Topics:
- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Content Areas:
  - Science
  - Social Studies
- California State Learning Standards and tools
Unit 1
Chapter 1: Introduction to the Framework

Key Topic 2 – Getting to Know the Eight Overarching Principles

Course: Child Growth and Development

Student Learning Outcomes:
• Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:
• Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.
• Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

Content and Topics:
• Investigative research methods:
  o Observation
• Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).

Course: Introduction to Curriculum

Student Learning Outcomes:
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Observe and document children at play and propose appropriate activities and possibilities for expanding children’s learning in a variety of curriculum areas.

Content and Topics:
• Observation and assessment strategies as they apply to curriculum planning and evaluation.
• Use of current research
• Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
Course: Principles and Practices of Teaching Young Children – Continued

Student Learning Outcomes:

• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.

• Demonstrate basic observational skills.

Content and Topics:

• The importance of developmentally, culturally, linguistically appropriate practice.

• Play as a vehicle for development and learning.

• Characteristics and roles of an effective teacher in an early childhood setting.

Course: Observation and Assessment

Student Learning Outcomes:

• Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

• Identify and apply basic quantitative and qualitative observation and recording techniques.

• Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

• National and State standards for learning and assessment (e.g., NAEYC’s position statement on assessment).

• Utilization of observation and assessment data to create appropriate curricula and environments.

Course: Practicum-Field Experience

Student Learning Outcomes:

• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:

• Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
Course: Practicum-Field Experience – Continued

Content and Topics:
- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- California State Learning Standards and tools
Unit 1
Chapter 1: Introduction to the Framework

Key Topic 3 – Getting to Know the Curriculum-Planning Cycle

Course: Introduction to Curriculum

Student Learning Outcomes:
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
• Observe and document children at play and propose appropriate activities and possibilities for expanding children’s learning in a variety of curriculum areas.
• Demonstrate ability to document curriculum planning process with written curriculum plans.
• Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:
• Observation and assessment strategies as they apply to curriculum planning and evaluation.
• Innovative and best practices in teaching
• Use of current research
• Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
• Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:
• Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
• Characteristics and roles of an effective teacher in an early childhood setting
Course: Observation and Assessment

Student Learning Outcomes:
• Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:
• Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
• Demonstrate and apply knowledge of developmental domains to interpret observations.
• Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:
• Appropriate methods of child observation, documentation, portfolio collection, and record keeping
• Utilization of observation and assessment data to create appropriate curricula and environments
• Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:
• Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Utilize an appropriate recordkeeping system to document, assess and track children’s progress.

Content and Topics:
• Self reflection and self-assessment through team collaboration and portfolio documentation
• Integration of content areas across curriculum
• California State Learning Standards and tools
Unit 2
Chapter 2: History–Social Science Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:
• Identify cultural, economic, political, historical contexts that affect children’s development.

Objectives:
• Demonstrate knowledge of current research as it applies to child development.
• Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

Content and Topics:
• Contemporary social issues that impact children’s development
• The role and influence of family and caregivers
• The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:
• Describe social issues, changes, and transitions that affect children, families, schools, and communities.
• Analyze one’s own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:
• Describe contemporary social issues and their effects on families and children.
• Explore one’s own family history and examine how it affects one’s relationships with children and families.

Content and Topics:
• Role of family in children’s developmental outcomes.
• The influence of teachers’ and caregivers’ personal experience and family history on relationships with children and families.
• Contemporary social issues and their effect on children and families.
Course: Introduction to Curriculum

Student Learning Outcomes:
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:
• Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
• Innovative and best practices in teaching
• Use of current research
• Content areas (math, science, literacy, social studies, creative arts)
• The Role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.

Content and Topics:
• Current and historic models, influences, and approaches in the field of early childhood
• Play as a vehicle for development and learning
• Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Evaluate the impact of personal experiences and social identity on teaching effectiveness.
Course: Teaching in a Diverse Society – Continued

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.

Content and Topics:
• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
• Environments and curriculum that challenge children’s biases and support the acquisition of authentic information about human differences

Course: Practicum-Field Experience

Student Learning Outcomes:
• Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
• Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
• Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:
• Application of developmentally, culturally, and linguistically appropriate practices
• Content Areas:
  o Science
  o Social Studies
• Integration of content areas across curriculum
• California State Learning Standards and tools
Unit 2
Chapter 2: History–Social Science Domain

Key Topic 1 – Organization and Rationale of the History–Social Science Domain

Course: Child Growth and Development

Student Learning Outcomes:
• Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:
• Demonstrate knowledge of current research as it applies to child development.
• Examine and evaluate the importance of the early years.

Content and Topics:
• Major current and historical theoretical frameworks of child development
• Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
• Develop appropriate strategies to assist families experiencing stress.

Content and Topics:
• Major current and historical theoretical frameworks of socialization
• Interrelatedness of family, school and community as agents of socialization
• Role of family in children’s developmental outcomes.
• Teachers’ and caregivers’ influences on children and families
• Appropriate and effective communication strategies
**Course: Introduction to Curriculum**

Student Learning Outcomes:
- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:
- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:
- Developmental theory as it applies to curriculum development.
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- The Role of the ECE teacher

**Course: Principles and Practices of Teaching Young Children**

Student Learning Outcomes:
- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:
- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
- Current and historic models, influences, and approaches in the field of early childhood
- The importance of developmentally, culturally, linguistically appropriate practice.
- Characteristics and roles of an effective teacher in an early childhood setting

**Course: Teaching in a Diverse Society**

Student Learning Outcomes:
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
Course: Teaching in a Diverse Society – Continued

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.

Content and Topics:
• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
• Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment

Course: Practicum-Field Experience

Student Learning Outcomes:
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
• Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
• Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:
• Application of developmentally, culturally, and linguistically appropriate practices
• Environment as a teaching and learning tool
• California State Learning Standards and tools
• Family involvement in early childhood programs
Unit 2
Chapter 2: History–Social Science Domain

Key Topic 2 – Getting to Know Environments and Materials That Support History–Social Science

Course: Child Growth and Development

Student Learning Outcomes:
• Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:
• Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.
• Examine and evaluate the importance of the early years.

Content and Topics:
• The role and influence of family and caregivers

Course: Introduction to Curriculum

Student Learning Outcomes:
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
• Identify ways in which the environment functions as an essential component of curriculum.
• Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.

Content and Topics:
• Innovative and best practices in teaching
• Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
• Effective use of learning centers and integrated curriculum
• Components of effective learning environments
• The effect of environment on behavior
Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:
• Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
• Characteristics and roles of an effective teacher in an early childhood setting
• The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:
• Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:
• Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
• Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:
• Utilization of observation and assessment data to create appropriate curricula and environments
• Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:
• Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
• Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
• Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
Course: Practicum-Field Experience – Continued

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:
• Organization of physical environment, routine/schedule, and materials
• Environment as a teaching and learning tool
• California State Learning Standards and tools
Unit 2
Chapter 2: History–Social Science Domain

Key Topic 3 – Getting to Know Interactions and Strategies That Support History–Social Science

Course: Child Growth and Development

Student Learning Outcomes:
- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Identify cultural, economic, political, historical contexts that affect children’s development.

Objectives:
- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children’s development.
- Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

Content and Topics:
- Contemporary social issues that impact children’s development
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:
- Describe social issues, changes, and transitions that affect children, families, schools, and communities.
- Identify and evaluate community support services and agencies available to families and children.

Objectives:
- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Identify appropriate community resources that support children and families including at risk populations.
- Explore one’s own family history and examine how it affects one’s relationships with children and families.

Content and Topics:
- Interrelatedness of family, school and community as agents of socialization
- The role of group childcare and early schooling on socialization
Course: Introduction to Curriculum

Student Learning Outcomes:
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children.
- Innovative and best practices in teaching.
- Use of current research.
- Content areas (math, science, literacy, social studies, creative arts).
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children).

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:
- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
- Addressing the needs of the “whole child” (physical, cognitive, social-emotional).
- The influence of environment on behavior and learning (environment as third teacher).
- Quality indicators of programs (e.g., accreditation, assessment tools).
Course: Observation and Assessment

Student Learning Outcomes:
• Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:
• Describe the effect of social context, child’s state of health and well-being, primary language, ability, and environment on assessment processes.
• Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:
• Utilization of observation and assessment data to create appropriate curricula and environments
• The value of collaboration with families and professionals
• Observation as part of the on-going process of curriculum and planning that support all children.

Course: Health, Safety and Nutrition

Student Learning Outcomes:
• Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.

Objectives:
• Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
• Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:
• Respecting the cultural, linguistic, and developmental differences of families, teachers and children
• Nutrition guidelines, diet analysis and mealtime policies, food safety and menu planning considering culture, traditions and family choices

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
• Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
Course: Teaching in a Diverse Society – Continued

Objectives:
- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.
- Differentiate between various sources of diversity.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:
- How children think: pre-prejudice, impacts of silence, overt and covert social messages
- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:
- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
  - Social Studies
Unit 2
Chapter 2: History–Social Science Domain

Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child Growth and Development

Student Learning Outcomes:
• Differentiate characteristics of typical and atypical development.

Objectives:
• Examine and evaluate the importance of the early years.
• Examine and evaluate the role of family in facilitating children’s development.

Content and Topics:
• The role and influence of family and caregivers
• The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Describe contemporary social issues and their effects on families and children.
• Develop appropriate strategies to assist families experiencing stress.

Content and Topics:
• Role of family in children’s developmental outcomes.
• Teachers’ and caregivers’ influences on children and families
• The influence of teachers’ and caregivers’ personal experience and family history on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.
Course: Introduction to Curriculum – Continued

Content and Topics:
• Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
• Planning for diverse learning styles, motivations, interests, and abilities
• Innovative and best practices in teaching
• Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
• Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
• The importance of developmentally, culturally, linguistically appropriate practice.
• Applying developmentally-appropriate practices to normative and atypical development

Course: Health, Safety and Nutrition

Student Learning Outcomes:
• Discuss the value of collaboration with families and the community.

Objectives:
• Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
• Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:
• Respecting the cultural, linguistic, and developmental differences of families, teachers and children
• Collaboration with families and health care professionals

May be duplicated for educational purposes only.
Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.
• Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
• Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:
• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
• Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live
• Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:
• Application of developmentally, culturally, and linguistically appropriate practices
• Adaptations for children with diverse abilities, learning styles, and temperaments
• California State Learning Standards and tools
• Family involvement in early childhood programs
Unit 2
Chapter 2: History–Social Science Domain

Key Topic 5 – Exploring the Research Highlights of the History–Social Science Domain

Course: Child Growth and Development

Student Learning Outcomes:
• Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:
• Demonstrate knowledge of current research as it applies to child development.
• Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains.

Content and Topics:
• Contemporary social issues that impact children’s development
• The role and influence of cultural and societal impacts

Course: Introduction to Curriculum

Student Learning Outcomes:
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.

Content and Topics:
• Developmental theory as it applies to curriculum development.
• Use of current research
• The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
Course: Principles and Practices of Teaching Young Children – Continued

Objectives:
• Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:
• Current and historic models, influences, and approaches in the field of early childhood
• Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Critique the multiple societal impacts on young children’s social identity.

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.

Content and Topics:
• Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
• Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:
• Self reflection and self-assessment through team collaboration and portfolio documentation
• Professional development skills
• California State Learning Standards and tools
Unit 3
Chapter 3: Science Domain

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

• Identify and evaluate teaching behaviors for research-based best practices.
• Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

• Observation and assessment strategies as they apply to curriculum planning and evaluation.
• Innovative and best practices in teaching
• Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

• Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
• Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
• Demonstrate basic observational skills.
Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:
- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Observation and Assessment

Student Learning Outcomes:
- Compare the purpose, value and use of formal and informal observation and assessment strategies.
- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:
- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:
- Historic and current tools of observation and assessment
- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:
- Authentic assessment and documentation
- Self reflection and self-assessment through team collaboration and portfolio documentation
Course: Practicum-Field Experience – Continued

Content and Topics:

- Ongoing Curriculum Development Cycle
  - a. Observation
  - b. Planning
  - c. Implementation
  - d. Evaluation
  - e. Documentation

- Content Areas:
  - o Science

- California State Learning Standards and tools
Unit 3
Chapter 3: Science Domain

Key Topic 1 – Organization and Rationale of the Science Domain

Course: Child Growth and Development

Student Learning Outcomes:
• Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:
• Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
• Demonstrate knowledge of current research as it applies to child development.

Content and Topics:
• Major current and historical theoretical frameworks of child development
• The role and influence of family and caregivers

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Describe contemporary social issues and their effects on families and children.

Content and Topics:
• Interrelatedness of family, school and community as agents of socialization
• Teachers’ and caregivers’ influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.
Course: Introduction to Curriculum – Continued

Content and Topics:
• Innovative and best practices in teaching
• Use of current research
• Strategies for family involvement
• Content areas (science)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:
• Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
• Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Course: Practicum-Field Experience

Student Learning Outcomes:
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:
• Self reflection and self-assessment through team collaboration and portfolio documentation
• Content Areas:
  o Science
• California State Learning Standards and tools
• Family involvement in early childhood programs
Unit 3
Chapter 3: Science Domain

Key Topic 2 – Getting to Know Environmental Factors That Support Science

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:
• Interrelatedness of family, school and community as agents of socialization
• Teachers’ and caregivers’ influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Demonstrate ability to select safe and appropriate materials and equipment.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:
• Developmental theory as it applies to curriculum development.
• Innovative and best practices in teaching
• Effective use of learning centers and integrated curriculum
• The effect of environment on behavior
• Content areas (math, science, literacy, social studies, creative arts)
Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.
Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
• Integrate content areas and opportunities for development across the curriculum.

Content and Topics:
• Organization of physical environment, routine/schedule, and materials
• Positive interactions with children and adults
• Content Areas:
  o Science
• Environment as a teaching and learning tool
• California State Learning Standards and tools
Unit 3  
Chapter 3: Science Domain  

Key Topic 3 – Getting to Know Interactions and Strategies That Support Science  

Course: Introduction to Curriculum  

Student Learning Outcomes:  
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.  
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.  

Objectives:  
• Identify and evaluate teaching behaviors for research-based best practices.  
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.  

Content and Topics:  
• Developmental theory as it applies to curriculum development.  
• Planning for diverse learning styles, motivations, interests, and abilities  
• Innovative and best practices in teaching  
• Components of effective learning environments  
• Content areas (science)  

Course: Principles and Practices of Teaching Young Children  

Student Learning Outcomes:  
• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.  
• Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.  

Objectives:  
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.  

Content and Topics:  
• Addressing the needs of the “whole child” (physical, cognitive, social-emotional)  
• The importance of developmentally, culturally, linguistically appropriate practice.  
• Characteristics and roles of an effective teacher in an early childhood setting
Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
  - Science
- California State Learning Standards and tools
Unit 3
Chapter 3: Science Domain

Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child Growth and Development

Student Learning Outcomes:
• Differentiate characteristics of typical and atypical development.

Objectives:
• Examine and evaluate the importance of the early years.
• Examine and evaluate the role of family in facilitating children’s development.

Content and Topics:
• The role and influence of family and caregivers
• The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:
• Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:
• Describe contemporary social issues and their effects on families and children.
• Develop appropriate strategies to assist families experiencing stress.

Content and Topics:
• Role of family in children’s developmental outcomes.
• Teachers’ and caregivers’ influences on children and families
• The influence of teachers’ and caregivers’ personal experience and family history on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.
Course: Introduction to Curriculum – Continued

Content and Topics:
• Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
• Planning for diverse learning styles, motivations, interests, and abilities
• Innovative and best practices in teaching
• Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
• Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
• The importance of developmentally, culturally, linguistically appropriate practice.
• Applying developmentally-appropriate practices to normative and atypical development

Course: Health, Safety, and Nutrition

Student Learning Outcomes:
• Discuss the value of collaboration with families and the community.

Objectives:
• Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
• Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:
• Respecting the cultural, linguistic, and developmental differences of families, teachers and children
• Collaboration with families and health care professionals
Course: Teaching in a Diverse Society

Student Learning Outcomes:

• Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.
• Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
• Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
• Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live
• Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

• Application of developmentally, culturally, and linguistically appropriate practices
• Adaptations for children with diverse abilities, learning styles, and temperaments
• California State Learning Standards and tools
• Family involvement in early childhood programs
Unit 3
Chapter 3: Science Domain

Key Topic 5 – Exploring the Research Highlights of the Science Domain

Course: Child Growth and Development
Student Learning Outcomes:
• Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:
• Demonstrate knowledge of current research as it applies to child development.
• Identify and describe biological and environmental factors that influence children’s development from conception to adolescence across domains

Content and Topics:
• Contemporary social issues that impact children’s development
• The role and influence of cultural and societal impacts

Course: Introduction to Curriculum
Student Learning Outcomes:
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.

Content and Topics:
• Developmental theory as it applies to curriculum development.
• Use of current research
• The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children
Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
Course: Principles and Practices of Teaching Young Children – Continued

Objectives:
• Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:
• Current and historic models, influences, and approaches in the field of early childhood
• Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Critique the multiple societal impacts on young children’s social identity.

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.

Content and Topics:
• Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
• Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:
• Self reflection and self-assessment through team collaboration and portfolio documentation
• Professional development skills
• California State Learning Standards and tools
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 1: Integrating the History–Social Science or Science Domains with Other Domains

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Observe and document children at play and propose appropriate activities and possibilities for expanding children’s learning in a variety of curriculum areas.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:
• Innovative and best practices in teaching
• Use of current research
• Effective use of learning centers and integrated curriculum
• Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
• Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
• Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Demonstrate basic observational skills.
Course: Principles and Practices of Teaching Young Children – Continued

Objectives:
• Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:
• Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
• The importance of developmentally, culturally, linguistically appropriate practice.
• Importance of positive teacher-child relationships and interactions
• The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:
• Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:
• Identify and apply basic quantitative and qualitative observation and recording techniques.
• Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
• Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:
• National and State standards for learning and assessment (e.g., NAEYC’s position statement on assessment)
• Utilization of observation and assessment data to create appropriate curricula and environments
• Observation as part of the ongoing process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
**Course: Practicum-Field Experience – Continued**

**Objectives:**
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences
- Integrate content areas and opportunities for development across the curriculum

**Content and Topics:**
- Authentic assessment and documentation
- Content Areas
  - Language
  - Literacy
  - Math
  - Science
  - Social Studies
  - Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

Course: Introduction to Curriculum

Student Learning Outcomes:
• Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.

Content and Topics:
• Observation and assessment strategies as they apply to curriculum planning and evaluation.
• Use of current research
• Components of effective learning environments
• Planning for children with special needs
• The continuing cycle of observation, assessment, curriculum planning, documentation.

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.
• Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:
• Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.

Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3
Appendix A – Student Learning Outcomes (SLOs)
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.
Course: Principles and Practices of Teaching Young Children – Continued

Objectives:
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
• Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:
• Current and historic models, influences, and approaches in the field of early childhood
• The importance of developmentally, culturally, linguistically appropriate practice.
• Applying developmentally-appropriate practices to normative and atypical development

Course: Observation and Assessment

Student Learning Outcomes:
• Compare the purpose, value and use of formal and informal observation and assessment strategies.
• Evaluate the characteristics, strengths and limitations of common assessment tools.
• Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:
• Identify and apply basic quantitative and qualitative observation and recording techniques.
• Compare and analyze historic and currently recognized assessment tools.
• Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
• Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:
• National and State standards for learning and assessment (e.g., NAEYC’s position statement on assessment)
• Utilization of observation and assessment data to create appropriate curricula and environments
• Linkage between child development theory and research to observation and assessment
• Role of assessment in intervention
Course: Practicum-Field Experience

Student Learning Outcomes:
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.
- Utilize an appropriate recordkeeping system to document, assess and track children’s progress.
- Demonstrate professional and ethical behavior.

Content and Topics:
- Authentic assessment and documentation
- Self-reflection and self-assessment through team collaboration and portfolio documentation
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- California State Learning Standards and tools
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 3: Young Dual Language Learners

Course: Child Growth and Development

Student Learning Outcomes:
• Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:
• Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
• Demonstrate knowledge of current research as it applies to child development.
• Examine and evaluate the importance of the early years.

Content and Topics:
• Major current and historical theoretical frameworks of child development
• Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
• Bilingual development and theories of language learning and bilingualism

Course: Introduction to Curriculum

Student Learning Outcomes:
• Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
• Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
• Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
• Identify and evaluate teaching behaviors for research-based best practices.
• Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.
• Observe and document children at play and propose appropriate activities and possibilities for expanding children’s learning in a variety of curriculum areas.
• Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.
Course: Introduction to Curriculum – Continued

Content and Topics:
• Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
• Planning for diverse learning styles, motivations, interests, and abilities
• Effective use of learning centers and integrated curriculum
• The effect of environment on behavior

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
• Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:
• Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
• Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:
• Current and historic models, influences, and approaches in the field of early childhood
• The importance of developmentally, culturally, linguistically appropriate practice.

Course: Teaching in a Diverse Society

Student Learning Outcomes:
• Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
• Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:
• Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.
• Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:
• Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Teaching in a Diverse Society – Continued

Content and Topics:
• Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
• Children’s books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:
• Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
• Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:
• Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
• Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:
• Application of developmentally, culturally, and linguistically appropriate practices
• Adaptations for children with diverse abilities, learning styles, and temperaments
• California State Learning Standards and tools
Unit 4
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 4: Exploring Key Elements of the Curriculum Framework Across Domains

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.

Objectives:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:
- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Importance of positive teacher-child relationships and interactions
- The influence of environment on behavior and learning (environment as third teacher)

Course: Practicum-Field Experience

Student Learning Outcomes:
- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum

Content and Topics:
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- California State Learning Standards and tools
# Appendix B

## The Foundations

### Social-Emotional Development

#### Self

<table>
<thead>
<tr>
<th>1.0 Self-Awareness</th>
<th>2.0 Self-Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At around 48 months of age</strong></td>
<td><strong>At around 60 months of age</strong></td>
</tr>
<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>
<tr>
<td>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</td>
<td>2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.</td>
</tr>
</tbody>
</table>

#### 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. |

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### 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

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact easily with peers in shared activities that occasionally become cooperative efforts.</td>
<td>More actively and intentionally cooperate with each other.</td>
</tr>
<tr>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Participate in simple sequences of pretend play.</td>
<td>Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</td>
</tr>
<tr>
<td>2.3</td>
<td>2.3</td>
</tr>
<tr>
<td>Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 3.0 Group Participation

<table>
<thead>
<tr>
<th>3.1</th>
<th>3.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</td>
<td>Participate positively and cooperatively as group members.</td>
</tr>
</tbody>
</table>

#### 4.0 Cooperation and Responsibility

<table>
<thead>
<tr>
<th>4.1</th>
<th>4.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</td>
<td>Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</td>
</tr>
</tbody>
</table>

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# 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. |

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

#### 2.0 Vocabulary

| 2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts. | 2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts. |
| 2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life. | 2.2 Understand and use accepted words for categories of objects encountered in everyday life. |
| 2.3 Understand and use simple words that describe the relations between objects. | 2.3 Understand and use both simple and complex words that 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>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</td>
<td>3.1 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>3.2 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>3.2 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>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</td>
<td>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</td>
</tr>
<tr>
<td>1.2 Recognize print as something that can be read.</td>
<td>1.2 Understand that print is something that is read and has specific meaning.</td>
</tr>
</tbody>
</table>

#### 2.0 Phonological Awareness

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### 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. |

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## 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>

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English-Language Development

Listening

1.0 Children listen with understanding.

**Focus: Beginning words**

<table>
<thead>
<tr>
<th>1.1</th>
<th>1.1</th>
<th>1.1</th>
</tr>
</thead>
<tbody>
<tr>
<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>1.2</th>
<th>1.2</th>
<th>1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin to follow simple directions in English, especially when there are contextual cues.</td>
<td>Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.</td>
<td>Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</td>
</tr>
</tbody>
</table>

**Focus: Basic and advanced concepts**

<table>
<thead>
<tr>
<th>1.3</th>
<th>1.3</th>
<th>1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>Begin to demonstrate an understanding of words in English related to basic concepts.</td>
<td>Demonstrate an understanding of words in English related to more advanced concepts.</td>
</tr>
</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**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</td>
<td>1.2 Use new English vocabulary to share knowledge of concepts.</td>
</tr>
</tbody>
</table>

**Focus: Conversation**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</td>
<td>1.3 Sustain a conversation in English about a variety of topics.</td>
</tr>
</tbody>
</table>

---

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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>
</tr>
</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. |

---

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### 2.0 Children begin to understand and use social conventions in English.

**Focus: Social conventions**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>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**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</td>
<td>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).</td>
<td>3.1 Produce simple narratives in English that are real or fictional.</td>
</tr>
</tbody>
</table>
### 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>
</tr>
</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>
</tr>
</tbody>
</table>

**Focus: Interest in books and reading**

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<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>

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### 2.0 Children show an increasing understanding of book reading.

**Focus: Personal connections to the story**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>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>
</tr>
</tbody>
</table>

**Focus: Story structure**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>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>
</tr>
</tbody>
</table>

### 3.0 Children demonstrate an understanding of print conventions.

**Focus: Book handling**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>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**

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</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**

| 5.1 Interact with material representing the letters of the English alphabet. | 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). | 5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words. |

**Focus: Letter recognition**

| 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. | 5.2 Identify some letters of the alphabet in English. | 5.2 Identify ten or more letters of the alphabet in English. |

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### Appendix B – Summary of the California Preschool Learning Foundations All 9 Domains

**6.0 Children demonstrate phonological awareness.**

**Focus: Rhyming**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>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)**

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>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>6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</td>
<td>6.2 Recognize and produce words that have a similar onset (initial sound) in English.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Middle</th>
<th>Later</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.3</td>
<td>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.)</td>
<td>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.</td>
<td>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</td>
</tr>
</tbody>
</table>

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# 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>Begin to understand that what is said in the home language or in English can be written down and read by others.</td>
<td>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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></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>Begin to use marks or symbols to represent spoken language in the home language or in English.</td>
<td>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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></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>Attempt to copy their own name in English or in the writing system of their home language.</td>
<td>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>

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### Appendix B – Summary of the California Preschool Learning Foundations All 9 Domains

#### 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>

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### 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><strong>1.2</strong> Order three objects by size.</td>
<td><strong>1.2</strong> 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><strong>1.2</strong> Use individual shapes to represent different elements of a picture or design.</td>
<td><strong>1.2</strong> 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>

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### Visual and Performing Arts

#### Visual Art

**1.0 Notice, Respond, and Engage**

<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 Notice and communicate about objects or forms that appear in art.</td>
<td>1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</td>
</tr>
<tr>
<td>1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.</td>
<td>1.2 Begin to plan art and show increasing care and persistence in completing it.</td>
</tr>
<tr>
<td>1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.</td>
<td>1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.</td>
</tr>
<tr>
<td>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.</td>
<td>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.</td>
</tr>
</tbody>
</table>

**2.0 Develop Skills in Visual Art**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.</td>
<td>2.1 Draw single circle and add lines to create representations of people and things.</td>
</tr>
<tr>
<td>2.2 Begin to create paintings or drawings that suggest people, animals, and objects.</td>
<td>2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.</td>
</tr>
</tbody>
</table>

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## 2.0 Develop Skills in Visual Art (Continued)

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 Make somewhat regular-shaped balls and coils out of dough or clay.</td>
<td>2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).</td>
</tr>
<tr>
<td>2.4 Begin to use paper and other materials to assemble simple collages.</td>
<td>2.4 Use paper and other materials to make two- and three-dimensional assembled works.</td>
</tr>
<tr>
<td>2.5 Begin to recognize and name materials and tools used for visual arts.</td>
<td>2.5 Recognize and name materials and tools used for visual arts.</td>
</tr>
<tr>
<td>2.6 Demonstrate some motor control when working with visual arts tools.</td>
<td>2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.</td>
</tr>
</tbody>
</table>

## 3.0 Create, Invent, and Express Through Visual Art

| 3.1 Create art and sometimes name the work. | 3.1 Intentionally create content in a work of art. |
| 3.2 Begin to draw figures or objects. | 3.2 Draw more detailed figures or objects with more control of line and shape. |
| 3.3 Begin to use intensity of marks and color to express a feeling or mood. | 3.3 Use intensity of marks and color more frequently to express a feeling or mood. |

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## Music

### 1.0 Notice, Respond, and Engage

<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 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.</td>
<td>1.1 Verbally reflect on music and describe music by using an expanded vocabulary.</td>
</tr>
<tr>
<td>1.2 Recognize simple repeating melody and rhythm patterns.</td>
<td>1.2 Demonstrate more complex repeating melody and rhythm patterns.</td>
</tr>
<tr>
<td>1.3 Identify the sources of a limited variety of musical sounds.</td>
<td>1.3 Identify the sources of a wider variety of music and music-like sounds.</td>
</tr>
<tr>
<td>1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.</td>
<td>1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.</td>
</tr>
</tbody>
</table>

### 2.0 Develops Skills in Music

| 2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song. | 2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song. |
| 2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others. | 2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch. |

### 3.0 Create, Invent, and Express Through Music

| 3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones. | 3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs. |
| 3.2 Move or use body to demonstrate beat and tempo, often spontaneously. | 3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally. |
| 3.3 Improvise vocally and instrumentally. | 3.3 Explore, improvise, and create brief melodies with voice or instrument. |
## Drama

### 1.0 Notice, Respond, and Engage

<table>
<thead>
<tr>
<th>Age</th>
<th>Skill Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 months</td>
<td>Demonstrate an understanding of simple drama vocabulary.</td>
</tr>
<tr>
<td>60 months</td>
<td>Demonstrate a broader understanding of drama vocabulary.</td>
</tr>
<tr>
<td></td>
<td>Identify preferences and interests related to participating in drama.</td>
</tr>
<tr>
<td></td>
<td>Explain preferences and interests related to participating in drama.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of simple plot of a participatory drama.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of extended plot and conflict of a participatory drama.</td>
</tr>
</tbody>
</table>

### 2.0 Develop Skills to Create, Invent, and Express Through Drama

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Demonstrate basic role-play skills with imagination and creativity.</td>
</tr>
<tr>
<td>2.1</td>
<td>Demonstrate extended role-play skills with increased imagination and creativity.</td>
</tr>
<tr>
<td>2.2</td>
<td>Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.</td>
</tr>
<tr>
<td>2.2</td>
<td>Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.</td>
</tr>
</tbody>
</table>

## Dance

### 1.0 Notice, Respond, and Engage

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Engage in dance movements.</td>
</tr>
<tr>
<td>1.1</td>
<td>Further engage and participate in dance movements.</td>
</tr>
<tr>
<td>1.2</td>
<td>Begin to understand and use vocabulary related to dance.</td>
</tr>
<tr>
<td>1.2</td>
<td>Connect dance terminology with demonstrated steps.</td>
</tr>
<tr>
<td>1.3</td>
<td>Respond to instruction of one skill at a time during movement, such as a jump or fall.</td>
</tr>
<tr>
<td>1.3</td>
<td>Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.</td>
</tr>
<tr>
<td>1.4</td>
<td>Explore and use different steps and movements to create or form a dance.</td>
</tr>
<tr>
<td>1.4</td>
<td>Use understanding of different steps and movements to create or form a dance.</td>
</tr>
</tbody>
</table>

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### 2.0 Develop Skills in Dance

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Begin to be aware of own body in space.</td>
<td>2.1 Continue to develop awareness of body in space.</td>
</tr>
<tr>
<td>2.2 Begin to be aware of other people in dance or when moving in space.</td>
<td>2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.</td>
</tr>
<tr>
<td>2.3 Begin to respond to tempo and timing through movement.</td>
<td>2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.</td>
</tr>
</tbody>
</table>

### 3.0 Create, Invent, and Express Through Dance

| 3.1 Begin to act out and dramatize through music and movement patterns. | 3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns. |
| 3.2 Invent dance movements. | 3.2 Invent and recreate dance movements. |
| 3.3 Improvise simple dances that have a beginning and an end. | 3.3 Improvise more complex dances that have a beginning, middle, and an end. |
| 3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults. | 3.4 Communicate and express feelings intentionally through dance. |

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# Physical Development

## Fundamental Movement Skills

### 1.0 Balance

<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 Maintain balance while holding still; sometimes may need assistance.</td>
<td>1.1 Show increasing balance and control when holding still.</td>
</tr>
<tr>
<td>1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.</td>
<td>1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.</td>
</tr>
</tbody>
</table>

### 2.0 Locomotor Skills

<table>
<thead>
<tr>
<th>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</th>
<th>2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</td>
<td>2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.</td>
</tr>
<tr>
<td>2.3 Jump for height (up or down) and for distance with beginning competence.</td>
<td>2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.</td>
</tr>
<tr>
<td>2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</td>
<td>2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.</td>
</tr>
</tbody>
</table>

---

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### 3.0 Manipulative Skills

<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 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</td>
<td>3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</td>
</tr>
<tr>
<td>3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</td>
<td>3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</td>
</tr>
</tbody>
</table>

### Perceptual–Motor Skills and Movement Concepts

#### 1.0 Body 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 Demonstrate knowledge of the names of body parts.</td>
<td>1.1 Demonstrate knowledge of an increasing number of body parts.</td>
</tr>
</tbody>
</table>

#### 2.0 Spatial Awareness

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Use own body as reference point when locating or relating to other people or objects in space.</td>
<td>2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.</td>
</tr>
</tbody>
</table>

#### 3.0 Directional Awareness

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).</td>
<td>3.1 Begin to understand and distinguish between the sides of the body.</td>
</tr>
<tr>
<td>3.2 Move forward and backward or up and down easily.</td>
<td>3.2 Can change directions quickly and accurately.</td>
</tr>
</tbody>
</table>

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### 3.0 Directional Awareness (Continued)

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 Can place an object on top of or under something with some accuracy.</td>
<td>3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.</td>
</tr>
<tr>
<td>3.4 Use any two body parts together.</td>
<td>3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.</td>
</tr>
</tbody>
</table>

### Active Physical Play

#### 1.0 Active Participation

<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 Initiate or engage in simple physical activities for a short to moderate period of time.</td>
<td>1.1 Initiate more complex physical activities for a sustained period of time.</td>
</tr>
</tbody>
</table>

#### 2.0 Cardiovascular Endurance

| 2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system. | 2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system. |

#### 3.0 Muscular Strength, Muscular Endurance, and Flexibility

| 3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility. | 3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility. |
## Health

### Health Habits

#### 1.0 Basic Hygiene

<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 Demonstrate knowledge of some steps in the handwashing routine.</td>
<td>1.1 Demonstrate knowledge of more steps in the handwashing routine.</td>
</tr>
<tr>
<td>1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.</td>
<td>1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.</td>
</tr>
</tbody>
</table>

#### 2.0 Oral Health

| 2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction. | 2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision. |

#### 3.0 Knowledge of Wellness

| 3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function. | 3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions. |
| 3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well. | 3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well. |
| 3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability. | 3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability. |

#### 4.0 Sun Safety

| 4.1 Begin to practice sun-safe actions, with adult support and guidance. | 4.1 Practice sun-safe actions with decreasing adult support and guidance. |

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# Safety

## 1.0 Injury Prevention

<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 Follow safety rules with adult support and prompting.</td>
<td>1.1 Follow safety rules more independently though may still need adult support and prompting.</td>
</tr>
<tr>
<td>1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).</td>
<td>1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.</td>
</tr>
<tr>
<td>1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.</td>
<td>1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.</td>
</tr>
</tbody>
</table>

# Nutrition

## 1.0 Nutrition Knowledge

<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 Identify different kinds of foods.</td>
<td>1.1 Identify a larger variety of foods and may know some of the related food groups.</td>
</tr>
</tbody>
</table>

## 2.0 Nutrition Choices

| 2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes. | 2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes. |
| 2.2 Indicate food preferences that reflect familial and cultural practices. | 2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices. |

## 3.0 Self-Regulation of Eating

| 3.1 Indicate awareness of own hunger and fullness. | 3.1 Indicate greater awareness of own hunger and fullness. |
### History–Social Science

#### Self and Society

<table>
<thead>
<tr>
<th>1.0 Culture and Diversity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>At around 48 months of age</strong></td>
<td><strong>At around 60 months of age</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0 Relationships</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.</td>
<td>2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.0 Social Roles and Occupations</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.</td>
<td>3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.</td>
</tr>
</tbody>
</table>

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# Becoming a Preschool Community Member (Civics)

## 1.0 Skills for Democratic Participation

<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 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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

## 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. |

## 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. |

## 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. |
## Sense of Time (History)

### 1.0 Understanding Past Events

<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 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.</td>
<td>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</td>
</tr>
</tbody>
</table>

### 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. |

### 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. |

### 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

<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 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).</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 2.0 Caring for the Natural World

| 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. | 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). |

### 3.0 Understanding the Physical World Through Drawings and Maps

| Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols. | 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. |

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### Marketplace (Economics)

#### 1.0 Exchange

<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 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.</td>
<td>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).</td>
</tr>
</tbody>
</table>

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## Science

### Scientific Inquiry

#### 1.0 Observation and Investigation

<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 Demonstrate curiosity and raise simple questions about objects and events in their environment.</td>
<td>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</td>
</tr>
<tr>
<td>1.2 Observe objects and events in the environment and describe them.</td>
<td>1.2 Observe objects and events in the environment and describe them in greater detail.</td>
</tr>
<tr>
<td>1.3 Begin to identify and use, with adult support, some observation and measurement tools.</td>
<td>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.</td>
</tr>
<tr>
<td>1.4 Compare and contrast objects and events and begin to describe similarities and differences.</td>
<td>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</td>
</tr>
<tr>
<td>1.5 Make predictions and check them, with adult support, through concrete experiences.</td>
<td>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).</td>
</tr>
<tr>
<td>1.6 Make inferences and form generalizations based on evidence.</td>
<td>1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</td>
</tr>
</tbody>
</table>

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

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

### Physical Sciences

#### 1.0 Properties and Characteristics of Nonliving Objects and Materials

<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 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</td>
<td>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).</td>
</tr>
</tbody>
</table>

#### 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). |
### 2.0 Changes in Nonliving Objects and Materials (continued)

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

### Life Sciences

### 1.0 Properties and Characteristics of Living Things

<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 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.</td>
<td>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</td>
</tr>
<tr>
<td>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
<td>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
</tr>
<tr>
<td>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.</td>
<td>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

---

2. The knowledge of body parts is also addressed in the *California Preschool Learning 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

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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).</td>
</tr>
<tr>
<td>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</td>
<td>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</td>
</tr>
</tbody>
</table>

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### Earth Sciences

#### 1.0 Properties and Characteristics of Earth Materials and Objects

<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 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</td>
<td>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.</td>
</tr>
</tbody>
</table>

#### 2.0 Changes in the Earth

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</td>
<td>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.</td>
</tr>
<tr>
<td>2.2 Notice and describe changes in weather.</td>
<td>2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.</td>
</tr>
<tr>
<td>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</td>
<td>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.</td>
</tr>
<tr>
<td>2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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Appendix C

Sample Environments and Materials for All Nine Domains of the California Preschool Curriculum Framework

The California Preschool Curriculum Framework lists suggestions for environments and materials that support children’s learning and development in each of the nine domains.

Appendix C is a comprehensive overview of all of these suggestions. This resource can be useful for explorations within individual domains or for working across domains. These suggestions are listed by domain 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
<table>
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<tbody>
<tr>
<td>Challenging and developmentally appropriate materials</td>
<td>The daily schedule for adult-child and child-child interactions</td>
<td>Provide safe havens where the child does not have to speak to anyone</td>
<td>Enrich the environment with objects and materials that promote mathematical growth</td>
<td>Dance and movement require only space in a room and benefit further from music and costumes of modest scope and cost</td>
<td>Teachers promote optimal physical development when they provide children with positive encouragement and quality instruction (both indirect and direct)</td>
<td>Establish a physical learning environment designed for children’s initiative</td>
<td>Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries</td>
<td>Be thoughtful about what objects and materials to include in the environment</td>
</tr>
<tr>
<td>Ample supply of materials</td>
<td>Large-group space</td>
<td>Establish consistent classroom routines and procedures</td>
<td>Integrate math-related materials into all interest areas in the classroom</td>
<td>Many things handy in a preschool environment can serve as props for dramatic play and drama, where imagination can turn almost anything into something else</td>
<td>The immediate physical environment is a powerful influence on children’s physical development</td>
<td>Provide safe, inviting learning environments and appropriate supervision of children</td>
<td>Reflective of diversity</td>
<td>Provide a variety of natural materials to observe and investigate</td>
</tr>
<tr>
<td>Organized learning areas</td>
<td>Small-group space</td>
<td>Provide space in the classroom environment for children to interact in small groups and one-on-one</td>
<td>Provide real-life settings in the preschool environment</td>
<td>Visual arts largely involve drawing, painting, and creating two- and three-dimensional works of art</td>
<td>Indoor and outdoor play environments should include a variety of appropriately sized equipment that promotes both gross and fine motor development</td>
<td>Maintain a clean, healthy, and sanitary environment</td>
<td>A balance between child choice and adult direction</td>
<td>Include objects and materials that allow for creativity and open-ended investigation</td>
</tr>
<tr>
<td>Sample Environments and Materials by Domain</td>
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<tr>
<td><strong>Social-Emotional Development</strong></td>
<td><strong>Language and Literacy</strong></td>
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<td><strong>Mathematics</strong></td>
<td><strong>Visual and Performing Arts</strong></td>
<td><strong>Physical Development</strong></td>
<td><strong>Health</strong></td>
<td><strong>History–Social Science</strong></td>
<td><strong>Science</strong></td>
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<tr>
<td><strong>The Physical Environment</strong></td>
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<tr>
<td>Appropriately sized small-group activities</td>
<td>A space to display family-related items</td>
<td>Provide space where teachers and other adults can interact individually and in small groups with children who are learning English</td>
<td>Use materials and objects that are relevant and meaningful to the children in your group</td>
<td>It is important that music not be limited to prerecorded songs</td>
<td>Learning is most meaningful when the environment and materials reflect and accommodate children’s individual interests, backgrounds, and present abilities</td>
<td>Have supplies available and accessible to promote routine health practices</td>
<td>A variety of materials to support children’s inquiry-based learning and practice in the skills of social science</td>
<td>Include living things in the preschool environment</td>
</tr>
<tr>
<td>A variety of small-group activities</td>
<td>Centers or interest areas</td>
<td>Provide linguistically and culturally appropriate materials</td>
<td>Use children’s books to explore mathematics with children</td>
<td>Adaptive materials may be necessary to ensure that activities are accessible for all children</td>
<td>Take time to build safety into both indoor and outdoor play environments</td>
<td>Provide stimulating and developmentally appropriate materials in interest areas for children’s use during dramatic play</td>
<td>Materials that connect children to times and places</td>
<td>Include scientific tools for observation, measurement, and documentation</td>
</tr>
<tr>
<td>Aesthetically appealing</td>
<td>Prepare materials ahead of time for maximizing language and literacy</td>
<td>Make clear signs and explicit picture cues for interest areas</td>
<td>Be intentional and mindful in setting up and using the physical environment</td>
<td>Materials that may serve as props for pretend play, or costumes that reflect the cultural backgrounds of the children in the preschool program, are good to have on hand</td>
<td>Movement experiences should include exploration, discovery, and appreciation of the natural environment</td>
<td>Provide furnishings and utensils appropriate for children’s size and abilities</td>
<td>Real experiences with nature and other environmental education materials</td>
<td>Make scientific tools available throughout the preschool environment</td>
</tr>
</tbody>
</table>

Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3
DRAFT April 1, 2015 – Appendix C – Sample Environments and Materials by Domain
CDE/Early Education and Support Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.
<table>
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</thead>
<tbody>
<tr>
<td>Public and private spaces</td>
<td>Arrange learning environments to fascinate children and prompt conversations</td>
<td>Make use of computers to introduce and reinforce content of activities</td>
<td>The suitability, accessibility, safety, amount, and variety of materials</td>
<td>Thoughtfully designed movement experiences, guided by adults, support children’s physical development</td>
<td>Be creative and include a gardening space, either indoors or outdoors, where children can plant seeds, tend the garden, and watch the plants grow</td>
<td>Tools and practices for appreciating and caring for the earth and its resources</td>
<td>Consider adaptations in scientific tools and materials for children with special needs</td>
<td>Provide children with time</td>
</tr>
</tbody>
</table>

| Furnishings and materials accessible to children | Extend the classroom beyond its walls | The aesthetics of the early childhood environment | Display of children’s work and experiences | Use technology to support children’s scientific experiences |

| Display of children’s work | Sufficient open space for movement, dance, and theater play | Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions | Present documentation of science-related experiences in the preschool environment |

| Space for children’s belongings | Support for children’s drawing skills | High-quality children’s books with content related to self, family, and community | Include children’s books with science-related content |
## Sample Environments and Materials by Domain

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</tr>
</thead>
<tbody>
<tr>
<td>Reflective of diversity</td>
<td></td>
<td></td>
<td></td>
<td>Indoor and outdoor environments for creating art</td>
<td>Extension of learning into the local community to help children learn in the “here and now” of the world around them</td>
<td>Use the outdoors for natural exploration and investigations</td>
<td></td>
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</tr>
</tbody>
</table>
| Space for arrivals and departures |                       |                              |             | Art that is displayed at the eye level of the children | Family involvement in program planning | Organize the space in ways that promote children’s explorations:
  - Space
  - Flexibility
  - Accessibility
  - Social interactions |
| Supportive of children’s active engagement |                       |                              |             | A well-constructed environment for social and collaborative learning | Always be aware of children’s safety |        |                        |         |                        |                        |
| Outdoor areas supportive of social-emotional development |                       |                              |             |                              |                      |        |                        |         |                        |                        |
Appendix D

Sample Interactions and Strategies for All Nine Domains of the California Preschool Curriculum Framework

The California Preschool Curriculum Framework lists suggestions for interactions and strategies that support children's learning and development in each of the nine domains.

Appendix D is a comprehensive overview of all of these suggestions. This resource can be useful for explorations within individual domains or for working across domains. These suggestions are listed by domain 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
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California Preschool Curriculum Framework, Volume 3
• History–Social Science
• Science
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Social-Emotional Development

#### Strand: Self

**Page 1 of 3**

*California Preschool Curriculum Framework, Volume 1, pp. 45-61*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Designate learning areas to help children select preferred sites</td>
<td>Use appropriately stimulating aesthetic elements</td>
<td>Observe the levels of social and emotional understanding that children already have</td>
<td>Model behavior and attitudes</td>
<td>Provide ample space, use child-sized shelves and furnishings, and adapt materials to make all learning areas and activities accessible</td>
</tr>
<tr>
<td>Observe individual children attentively</td>
<td>Eliminate or reduce background noise</td>
<td>Label the emotions people express and communicate with children about what may be provoking those feelings</td>
<td>Label children’s feelings</td>
<td>Make use of adaptive tools and play materials to help the autonomous exploration of children with special needs</td>
</tr>
<tr>
<td>Incorporate artwork and play materials that reflect children’s home cultures</td>
<td>Observe individual children closely</td>
<td>Generalize from specific examples to broader realities</td>
<td>Prompt and guide desired behavior</td>
<td>Observe individual children while they pursue their own activities</td>
</tr>
<tr>
<td>Describe aloud for children observations of what they do and express</td>
<td>Model behavior and attitudes toward others</td>
<td>Discuss characteristics openly</td>
<td>Acknowledge and express appreciation for children’s empathetic responses</td>
<td>Model curiosity and enthusiasm when you learn new things</td>
</tr>
</tbody>
</table>
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Social-Emotional Development

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare aloud for children's past and present abilities</strong></td>
<td><strong>Maintain developmentally appropriate expectations for preschool children's behavior</strong></td>
<td><strong>Make use of the experiences and emotions of characters in stories</strong></td>
<td><strong>Participate in and elaborate on children's pretend-play scripts that include rescue and caring themes</strong></td>
<td><strong>Encourage children to choose activities based on their own interests</strong></td>
</tr>
<tr>
<td><strong>Give specific feedback to children about their efforts</strong></td>
<td><strong>Guide and coach children's behavior</strong></td>
<td><strong>Read and tell stories that include characters in distress as well as the caring responses of others</strong></td>
<td><strong>Engage in play and exploration with children</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Use planned activities and children's own observations to draw attention to people's similarities and differences, including preferences and feelings</strong></td>
<td><strong>Reinforce children's good choices and link their actions to positive outcomes</strong></td>
<td><strong>Encourage empathy and caring for the natural world, including plants and animals</strong></td>
<td></td>
<td><strong>Provide ample time for free exploration, scheduling play and exploration period of at least one uninterrupted hour at a time</strong></td>
</tr>
<tr>
<td><strong>Set up opportunities to practiced problem solving with children who have not yet developed those skills</strong></td>
<td><strong>Provide a consistent but flexible daily routine</strong></td>
<td></td>
<td></td>
<td><strong>Help children generate ideas for solving problem</strong></td>
</tr>
</tbody>
</table>
### Domain: Social-Emotional Development

#### Strand: Self

**Substrand: Self-Awareness**
- Alternate between active and quiet activities
- Introduce Children to relaxation exercises
- Prepare "private" spaces for children
- Plan developmentally appropriate transitions
- Play games with rules

**Substrand: Self-Regulation**
- Time group experiences to match children’s developing attention spans, social skills, and self-control

**Substrand: Social and Emotional Understanding**

**Substrand: Empathy and Caring**
- Document and display children’s work

**Substrand: Initiative in Learning**
- Model persistence during challenging tasks
- Periodically reassess the preschool environment
## Domain: Social-Emotional Development

### Strand: Social Interaction

**Page 1 of 2**

*California Preschool Curriculum Framework, Volume 1, pp. 62-77*

<table>
<thead>
<tr>
<th>Substrand: Interactions with Familiar Adults</th>
<th>Substrand: Interactions with Peers</th>
<th>Substrand: Group Participation</th>
<th>Substrand: Cooperation and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get to know each child by observing</td>
<td>Observe the level of social interaction skills that each child brings to the group</td>
<td>Model cooperative behavior and attitudes</td>
<td>Develop a warm and secure relationship with each child</td>
</tr>
<tr>
<td>Be at the child’s level as much as possible</td>
<td>Model effective and respectful interaction</td>
<td>Plan large-group gatherings with flexibility</td>
<td>Ensure that adult expectations for children’s behavior are developmentally appropriate</td>
</tr>
<tr>
<td>Initiate conversations with children about their activities and experiences</td>
<td>Verbalize observations</td>
<td>Guide and coach children’s behavior</td>
<td>Move beyond rules to expectations to emphasize guiding principles or values</td>
</tr>
<tr>
<td>Communicate observations, verbally or through other means</td>
<td>Incorporate play materials that promote and encourage peer play</td>
<td>Comment on children’s actions</td>
<td>Enlist children’s participation in creating examples of school or classroom expectations</td>
</tr>
<tr>
<td>Provide specific feedback to children about their efforts</td>
<td>Suggest extensions for children’s cooperative play</td>
<td>Rehearse and prompt desired responses</td>
<td>Focus on building a sense of classroom community</td>
</tr>
<tr>
<td>Show respect for cultural differences</td>
<td>Coach young children, step by step, as they learn conflict resolution skills</td>
<td>Acknowledge positive choices</td>
<td>Refer children to each other, instead of to an adult, for assistance</td>
</tr>
<tr>
<td>Encourage children to see familiar adults as resources</td>
<td>Generalize from actions to principles</td>
<td>Generalize from action to principle</td>
<td>Rehearse and prompt desired actions, especially for transition times</td>
</tr>
</tbody>
</table>
Sample Interactions and Strategies by Domain, Strand, and Substrand

Domain: Social-Emotional Development

**Strand: Social Interaction**

*(California Preschool Curriculum Framework, Volume 1, pp. 62-77)*

<table>
<thead>
<tr>
<th>Substrand: Interactions with Familiar Adults</th>
<th>Substrand: Interactions with Peers</th>
<th>Substrand: Group Participation</th>
<th>Substrand: Cooperation and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use books, puppet stories, and group discussions</td>
<td>Build a sense of community through planned group experiences</td>
<td>Plan for project work</td>
<td>Arrange large-group meeting spaces to enhance planned activities</td>
</tr>
<tr>
<td>Plan for project work</td>
<td>Arrange large-group meeting spaces to enhance planned activities</td>
<td>Structure small-group activity areas to maximize focus</td>
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<tr>
<td></td>
<td>Structure small-group activity areas to maximize focus</td>
<td>Think through group size and composition</td>
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<tr>
<td></td>
<td>Think through group size and composition</td>
<td>Prepare materials ahead of time</td>
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<td>Prepare materials ahead of time</td>
<td>Incorporate nonverbal prompts</td>
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<tr>
<td></td>
<td>Incorporate nonverbal prompts</td>
<td>Address individual needs through the use of strategies and tools</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Social-Emotional Development

### Strand: Relationships

<table>
<thead>
<tr>
<th>Substrand: Attachment to Parents</th>
<th>Substrand: Close Relationships with Teachers and Caregivers</th>
<th>Substrand: Friendships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a warm and collaborative relationship with each child’s family</td>
<td>Build and maintain a pattern of warm, nurturing interactions</td>
<td>Plan a program that offers choices of activities and associations with peers</td>
</tr>
<tr>
<td>Talk with children regularly about their families</td>
<td>Demonstrate in the child’s presence a friendly, cooperative, and respectful relationship with the child’s family</td>
<td>Use ongoing observations to inform your social structuring of experiences</td>
</tr>
<tr>
<td>Create predictable arrival and departure routines</td>
<td>Encourage child-adult collaboration in learning</td>
<td>Use books, puppet plays, and group discussions to identify and reinforce friendship skills</td>
</tr>
<tr>
<td>Communicate frequently with family members</td>
<td></td>
<td>Communicate with children’s families about their preschool friendships</td>
</tr>
<tr>
<td>Substrand: Language Use and Conventions</td>
<td>Substrand: Vocabulary</td>
<td>Substrand: Grammar</td>
</tr>
<tr>
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</tr>
<tr>
<td>Set the stage for language use</td>
<td>Build on children’s interests</td>
<td>Talk one on one with children</td>
</tr>
<tr>
<td>Acknowledge children’s contributions</td>
<td>What’s my name?</td>
<td>Know your families and individual children</td>
</tr>
<tr>
<td>Play games and make them interesting and fun</td>
<td>Language in, language out... Narrate</td>
<td>Spin narratives</td>
</tr>
<tr>
<td>Engage in “getting to know you” conversations</td>
<td>More word games</td>
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<tr>
<td>More games</td>
<td>Playing category games</td>
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<tr>
<td>Model the use of language conventions and encourage children to do the same</td>
<td>Detective work</td>
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</tr>
<tr>
<td>Build on preschool children’s own experience</td>
<td>Routines: Here we go again</td>
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</tr>
<tr>
<td>Use dramatic play and co-construct stories</td>
<td>Language opportunities in children’s art</td>
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<tr>
<td>Give story stems</td>
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</tbody>
</table>
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Language and Literacy

#### Strand: Reading

**Page 1 of 3**

*(California Preschool Curriculum Framework, Volume 1, pp. 128-157)*

<table>
<thead>
<tr>
<th>Substrand: Concepts about Print</th>
<th>Substrand: Phonological Awareness</th>
<th>Substrand: Alphabetics and Word/Print Recognition</th>
<th>Substrand: Comprehension and Analysis of Age-Appropriate Text</th>
<th>Substrand: Literacy Interest and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide print props to support dramatic play</td>
<td>Play language games that focus on blending sounds</td>
<td>Use children’s printed names as labels and to support routines</td>
<td>Read stories daily</td>
<td>Make stories come alive and encourage the children to do the same</td>
</tr>
<tr>
<td>Provide print props for a variety of play themes in the dramatic play and block areas</td>
<td>Play language games that focus on segmenting sounds</td>
<td>Use children’s printed names and letters in transition activities</td>
<td>Plan support for story reading</td>
<td>Use voice for expression and with variation</td>
</tr>
<tr>
<td>Use print to designate interests areas</td>
<td>Play language games that focus on deletion</td>
<td>Use children’s names in teacher-guided activities</td>
<td>Read a story several times over a few days</td>
<td>Make story time not too long, not too short, but just right</td>
</tr>
<tr>
<td>Use literacy terminology to help children learn it</td>
<td>Sing songs and say poems each day</td>
<td>Provide children’s names as a resource or reference</td>
<td>Help children understand the words and sentences in a story</td>
<td>Make reading and writing meaningful and useful</td>
</tr>
<tr>
<td>Use print to support classroom routines</td>
<td>Play with sounds by adding new verses to a familiar song</td>
<td>Provide access to alphabet letters in a variety of contexts</td>
<td>Discuss a story after reading it</td>
<td>Seek children’s input</td>
</tr>
<tr>
<td>Read environmental print</td>
<td>Use phonological awareness activities for transitions</td>
<td>Focus on first letters and sounds in alphabet books and posters</td>
<td>Model deeper levels of reasoning</td>
<td></td>
</tr>
</tbody>
</table>

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Faculty Initiative Project *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

DRAFT April 1, 2015 – Appendix D – Sample Interactions and Strategies by Domain, Strand, and Substrand

CDE/Early Education and Support Division and WestEd Center for Child and Family Studies

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## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Language and Literacy

#### Strand: Reading

**Page 2 of 3**

*(California Preschool Curriculum Framework, Volume 1, pp. 128-157)*

<table>
<thead>
<tr>
<th>Substrand: Concepts about Print</th>
<th>Substrand: Phonological Awareness</th>
<th>Substrand: Alphabetics and Word/Print Recognition</th>
<th>Substrand: Comprehension and Analysis of Age-Appropriate Text</th>
<th>Substrand: Literacy Interest and Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use print as tool to get things done and to record information</td>
<td>Discuss rhyming words and words that begin with the same sound</td>
<td>Point to each letter as its name is sung in a song</td>
<td>Read information books</td>
<td></td>
</tr>
<tr>
<td>Use print to support teacher-guided activities</td>
<td></td>
<td>Use activities and games to interest children in letter matching and naming</td>
<td>Include information books among the materials utilized for science activities and other hands-on experiences</td>
<td></td>
</tr>
<tr>
<td>Model basic print conventions</td>
<td></td>
<td>Use everyday opportunities to model attending to print details in words</td>
<td>Model authentic uses of book and nonbook forms of information text</td>
<td></td>
</tr>
<tr>
<td>Write down interesting words as they come up and encourage verbal explanation of word meaning</td>
<td></td>
<td>Provide materials with environmental print in an interest area</td>
<td>Plan for children to use information gained from an information book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide predictable textbooks in library or listening areas</td>
<td>Plan the environment to support independent story retellings</td>
<td></td>
</tr>
<tr>
<td>Substrand: Concepts about Print</td>
<td>Substrand: Phonological Awareness</td>
<td>Substrand: Alphabectics and Word/Print Recognition</td>
<td>Substrand: Comprehension and Analysis of Age-Appropriate Text</td>
<td>Substrand: Literacy Interest and Response</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Place information books in all areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domain: English-Language Development

#### Strand: Listening

**Page 1 of 1**

(California Preschool Curriculum Framework, Volume 1, pp. 188-195)

**Substrand:**

Children Listen with Understanding

- Model good listening skills
- Use the home language for comprehension
- Keep messages and directions short when talking with preschool children who are English learners
- Teach children how to listen, repeat messages, and ask questions
- Have a listening library in the home language and in English
- Summarize or provide key phrases of a story in a book, finger play, or song in the child’s home language before introducing it in English
- Use language and literacy activities that contain repetitive refrains
- Use running commentary when the child is engaged in an activity
- Use multiple methods for scaffolding communication depending on the stage of English-language development of the child
- Target both the content and English-language development in every activity
- Observe preschool English learners during group time, storybook reading, and in small groups
## Domain: English-Language Development

### Strand: Speaking

#### Page 1 of 2

*(California Preschool Curriculum Framework, Volume 1, pp. 196-205)*

<table>
<thead>
<tr>
<th>Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others</th>
<th>Substrand: Children Begin to Understand and Use Social Conventions in English</th>
<th>Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn how to pronounce the child’s name as accurately as possible</td>
<td>Ask a family member or knowledgeable community resource to share appropriate social conventions for the child’s language and culture</td>
<td>Listen appreciatively to children’s stories</td>
</tr>
<tr>
<td>Learn some key words or phrases in the child’s home language</td>
<td>Observe the child during drop-off and pick-up for cues</td>
<td>Ask open-ended questions and sustain the conversation over a number of turns</td>
</tr>
<tr>
<td>Repeat common phrases slowly and clearly to the child</td>
<td>During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families</td>
<td>Help children understand idioms</td>
</tr>
<tr>
<td>Allow the child to start slowly</td>
<td>Provide materials that help stimulate talking (or oral narratives as used in the California Preschool Learning Foundations, page 22)</td>
<td></td>
</tr>
<tr>
<td>Allow for wait time</td>
<td>Provide wordless picture books</td>
<td></td>
</tr>
<tr>
<td>Scaffold communication by combining English words with some type of body gesture or visual cue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be thoughtful about helping children understand what words mean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3 DRAFT April 1, 2015 – Appendix D – Sample Interactions and Strategies by Domain, Strand, and Substrand CDE/Early Education and Support Division and WestEd Center for Child and Family Studies May be duplicated for educational purposes only.*
<table>
<thead>
<tr>
<th>Substrand:</th>
<th>Substrand:</th>
<th>Substrand:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Use Nonverbal and Verbal Strategies to Communicate with Others</td>
<td>Children Begin to Understand and Use Social Conventions in English</td>
<td>Children Use Language to Create Oral Narratives About Their Personal Experiences</td>
</tr>
</tbody>
</table>

- Plan for vocabulary development
- Expand and extend the child’s language
- Create small groups for book reading

(California Preschool Curriculum Framework, Volume 1, pp. 196-205)
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: English-Language Development

#### Strand: Reading

**Page 1 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 206-218)*

<table>
<thead>
<tr>
<th>Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature</th>
<th>Substrand: Children Show an Increasing Understanding of Book Reading</th>
<th>Substrand: Children Demonstrate an Understanding of Print Conventions</th>
<th>Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English</th>
<th>Substrand: Children Demonstrate Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expose children enthusiastically to all types of print</strong></td>
<td><strong>Connect print material to children's interests</strong></td>
<td><strong>Point out print features during shared reading</strong></td>
<td><strong>Point out the meaning of print around the classroom and in the community</strong></td>
<td><strong>Have children identify the letters of their own names in any language</strong></td>
</tr>
<tr>
<td><strong>Connect literacy to the home culture and community</strong></td>
<td><strong>Invite children to discuss and react to story narratives</strong></td>
<td><strong>Point out print features during shared writing</strong></td>
<td><strong>Have lots of clear print in multiple language in the environment</strong></td>
<td><strong>Provide English alphabet letters in multiple forms</strong></td>
</tr>
<tr>
<td><strong>Build on existing strengths</strong></td>
<td><strong>Encourage children to dictate, retell, and create their own books</strong></td>
<td>** Equip all learning areas with books and writing materials**</td>
<td><strong>Engage children in purposeful writing</strong></td>
<td><strong>Read alphabet books in multiple languages</strong></td>
</tr>
<tr>
<td><strong>Use read-alouds</strong></td>
<td></td>
<td><strong>Help children create their own books</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Domain: English-Language Development

#### Strand: Reading

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 206-218)*

<table>
<thead>
<tr>
<th>Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature</th>
<th>Substrand: Children Show an Increasing Understanding of Book Reading</th>
<th>Substrand: Children Demonstrate an Understanding of Print Conventions</th>
<th>Substrand: Children Demonstrate Awareness That Print Carries Meaning</th>
<th>Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English</th>
<th>Substrand: Children Demonstrate Phonological Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Play games that emphasize the first sound of common words</td>
</tr>
</tbody>
</table>

Play games that emphasize the first sound of common words.
<table>
<thead>
<tr>
<th>Domain: English-Language Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Writing</td>
</tr>
<tr>
<td>Page 1 of 1</td>
</tr>
<tr>
<td>(California Preschool Curriculum Framework, Volume 1, pp. 219-223)</td>
</tr>
<tr>
<td>Substrand:</td>
</tr>
<tr>
<td>Children Use Writing to Communicate Their Ideas</td>
</tr>
</tbody>
</table>

- Look for opportunities for adult- and peer-mediated conversation about writing by using the child’s home language to initiate this discussion.
- Link writing to listening and speaking to preschool children who are English learners can draw from other language strengths.
- Focus writing activities on literature.
- Supply learning areas with writing materials.
- Have children dictate their own short stories.
Sample Interactions and Strategies by Domain, Strand, and Substrand

Domain: Mathematics

Strand: Number Sense
Page 1 of 2
(California Preschool Curriculum Framework, Volume 1, pp. 242-258)

<table>
<thead>
<tr>
<th>Foundation: Understanding Number and Quantity</th>
<th>Foundation: Understanding Number Relationships and Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe and listen to children’s counts</td>
<td>Promote the use of comparison terms (more, same as, fewer, or less) through everyday interactions</td>
</tr>
<tr>
<td>Encourage counting during everyday interactions and routines</td>
<td>Use everyday interactions and routines to illustrate and discuss addition and subtraction transformations</td>
</tr>
<tr>
<td>Include preschool children’s home language in counting activities, whenever possible</td>
<td>Introduce preschool children to the concepts of addition and subtraction through literature, songs, and games</td>
</tr>
<tr>
<td>Ask questions that encourage purposeful counting</td>
<td>Make estimations</td>
</tr>
<tr>
<td>Foster one-to-one correspondence within the context of daily routines</td>
<td>Use graphing with children</td>
</tr>
</tbody>
</table>
| Support preschool children’s ability to apply the counting procedure  
  • Provide lots of objects to count  
  • Start with small sets of objects  
  • Start with objects arranged linearly  
  • Model counting  
  • Encourage children to self-correct their counts | |
| Consider adaptations for children with special needs | |
| Make number-related games, books, and other materials accessible to preschool children | |
### Domain: Mathematics

#### Strand: Number Sense

*Page 2 of 2*

*(California Preschool Curriculum Framework, Volume 1, pp. 242-258)*

<table>
<thead>
<tr>
<th>Foundation: Understanding Number and Quantity</th>
<th>Foundation: Understanding Number Relationships and Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan group activities focused on counting</td>
<td></td>
</tr>
<tr>
<td>Integrate numerals into different areas of the classroom</td>
<td></td>
</tr>
<tr>
<td>Discuss numerals in print in a meaningful context</td>
<td></td>
</tr>
<tr>
<td>Expose preschool children to quantities represented in different forms</td>
<td></td>
</tr>
<tr>
<td>Promote use of the subitizing skill</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Mathematics

### Algebra and Functions

<table>
<thead>
<tr>
<th>Foundation: Classification</th>
<th>Foundation: Patterning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize the classroom into different categorized storage areas to facilitate classification</td>
<td>Point out patterns in the environment</td>
</tr>
<tr>
<td>Include materials and objects for sorting in the environment</td>
<td>Engage preschool children in conversations about patterns</td>
</tr>
<tr>
<td>Identify opportunities for sorting and classifying in everyday routines</td>
<td>Plan for children at different levels</td>
</tr>
<tr>
<td>Recognize sorting in play</td>
<td>Play with patterns in various formats</td>
</tr>
<tr>
<td>Encourage preschool children in conversations about their sorting and classifying</td>
<td></td>
</tr>
</tbody>
</table>
  - Ask questions
  - Help children label groups and verbalize their criteria for sorting
  - Encourage children to come up with their own criteria for sorting |
### Domain: Mathematics

#### Algebra and Functions

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 1, pp. 259-271)*

<table>
<thead>
<tr>
<th>Foundation: Classification</th>
<th>Foundation: Patterning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan opportunities for preschool children to sort and classify</td>
<td></td>
</tr>
<tr>
<td>• Plan for children at different levels</td>
<td></td>
</tr>
<tr>
<td>• Integrate sorting into children’s current topic of interest and study</td>
<td></td>
</tr>
<tr>
<td>Domain: Mathematics</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Strand: Measurement</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Page 1 of 1</strong></td>
<td></td>
</tr>
<tr>
<td><em>(California Preschool Curriculum Framework, Volume 1, pp. 272-280)</em></td>
<td></td>
</tr>
</tbody>
</table>

### Foundation: Compare, Order, and Measure Objects

- Provide opportunities to promote measurement concepts in the environment
- Observe preschool children’s measurement concepts in everyday play and routines
- Facilitate and reinforce measurement concepts in everyday play and routines
  - Build preschool children’s descriptive and comparison vocabulary
  - Ask questions
  - Challenge preschool children to use measurement to solve problems
- Provide opportunities to compare and order objects
- Use literature to illustrate measurement concepts
- Provide small-group activities using standard and nonstandard measurement
- Encourage preschool children to estimate measurement
- Encourage preschool children to record and document what they have measured
### Mathematics

#### Geometry

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 1, pp. 281-289)*

<table>
<thead>
<tr>
<th>Foundation: Shapes</th>
<th>Foundation: Positions in Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to shapes and encourage the use of shape names in everyday interactions</td>
<td>Provide materials and equipment to promote special sense</td>
</tr>
</tbody>
</table>
| Engage preschool children in conversations about shapes  
  - Encourage preschool children to observe and compare shapes  
  - Talk about shapes and discuss their attributes | Support preschool children’s spatial sense in everyday interactions  
  - Use spatial words and point out spatial relationships  
  - Expand preschool children’s words |
| Provide materials that encourage preschool children to explore and manipulate shapes in space | Provide preschool children with planned experiences to promote the understanding of spatial sense  
  - Songs and games  
  - Literature  
  - Construction |
| Include books, games, and other learning materials with shape-related themes in the preschool environment | |
| Provide preschool children with playful opportunities to explore and represent shapes in a variety of ways  
  - Play with blocks  
  - Match, sort, and classify shapes  
  - Create and represent shapes  
  - Compose and decompose shapes from other shapes | |
| Present preschool children with many different examples of a type of shape | |
Sample Interactions and Strategies by Domain, Strand, and Substrand

<table>
<thead>
<tr>
<th>Domain: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand: Mathematical Reasoning</td>
</tr>
<tr>
<td>Page 1 of 1</td>
</tr>
<tr>
<td>(California Preschool Curriculum Framework, Volume 1, pp. 290-294)</td>
</tr>
<tr>
<td>Foundation:</td>
</tr>
<tr>
<td>Promoting Mathematical Reasoning and Problem Solving</td>
</tr>
</tbody>
</table>

- Identify and create opportunities for mathematical reasoning
- Pose meaningful questions and challenge preschool children’s thinking
- Support preschool children in reasoning mathematically
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage engagement with art at all levels</td>
<td>Provide children simply with a means and place to make marks (e.g. a crayon and paper), and they will begin with the same basic images</td>
<td>Support exploration and discovery</td>
</tr>
<tr>
<td>Provide opportunities for children to reflect on their own work and sometimes their own actions, through communication with peers and the teacher, and to reflect on the works of peers in encouraging and positive ways</td>
<td>Encourage communication around shape and form to aid children’s drawing skills</td>
<td>Give children the time and space needed to explore creativity</td>
</tr>
<tr>
<td>Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them</td>
<td>Help children acquire painting skills through practice with the tools</td>
<td>Provide a comfortable environment in which children can practice art</td>
</tr>
<tr>
<td></td>
<td>Stimulate children’s interest in color and application of paint through other forms of painting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create opportunities for children to work with dough, clay, or wet sand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Provide only the malleable material, without tools, during children’s initial explorations of sculpting so that children have a chance to explore through touch</td>
<td></td>
</tr>
</tbody>
</table>
### Domain: Visual and Performing Arts

#### Strand: Visual Art

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 2, pp. 50-62)*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate to a group of linguistically and culturally diverse children through sculpture techniques by using nonverbal methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce tools after observing that children have had many ‘hands-on’ opportunities to explore clay and dough sculpture</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Interactions and Strategies by Domain, Strand, and Substrand

<table>
<thead>
<tr>
<th>Substrand: Notice, Respond, and Engage</th>
<th>Substrand: Develop Skills in Music</th>
<th>Substrand: Create, Invent, and Express Through Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain: Visual and Performing Arts</strong></td>
<td><strong>Strand: Music</strong></td>
<td><strong>Page 1 of 3</strong></td>
</tr>
</tbody>
</table>

- **Find ways to expose children to music being conducted and performed**
  - Dramatize poetry and nursery rhymes as a fun way to explore and develop vocal inflection and pitch capabilities in the young singer
  - Encourage children to invent accompaniments with musical instruments

- **Provide children with an opportunity to conduct the group by singing or playing instruments**
  - Encourage children to be playful and spontaneous when singing—they often sing made-up songs as they play alone or with other children
  - Provide opportunities for independent and group play through musical play kits, which can be stored in a music area

- **Provide a conductor’s listening and play area**
  - Provide children with opportunities to hear songs about animals and make animal sounds
  - Display child-notated compositions

- **Invite live musicians for the children to conduct; encourage the child conductor to stop and start, go faster and slower, and give arm gestures for louder and softer sounds**
  - Use songs that have movements or gestures that accompany the words
  - Have the children draw pictures of songs

- **Include storybooks on conductors and orchestras, such as Richard Scarry’s Best Storybook Ever! or Berlioz, the Bear by Jan Brett**
  - Minimize use of recorded music when the goal is singing
  - Use musical forms that allow for structured musical play or freely spontaneous musical responses
## Substrand: Music
### Substrand: Notice, Respond, and Engage
- Extend learning about different ways to lead a music group
- Make connections between home and activities in the preschool program
- Provide music areas where children can experience instruments or musical activities as individuals or in a small group
- Make instruments with the children, such as rain sticks, shakers, and drums

### Substrand: Develop Skills in Music
- Make instruments for outdoor musical play
- Incorporate free-and-move games as a fun, simple way to help children develop control of the body in space and to learn and practice fundamental locomotor movements
- Invite young children to move through instrumental program music, or music that “tells a story”
- Engage children in movement through danceable storybooks and help them learn basic steps and musical styles of dance

### Substrand: Create, Invent, and Express Through Music
- Integrate child-improvised music dues with books, poems, and creative movement activities
- Create music forts
- Encourage children to create simple rhythm patterns
<table>
<thead>
<tr>
<th>Substrand: Notice, Respond, and Engage</th>
<th>Substrand: Develop Skills in Music</th>
<th>Substrand: Create, Invent, and Express Through Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up a “Science of Sound” area where children can explore and experiment with building sounds</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Invite local professional musicians or family members to demonstrate and talk about their instruments and the sounds made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporate the use of Web sites or children’s music and other age-appropriate software (if available), to engage children’s interest in sound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Include a variety of songs that relate to a particular topic area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use music storybooks and connect related topics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Visual and Performing Arts

#### Strand: Drama

*Page 1 of 1*

*(California Preschool Curriculum Framework, Volume 2, pp. 86-100)*

<table>
<thead>
<tr>
<th>Substrand: Notice, Respond, and Engage</th>
<th>Substrand: Develop Skills to Create, Invent, and Express Through Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a drama-based vocabulary</td>
<td>Observe role play</td>
</tr>
<tr>
<td>Encourage the proper use of drama-based vocabulary</td>
<td>Step in or model when needed</td>
</tr>
<tr>
<td>Encourage and model the expression of interests and preferences</td>
<td>Model and note appropriate ways of using drama materials</td>
</tr>
<tr>
<td>Scaffold and encourage children during and after participation in drama to build their understanding and use of plot</td>
<td>Provide adaptations to support the participation of children with disabilities or other special needs</td>
</tr>
<tr>
<td></td>
<td>Use costumes, props, and scenery to inspire dramatic play and drama</td>
</tr>
<tr>
<td></td>
<td>Facilitate children’s engagement in drama by first discussing expectations</td>
</tr>
<tr>
<td></td>
<td>Move in and out of role</td>
</tr>
<tr>
<td></td>
<td>Encourage and allow initiative</td>
</tr>
</tbody>
</table>
Sample Interactions and Strategies by Domain, Strand, and Substrand

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notice, Respond, and Engage</td>
<td>Establish spatial boundaries</td>
<td>Incorporate dance with literary development</td>
<td></td>
</tr>
<tr>
<td>Help children to become enthusiastic participants in learning dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warm up!</td>
<td>Plan movement activities appropriate for various developmental stages and skill levels</td>
<td>Use props</td>
<td></td>
</tr>
<tr>
<td>Be aware of cultural norms that may influence children’s participation</td>
<td>Encourage variety in children’s movement</td>
<td>Use play</td>
<td></td>
</tr>
<tr>
<td>Create learning environments and routines</td>
<td>Teach rhythm using traditional movement games</td>
<td>Provide costumes and music to inspire improvisational movement</td>
<td></td>
</tr>
<tr>
<td>Use children’s prior knowledge</td>
<td>Use the “echo” as a helpful rhythm exercise</td>
<td>Use dance to communicate feelings</td>
<td></td>
</tr>
<tr>
<td>Structure learning activities so children are active participants</td>
<td>Establish spatial boundaries</td>
<td>Use movement to introduce and reinforce concepts from other domains</td>
<td></td>
</tr>
<tr>
<td>Introduce the learning of a dance skills by using imagery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw on children’s interests in dance making</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(From California Preschool Curriculum Framework, Volume 2, pp. 101-116)
### Sample Interactions and Strategies by Domain, Strand, and Substrand

**Domain: Physical Development**

#### Strand: Fundamental Movement Skills

*Page 1 of 4*

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
<th>Substrand: Balance</th>
<th>Substrand: Locomotor Skills</th>
<th>Substrand: Manipulative Skills (gross motor and fine motor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design spaces and activities to develop balance following a developmental progression</td>
<td>Observe and analyze children’s locomotor skills to facilitate planning for learning opportunities</td>
<td>Observe developmental sequences of fundamental manipulative skills</td>
</tr>
<tr>
<td>Provide opportunities that include diverse cultural themes</td>
<td>Promote progressive development of locomotor skills</td>
<td>Vary the focus of the manipulative skills</td>
</tr>
<tr>
<td>Incorporate balance activities into the children’s world</td>
<td>Promote progressive development of balance</td>
<td>Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children’s physical and sensory systems</td>
</tr>
<tr>
<td>Provide opportunities for activities that include both active movements and still body positions</td>
<td>Promote and be aware of the progressive development of coordination of locomotor skills</td>
<td>Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts</td>
</tr>
<tr>
<td>Challenge children’s balance abilities by asking questions</td>
<td>Encourage practice of locomotor movements in both indoor and outdoor environments</td>
<td>Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching</td>
</tr>
<tr>
<td>Encourage persistence during challenging balance tasks</td>
<td>Use vivid visual information and visual aids that communicate to children in simple ways how to move</td>
<td>Create developmental activities that provide a sense of success</td>
</tr>
<tr>
<td>Post pictures of balance positions and balance activities</td>
<td>Use music, song, rhymes, and stories to provide rhythmic patterns</td>
<td>Provide opportunities for repeated practice in a safe environment</td>
</tr>
</tbody>
</table>
### Domain: Physical Development

#### Strand: Fundamental Movement Skills

**Page 2 of 4**

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
<th>Substrand: Balance</th>
<th>Substrand: Locomotor Skills</th>
<th>Substrand: Manipulative Skills (gross motor and fine motor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design the environment so children combine balance skills with fundamental movement skills and movement concepts</td>
<td>Planning meaningful, purposeful, and connected locomotor activities and games</td>
<td>Understand gender-biased expectations of the children’s culture when teaching manipulative skills</td>
</tr>
<tr>
<td>Provide a variety of sensory cues that facilitate a multisensory learning</td>
<td>Create picture cards representing different ways to move related to children’s cultural background</td>
<td>Provide plenty of encouragement</td>
</tr>
<tr>
<td>Modify balance activities to increase participation by children with disabilities and special needs</td>
<td>Create culturally diverse scenarios for practicing locomotor skills</td>
<td>Create manipulative activities that provide automatic feedback and a sense of accomplishment</td>
</tr>
<tr>
<td>Use visual aids, foot and handprints, and objects on the floors to promote balancing skills</td>
<td>Encourage persistence during challenging locomotor skills</td>
<td>Learning about children’s cultural context for fine motor activities</td>
</tr>
<tr>
<td>Provide appropriate challenges for children with special needs</td>
<td>Express enthusiasm for locomotor skills</td>
<td>Learn about families’ values related to fine motor skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learn about children’s prior experiences and personal interests related to fine motor activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus on the quality of movement rather than the end product</td>
</tr>
</tbody>
</table>
## Domain: Physical Development

### Strand: Fundamental Movement Skills

**Page 3 of 4**

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
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<th>Substrand: Locomotor Skills</th>
<th>Substrand: Manipulative Skills (gross motor and fine motor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide clear, specific feedback to facilitate children’s problem-solving process</td>
<td>Provide a variety of tools and media to promote participation</td>
<td>Design meaningful fine motor activities by incorporating children’s diverse backgrounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide adaptations to support participation of children with disabilities or other special needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote children’s ability to manipulate objects by feel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide opportunities for children to engage in fine motor activities in a variety of positions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Promote optimal postural support during challenging fine motor activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Position materials vertically</td>
</tr>
<tr>
<td>Substrand: Balance</td>
<td>Substrand: Locomotor Skills</td>
<td>Substrand: Manipulative Skills (gross motor and fine motor)</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engage children in “heavy work” activities to develop trunk and should muscles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide resistive activities to develop hand strength</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide activities to develop hand precision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist children with proper fit and positioning of scissors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide a variety of media for cutting with scissors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be aware of children’s handedness when providing assistance with fine motor activities</td>
</tr>
</tbody>
</table>
## Domain: Physical Development

### Strand: Perceptual-Motor Skills and Movement Concepts

<table>
<thead>
<tr>
<th>Substrand: Body Awareness</th>
<th>Substrand: Spatial Awareness</th>
<th>Substrand: Directional Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use multisensory teaching strategies to reinforce children’s learning</td>
<td>Set up obstacle courses</td>
<td>Provide opportunities for child-initiated play in areas with open space</td>
</tr>
<tr>
<td>Use body-parts vocabulary in the child’s home language</td>
<td>Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low</td>
<td>Provide safe environments in which children can climb up and down</td>
</tr>
<tr>
<td>Use alternative communication methods, as appropriate, to teach body-parts vocabulary</td>
<td>Provide games for children to explore changing the size of their bodies</td>
<td>Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games</td>
</tr>
<tr>
<td>Use body-parts vocabulary in the natural context of daily living activities and child-initiated play</td>
<td>Play games that allow children to move around with objects balanced on different parts of their body</td>
<td>Design activities for children to practice moving alongside or in a line with other people</td>
</tr>
<tr>
<td>Introduce body-parts vocabulary during structured group games</td>
<td>Provide pushing and pulling games with peers</td>
<td>Play games that require children to coordinate moving with others to manage a physical object or prop</td>
</tr>
<tr>
<td>Engage children in singing and movement activities to teach body parts</td>
<td>Play games that require two to three children to work together to transport a large lightweight object</td>
<td>Provide opportunities for children to move and use their bodies with force</td>
</tr>
<tr>
<td>Encourage children to identify and describe body parts in books or in pictures of themselves and family members</td>
<td>Use dancing and musical games to promote the development of spatial awareness and body control</td>
<td>Provide opportunities for children to move and use their bodies lightly</td>
</tr>
</tbody>
</table>

*California Preschool Curriculum Framework, Volume 2, pp. 139-175*
Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Physical Development

#### Strand: Perceptual-Motor Skills and Movement Concepts

Page 2 of 3

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
<th>Substrand: Body Awareness</th>
<th>Substrand: Spatial Awareness</th>
<th>Substrand: Directional Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for dress-up play</td>
<td>Use positional-concepts vocabulary within the natural context of daily routines</td>
<td>Engage children in two-handed play activities</td>
</tr>
<tr>
<td>Provide opportunities for children to see external representations of their bodies</td>
<td>Have children participate in cleanup routines by putting away toys</td>
<td>Position drawing activities vertically</td>
</tr>
<tr>
<td>Provide constructional play for children to build or put together body parts</td>
<td>Engage children in helper roles by performing “heavy work” activities</td>
<td>Provide parent-play activities to reinforce directional concepts</td>
</tr>
<tr>
<td>Ask children to describe their drawings of people</td>
<td>Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language</td>
<td>Use the child’s home language for introducing directional-concepts vocabulary</td>
</tr>
<tr>
<td></td>
<td>Engage children in songs and rhymes with body movements or spatial concepts</td>
<td>Adapt movement experiences as needed for children with physical disabilities</td>
</tr>
<tr>
<td></td>
<td>Reinforce spatial concepts when reading or looking at books</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use props or play objects to guide children in positioning their bodies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the child’s home language to introduce spatial-concepts vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Physical Development

### Strand: Perceptual-Motor Skills and Movement Concepts

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
<th>Substrand: Body Awareness</th>
<th>Substrand: Spatial Awareness</th>
<th>Substrand: Directional Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts</td>
<td>Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges</td>
<td></td>
</tr>
</tbody>
</table>

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Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3
DRAFT April 1, 2015 – Appendix D – Sample Interactions and Strategies by Domain, Strand, and Substrand
CDE/Early Education and Support Division and WestEd Center for Child and Family Studies

*May be duplicated for educational purposes only.*
### Sample Interactions and Strategies by Domain, Strand, and Substrand

**Domain: Physical Development**

**Strand: Active Physical Play**

*Page 1 of 2*

*(California Preschool Curriculum Framework, Volume 2, pp. 139-175)*

<table>
<thead>
<tr>
<th>Substrand: Active Participation</th>
<th>Substrand: Cardiovascular Endurance</th>
<th>Substrand: Muscular Strength, Muscular Endurance, and Flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide ample opportunities for children to engage daily in active play</td>
<td>Design the physical setting of the play environment to encourage moderate or vigorous physical activity</td>
<td>Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly</td>
</tr>
<tr>
<td>Create inviting activity environments in which children can be physically active</td>
<td>Engage children of all ability levels in activities that promote increased cardiovascular endurance</td>
<td>Promote cardiovascular endurance through repeated muscular endurance activities</td>
</tr>
<tr>
<td>Help children identify appropriate places for different types of physical activity</td>
<td>Promote increased cardiovascular endurance through chasing and fleeing activities</td>
<td>Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging</td>
</tr>
<tr>
<td>Create an activity environment that is nurturing and supportive and allows likely success</td>
<td>Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking</td>
<td>Allow for supervised risk taking</td>
</tr>
<tr>
<td>Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity</td>
<td>Use imagery as an effective tool in promoting moderate to vigorous physical activity</td>
<td>Engage children in the setup of the play space and the return of materials to their original space</td>
</tr>
<tr>
<td>Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children</td>
<td>Provide positive encouragement for participation</td>
<td>Promote increased joint flexibility through animal walks, nursery rhymes, and story plays</td>
</tr>
<tr>
<td>Substrand: Active Participation</td>
<td>Substrand: Cardiovascular Endurance</td>
<td>Substrand: Muscular Strength, Muscular Endurance, and Flexibility</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Recognize and take into account any environmental constraints</td>
<td>Promote increased physical activity through story plays</td>
<td>Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children’s physical fitness</td>
</tr>
<tr>
<td>Encourage physical exploration through play equipment and materials</td>
<td>Promote cardiovascular endurance through dance and rhythmic activities</td>
<td></td>
</tr>
<tr>
<td>Respect differences in children’s temperament and find creative ways to engage all children in active physical play</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Health

### Strand: Health Habits

**Page 1 of 2**

*(California Preschool Curriculum Framework, Volume 2, pp. 62-77)*

<table>
<thead>
<tr>
<th>Substrand: Basic Hygiene</th>
<th>Substrand: Oral Health</th>
<th>Substrand: Knowledge of Wellness</th>
<th>Substrand: Sun Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach children how to wash hands</td>
<td>Practice toothbrushing skills</td>
<td>Encourage children to explore and accept differences</td>
<td>Introduce vocabulary related to sun safety</td>
</tr>
<tr>
<td>Model basic hygiene and disease-prevention actions throughout the day</td>
<td>Include toothbrushing in the daily routine</td>
<td>Use correct terminology throughout the day</td>
<td>Integrate sun safety with emergency preparedness and safety</td>
</tr>
<tr>
<td>Remind children about health practices throughout the day</td>
<td>Integrate oral health and nutrition education through cooking activities</td>
<td>Familiarize children with health helpers</td>
<td>Encourage dramatic play</td>
</tr>
<tr>
<td>Incorporate handwashing and other health practices in the daily routine</td>
<td>Incorporate music</td>
<td>Establish special interest areas</td>
<td>Integrate sun safety with other health topics</td>
</tr>
<tr>
<td>Use visual aids to demonstrate invisible germs</td>
<td>Build communication and vocabulary skills</td>
<td>Integrate health promotion with other domains</td>
<td>Combine sun safety with other domains</td>
</tr>
<tr>
<td>Reinforce learning with stories and music</td>
<td>Encourage pretend play</td>
<td>Enhance children’s knowledge and understanding through problem solving</td>
<td>Encourage decision making</td>
</tr>
<tr>
<td>Observe individual children attentively</td>
<td></td>
<td>Model and share information each day</td>
<td>Integrate sun safety into daily routines</td>
</tr>
</tbody>
</table>

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## Domain: Health

### Strand: Health Habits

**Page 2 of 2**

*(California Preschool Curriculum Framework, Volume 2, pp. 62-77)*

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<th>Substrand: Sun Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Ensure that children have access to appropriate sun safety items</td>
<td></td>
</tr>
</tbody>
</table>
### Domain: Health

#### Strand: Safety


**Substrand: Injury Prevention**

- Incorporate safety activities into the daily routine
- Involve children in creating rules
- Provide coaching and gentle reminders to help children follow safety rules
- Promote independence while developing other skills
- Provide time for children to practice individual skills
- Introduce concepts and behaviors in simple steps
- Role-play safety helpers
- Practice problem solving
- Introduce safety signs
- Incorporate music
# Sample Interactions and Strategies by Domain, Strand, and Substrand

## Domain: Health

### Strand: Nutrition


<table>
<thead>
<tr>
<th>Substrand: Nutrition Knowledge</th>
<th>Substrand: Nutrition Choices</th>
<th>Substrand: Self-Regulation of Eating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce many different foods</td>
<td>Model and coach children’s behavior</td>
<td>Offer a variety of nutritious, appetizing foods in small portions</td>
</tr>
<tr>
<td>Recognize and accommodate differences in eating habits and food choices</td>
<td>Encourage children to share information about family meals</td>
<td>Encourage children to chew their food well and eat slowly</td>
</tr>
<tr>
<td>Provide opportunities and encouragement in food exploration</td>
<td>Encourage role playing</td>
<td>Teach children to recognize signs of hunger</td>
</tr>
<tr>
<td>Integrate nutrition with other areas of learning through cooking activities</td>
<td>Serve meals and snacks family-style</td>
<td>Discuss how the body uses food</td>
</tr>
<tr>
<td>Show children where food is produced</td>
<td>Encourage tasting and decision making</td>
<td>Reinforce learning through the day</td>
</tr>
<tr>
<td>Establish special interest areas</td>
<td>Integrate nutrition education with other learning areas</td>
<td>Integrate eating with language and socialization</td>
</tr>
<tr>
<td>Integrate nutrition education with basic hygiene education</td>
<td>Provide choices for children</td>
<td></td>
</tr>
</tbody>
</table>
## Domain: History–Social Science

### Strand: Self and Society

*(California Preschool Curriculum Framework, Volume 3, pp. 51-68)*

<table>
<thead>
<tr>
<th>Substrand: Culture and Diversity</th>
<th>Substrand: Relationships</th>
<th>Substrand: Social Roles and Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice a reflective approach to build awareness of self and others</td>
<td>Develop quality, nurturing relationships with the children in your program</td>
<td>Design the early learning environment to encourage all children’s active engagement in each area, regardless of gender, home language, or abilities</td>
</tr>
<tr>
<td>Maintain a healthy curiosity about the experiences of others</td>
<td>Model effective relationship skills as you interact with other adults and children</td>
<td>Provide children with play props for exploring occupations and work settings</td>
</tr>
<tr>
<td>Partner with families in goal setting and program design</td>
<td>Prepare an early learning environment and daily routine that foster peer interaction</td>
<td>Get to know the workers in your setting</td>
</tr>
<tr>
<td>Prepare an active learning environment that incorporates the full spectrum of the human experience</td>
<td>Teach children positive interaction strategies during large-group meetings</td>
<td>Convey respect for the roles of adults who work at home</td>
</tr>
<tr>
<td>Create an environment, both indoors and outdoors, that is inclusive of all children’s abilities</td>
<td>Provide all children with coaching and appropriate prompts as they maneuver through peer relationships</td>
<td>Highlight the roles that elders play in family life and in society</td>
</tr>
<tr>
<td>Address children’s initial comments and inquiries about diversity with honest, direct communication</td>
<td>Reinforce pro-social behavior and its impact on others</td>
<td>Incorporate books, magazines, and other forms of print that include images and stories of different workers</td>
</tr>
<tr>
<td>Converse about similarities and differences</td>
<td>Offer sensitive guidance as children experience challenges related to peer interactions and friendships</td>
<td>Include the pursuit of further education among work options</td>
</tr>
</tbody>
</table>
### Domain: History–Social Science

#### Strand: Self and Society

(From California Preschool Curriculum Framework, Volume 3, pp. 51-68)

<table>
<thead>
<tr>
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<th>Substrand: Social Roles and Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing songs and share stories in different languages</td>
<td>Facilitate positive social problem solving</td>
<td>Invite family members to share their work experiences, including those that may diverge from traditional gender roles</td>
</tr>
<tr>
<td>Plan meaningful celebrations with support of the children and families</td>
<td>Read books that deal with the themes of friendship and relating to others</td>
<td>Talk about future career goals</td>
</tr>
<tr>
<td>Read and converse about books that accurately represent the lives and experiences of children</td>
<td></td>
<td>Visit community stores, businesses, and service providers to observe workers in action</td>
</tr>
</tbody>
</table>
### Domain: History–Social Science

#### Strand: Becoming a Preschool Community Member (Civics)

(County Preschool Curriculum Framework, Volume 3, pp. 69-85)

<table>
<thead>
<tr>
<th>Substrand: Skills for Democratic Participation</th>
<th>Substrand: Responsible Conduct</th>
<th>Substrand: Fairness and Respect for Other People</th>
<th>Substrand: Conflict Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share control of the preschool environment with children</td>
<td>Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine</td>
<td>Maintain a culturally inclusive environment</td>
<td>Prevent conflicts by limiting program transitions and minimizing waiting time</td>
</tr>
<tr>
<td>Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults</td>
<td>Create community rules with children’s input</td>
<td>Model respect and care in everyday interactions</td>
<td>Model cooperation and care for others</td>
</tr>
<tr>
<td>Incorporate class meetings into the daily routine of older preschool children</td>
<td>Model the behaviors you expect</td>
<td>Use language that promotes concern and care for the community</td>
<td>Provide children with a calm presence in conflict situations</td>
</tr>
<tr>
<td>Support freedom of thought and speech in individual investigations, as well as in planned group experiences</td>
<td>Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts</td>
<td>Converse about the “whys” of fairness and respect</td>
<td>Use descriptive language to help children make sense of conflict</td>
</tr>
<tr>
<td>Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security</td>
<td>Plan opportunities to further explore and converse about community rules during small- or large-group meetings</td>
<td>Teach social skills, such as patience and generosity, by using social stories and role-play experiences</td>
<td>Prompt children with open-ended questions and statements</td>
</tr>
</tbody>
</table>
### Domain: History–Social Science

**Strand: Becoming a Preschool Community Member (Civics)**

*(California Preschool Curriculum Framework, Volume 3, pp. 69-85)*

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</tr>
</thead>
<tbody>
<tr>
<td>Engage children in community brainstorming and problem solving</td>
<td>Redirect children’s actions toward more appropriate behavior by using positive descriptions of what you expect children to do</td>
<td>Coach children during their interactions with peers</td>
<td>Involve children in the problem-solving process</td>
</tr>
<tr>
<td>Make group decisions when appropriate</td>
<td>Facilitate problem solving</td>
<td>Intervene and address negative interactions immediately</td>
<td>Create problem-solving kits</td>
</tr>
<tr>
<td>Acknowledge emotions related to group brainstorming and decision making</td>
<td>Reinforce responsible conduct by using descriptive language</td>
<td>Use storybooks to enhance children’s understanding of ways to express feelings and build peer relationships</td>
<td>Read books related to social conflict</td>
</tr>
<tr>
<td>Model citizenship skills</td>
<td>Utilize books to build on the children’s ability to empathize and extend care to others</td>
<td></td>
<td>Use “persona dolls” or puppets and social stories to promote skill development and perspective taking</td>
</tr>
<tr>
<td>Use guidance to redirect children to more appropriate actions and behavior</td>
<td>Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Substrand: Skills for Democratic Participation</td>
<td>Substrand: Responsible Conduct</td>
<td>Substrand: Fairness and Respect for Other People</td>
<td>Substrand: Conflict Resolution</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Reinforce behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create an inclusive environment that values and encourages the participation of children from all cultural and linguistic backgrounds as well as children with special needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain: History–Social Science

### Strand: Sense of Time (History)
Page 1 of 2

*(California Preschool Curriculum Framework, Volume 3, pp. 86-102)*

<table>
<thead>
<tr>
<th>Substrand: Understanding Past Events</th>
<th>Substrand: Anticipating and Planning Future Events</th>
<th>Substrand: Personal History</th>
<th>Substrand: Historical Changes in People and the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use predictable routines to facilitate children’s sense of time</td>
<td>Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations</td>
<td>Share memories</td>
<td>Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences</td>
</tr>
<tr>
<td>Incorporate time works into conversation</td>
<td>Converse with children about upcoming events</td>
<td>Ask questions to increase children’s recollections of events</td>
<td>Read children’s stories about different places and times to expand children’s perspective</td>
</tr>
<tr>
<td>Create opportunities to converse with children about meaningful experiences and build connections between current and past events</td>
<td>Comment on behaviors that anticipate future events</td>
<td>Encourage children to express their feelings and reactions to experiences</td>
<td>Expose children to the arts</td>
</tr>
<tr>
<td>Listen attentively to children’s narrative descriptions</td>
<td>Promote planning as children engage in child-initiated projects</td>
<td>Document children’s work over time and create individual portfolios for each child</td>
<td>Observe changes in animals, plants, and the outdoors</td>
</tr>
</tbody>
</table>
### Sample Interactions and Strategies by Domain, Strand, and Substrand

**Domain: History–Social Science**

**Strand: Sense of Time (History)**

*Page 2 of 2*

*(California Preschool Curriculum Framework, Volume 3, pp. 86-102)*

<table>
<thead>
<tr>
<th>Substrand: Understanding Past Events</th>
<th>Substrand: Anticipating and Planning Future Events</th>
<th>Substrand: Personal History</th>
<th>Substrand: Historical Changes in People and the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate with awareness about children’s narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental “scripts”</td>
<td>Involve children in program planning</td>
<td>Acknowledge birthdays</td>
<td>Celebrate special events in a meaningful and authentic way</td>
</tr>
<tr>
<td>Document and display children’s work at their eye level to encourage recall and reflection</td>
<td>Introduce time-keeping tools to help children monitor the passage of time</td>
<td>Provide activities that invite personal reflection</td>
<td>Record significant events on a large calendar to create a program history</td>
</tr>
<tr>
<td>Sing songs, recite poetry, and read books that involve sequencing</td>
<td>Talk with children using time words</td>
<td>Make use of children’s stories that explore growth and individual change</td>
<td>Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools)</td>
</tr>
<tr>
<td>Substrand: Navigating Familiar Locations</td>
<td>Substrand: Caring for the Natural World</td>
<td>Substrand: Understanding the Physical World Through Drawings and Maps</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships</td>
<td>Use children’s current knowledge to plan effective curriculum</td>
<td>Engage children in a conversation about maps</td>
<td></td>
</tr>
<tr>
<td>Describe your own actions as you travel between locations</td>
<td>Set aside time for outdoor explorations each day</td>
<td>Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day</td>
<td></td>
</tr>
<tr>
<td>Play games about how to get from here to there</td>
<td>Provide children with sensory experiences, especially those with sand and water</td>
<td>Incorporate maps in dramatic play experiences</td>
<td></td>
</tr>
<tr>
<td>Engage children in conversation about how they travel to and from preschool each day</td>
<td>Integrate living things into the indoor learning environment</td>
<td>Provide children with map-making tools in both the indoor and outdoor preschool settings</td>
<td></td>
</tr>
<tr>
<td>Take walks through familiar locations and neighboring areas</td>
<td>Observe life in its natural setting</td>
<td>Capitalize on children’s initiative in exploring maps</td>
<td></td>
</tr>
<tr>
<td>Converse about the here and now as well as encouraging later reflection</td>
<td>Model respect and care for the natural world</td>
<td>Utilize maps while planning and attending group outings, in preparation for safety exercises (e.g., fire drills), and as children join the program or move to a new home</td>
<td></td>
</tr>
</tbody>
</table>
### Sample Interactions and Strategies by Domain, Strand, and Substrand

**Domain: History–Social Science**

**Strand: Sense of Place (Geography and Ecology)**

*(California Preschool Curriculum Framework, Volume 3, pp. 103-116)*

<table>
<thead>
<tr>
<th>Substrand: Navigating Familiar Locations</th>
<th>Substrand: Caring for the Natural World</th>
<th>Substrand: Understanding the Physical World Through Drawings and Maps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate and explore local landmarks</td>
<td>Use descriptive language to converse about the earth and its features</td>
<td>Play board games that use trails and pathways</td>
</tr>
<tr>
<td>Promote children’s understanding of weather and its impact on their day-to-day experiences</td>
<td>Compare and contrast living and nonliving things</td>
<td>Make a map of the early learning environment</td>
</tr>
<tr>
<td>Comment on weather patterns and invite children to share their observations</td>
<td>Teach young children easy ways to conserve the earth’s resources</td>
<td>Invite children to use their imagination and create maps to go along with familiar stories</td>
</tr>
<tr>
<td>Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines</td>
<td>Grow a garden in the program’s outdoor space</td>
<td>View locations from different physical perspectives</td>
</tr>
<tr>
<td></td>
<td>Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible</td>
<td>Prepare a treasure hunt</td>
</tr>
<tr>
<td></td>
<td>Use books to extend children’s investigations of the earth and its attributes</td>
<td>Document work over time</td>
</tr>
<tr>
<td><strong>Substrand:</strong> Exchange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce economic concepts (e.g., production, exchange, consumption) through children’s books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide open-ended materials to support children’s spontaneous investigations of business and the economy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offer dramatic play experiences that allow children to explore economic concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore alongside children, expanding on their initiative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw attention to trends of consumption in the preschool setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converse about wants and needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow children to make economic decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explore all forms of exchange</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visit local businesses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create an opportunity for children to make their own product</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Domain: Science

### Strand: Scientific Inquiry

*(California Preschool Curriculum Framework, Volume 3, pp. 159-175)*

<table>
<thead>
<tr>
<th>Substrand: Observation and Investigation</th>
<th>Substrand: Documentation and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitate children’s observation skills</td>
<td>Encourage children to record observations and document investigations and findings</td>
</tr>
<tr>
<td>Introduce children to the process of observing</td>
<td>Introduce children to the idea of recording</td>
</tr>
<tr>
<td>Introduce the term “observe” to children</td>
<td>Promote the use of different forms to record and document information</td>
</tr>
<tr>
<td>Encourage children to describe their observations</td>
<td>Consider adaptations for children with special needs</td>
</tr>
<tr>
<td>Invite children to observe objects and phenomena related to the current focus of inquiry</td>
<td>Encourage children to describe their representations while you write their words</td>
</tr>
<tr>
<td>Invite children to record their observations</td>
<td>Encourage different means of communication</td>
</tr>
<tr>
<td>Promote the use of scientific tools to extend children’s observations and investigations of objects</td>
<td>Invite children to record collaboratively, using charts, graphs, or models</td>
</tr>
</tbody>
</table>
| Introduce children to scientific tools and their function | Ask open-ended questions
  - Questions to encourage children to share their observations
  - Questions to facilitate children’s problem-solving and investigations
  - Questions to elicit children’s predictions and explanations |
| Suggest language to introduce magnifiers to children | Engage children in collaborative discussions |
| Support children in using the tools | |

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**Faculty Initiative Project Instructional Guide for the California Preschool Curriculum Framework, Volume 3**

_DRAFT April 1, 2015 – Appendix D – Sample Interactions and Strategies by Domain, Strand, and Substrand_

_CDE/Early Education and Support Division and WestEd Center for Child and Family Studies_

_May be duplicated for educational purposes only._
# Sample Interactions and Strategies by Domain, Strand, and Substrand

## Domain: Science

### Strand: Scientific Inquiry

- **Substrand:** Observation and Investigation
  - Facilitate children’s abilities to sort, classify, and identify patterns
  - Ask questions and model comparative language to introduce the idea of comparing
  - Invite children to compare and contrast objects and phenomena related to their current focus of inquiry
  - Encourage children to make predictions
  - Introduce children to the idea of predicting
  - Encourage children to first *predict* and then *check*
  - Elicit children’s predictions by asking questions
  - Remind children that predictions do not have to be right
  - Record children’s predictions
  - Facilitate children’s ability to make inferences and draw conclusions
  - Use everyday observations to model inferring
  - Encourage children to explain the reasoning behind their inferences

### Substrand: Documentation and Communication

- **Substrand:** Observation and Investigation
  - Facilitate children’s abilities to sort, classify, and identify patterns
  - Ask questions and model comparative language to introduce the idea of comparing
  - Invite children to compare and contrast objects and phenomena related to their current focus of inquiry
  - Encourage children to make predictions
  - Introduce children to the idea of predicting
  - Encourage children to first *predict* and then *check*
  - Elicit children’s predictions by asking questions
  - Remind children that predictions do not have to be right
  - Record children’s predictions
  - Facilitate children’s ability to make inferences and draw conclusions
  - Use everyday observations to model inferring
  - Encourage children to explain the reasoning behind their inferences
## Sample Interactions and Strategies by Domain, Strand, and Substrand

**Domain: Science**

### Strand: Physical Sciences

**Page 1 of 1**

*(California Preschool Curriculum Framework, Volume 3, pp. 176-195)*

<table>
<thead>
<tr>
<th>Substrand: Properties and Characteristics of Nonliving Objects and Materials</th>
<th>Substrand: Changes in Nonliving Objects and Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide children with opportunities to explore a variety of objects and materials in the daily environment</td>
<td>Avoid presenting children with activities of “magical” science</td>
</tr>
<tr>
<td>Prepare yourself and be purposeful about the scientific concepts children will investigate while engaged with objects and materials</td>
<td>Select activities or projects in which children can vary their actions on objects and observe the immediate reactions to their actions</td>
</tr>
<tr>
<td>Engage children in projects that allow them to explore, experiment, and invent with objects and materials for an extended period of time</td>
<td>Use cooking activities as opportunities to reason about transformations in materials</td>
</tr>
<tr>
<td>Experiment with materials and objects before offering them to children</td>
<td>Invite children to set up an experiment and collect and analyze data</td>
</tr>
<tr>
<td>Invite children to observe and describe the characteristics and physical properties of the objects and materials they investigate</td>
<td>Focus children’s attention on the effect of one aspect (variable) at a time</td>
</tr>
<tr>
<td>Plan opportunities for children to sort and classify objects and materials and reflect on similarities and differences</td>
<td>Lead children to make predictions about what they expect to happen</td>
</tr>
<tr>
<td>Provide children with opportunities to build and experiment with simple machines</td>
<td>Ask questions to raise children’s awareness of how they produced an effect</td>
</tr>
<tr>
<td>Provide children with opportunities to investigate the form and function of different tools and machines</td>
<td>Encourage children to record and document investigations with objects and materials</td>
</tr>
</tbody>
</table>
### Domain: Science

#### Strand: Life Sciences


<table>
<thead>
<tr>
<th>Substrand: Properties and Characteristics of Living Things</th>
<th>Substrand: Changes in Living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus children’s explorations on key concepts of living things</td>
<td>Provide children with opportunities to care for plants and animals</td>
</tr>
<tr>
<td>Take children on outdoor explorations of plants and animals</td>
<td>Provide children with opportunities to observe and monitor plants’ growth and development</td>
</tr>
<tr>
<td>• Model curiosity and interest in nature</td>
<td>• Provide children with a variety of planting experiences</td>
</tr>
<tr>
<td>• Remind children to be respectful of nature</td>
<td>• Invite children to experiment and test what plants need in order to live</td>
</tr>
<tr>
<td>• Engage children in conversations about what they notice and point their attention to important aspects of living things</td>
<td>• Invite children to notice changes in their plants’ growth</td>
</tr>
<tr>
<td>• Document children’s outdoor explorations</td>
<td>• Invite children to measure the growth of plants</td>
</tr>
<tr>
<td>Provide children with tools for explorations of living things</td>
<td>• Invite children to record the growth of plants</td>
</tr>
<tr>
<td>• Engage children in reflective conversations in small or large groups</td>
<td>• Involve families in children’s planting and gardening experiences</td>
</tr>
<tr>
<td>Include plants and animals indoors</td>
<td>Discuss the death of living things</td>
</tr>
</tbody>
</table>

Provide children with opportunities to care for plants and animals

- Provide children with opportunities to observe and monitor plants’ growth and development
- Provide children with a variety of planting experiences
- Invite children to experiment and test what plants need in order to live
- Invite children to notice changes in their plants’ growth
- Invite children to measure the growth of plants
- Invite children to record the growth of plants
- Engage children in reflective conversations in small or large groups
- Involve families in children’s planting and gardening experiences

Discuss the death of living things

- Provide children with opportunities to observe changes and transformations in animals passing through stages of the life cycle
- Invite children to predict changes and closely observe animals passing through different stages of a life cycle
- Invite children to record and document their observations of changing animals
- Encourage children to compare life cycles of different animals
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Science

### Strand: Life Sciences

<table>
<thead>
<tr>
<th>Substrand: Properties and Characteristics of Living Things</th>
<th>Substrand: Changes in Living Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage children in close observations of living things</td>
<td>Invite children to investigate their own growth</td>
</tr>
<tr>
<td>• Close observations of animals</td>
<td></td>
</tr>
<tr>
<td>• Close observations of plants</td>
<td></td>
</tr>
<tr>
<td>• Explorations of fruits and vegetables</td>
<td></td>
</tr>
<tr>
<td>Invite children to share in-home experiences with living things</td>
<td></td>
</tr>
<tr>
<td>Use books to enrich and extend children’s study of living things</td>
<td></td>
</tr>
</tbody>
</table>
## Sample Interactions and Strategies by Domain, Strand, and Substrand

### Domain: Science

#### Strand: Earth Sciences


<table>
<thead>
<tr>
<th>Substrand: Properties and Characteristics of Earth Materials and Objects</th>
<th>Substrand: Changes in the Earth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take children on a search for earth materials in nature</td>
<td>Engage children in observing and describing the sun and the moon and other natural objects in the sky</td>
</tr>
<tr>
<td>Invite children to observe, compare and classify earth materials</td>
<td>Provide children with opportunities to observe, record, and discuss the weather</td>
</tr>
<tr>
<td></td>
<td>• Develop an awareness of the daily weather</td>
</tr>
<tr>
<td></td>
<td>• Invite children to record and discuss changes in the weather</td>
</tr>
<tr>
<td></td>
<td>• Invite children to observe and discuss the effects of weather and seasonal changes on their life and the environment around them</td>
</tr>
<tr>
<td></td>
<td>• Engage families in children’s explorations of weather and seasonal changes</td>
</tr>
<tr>
<td>Invite children to explore and experiment with earth materials</td>
<td>Model and discuss respect for the environment</td>
</tr>
<tr>
<td>Use opportunities to explore earth materials in the context of studying living things or when exploring other solid and nonsolid materials</td>
<td>Engage children in caring for and protecting the environment through everyday routines in the preschool environment</td>
</tr>
<tr>
<td>Invite children to share in-home experiences with earth materials</td>
<td>Collect and use recycled materials</td>
</tr>
</tbody>
</table>
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

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

### 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
### Overarching Principles

<table>
<thead>
<tr>
<th>Relationships are central</th>
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<th>Time for reflection and planning enhances teaching</th>
</tr>
</thead>
</table>

#### 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
### Overarching Principles

<table>
<thead>
<tr>
<th>Overarching Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships are central</td>
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<tr>
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</tr>
<tr>
<td>Responsiveness to culture and language supports children’s learning</td>
</tr>
<tr>
<td>Time for reflection and planning enhances teaching</td>
</tr>
</tbody>
</table>

### 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).
### Overarching Principles

<table>
<thead>
<tr>
<th>Overarching Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships are central</td>
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<td>Family and community partnerships create meaningful connections</td>
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<tr>
<td>Individualization of learning includes all children</td>
</tr>
<tr>
<td>Responsiveness to culture and language supports children’s learning</td>
</tr>
<tr>
<td>Time for reflection and planning enhances teaching</td>
</tr>
</tbody>
</table>

### 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
Appendix F

Related Links and Resources

CDE/ECE Faculty Initiative Project
http://facultyinitiative.wested.org/

WestEd
http://www.wested.org

Instructional Guides from the Faculty Initiative Project

http://facultyinitiative.wested.org/pelguide.html

Instructional Guide for the California Preschool Learning Foundations, Volume 1
http://facultyinitiative.wested.org/PLF/

Instructional Guide for the California Preschool Curriculum Framework, Volume 1
http://facultyinitiative.wested.org/PCF/

Instructional Guide for the California Preschool Learning Foundations, Volume 2
http://facultyinitiative.wested.org/PLFv2/

Instructional Guide for the California Preschool Curriculum Framework, Volume 2
http://facultyinitiative.wested.org/PCFv2/

Instructional Guide for the California Preschool Learning Foundations, Volume 3
http://facultyinitiative.wested.org/PLFv3/

Instructional Guide for the California Preschool Curriculum Framework, Volume 3
http://facultyinitiative.wested.org/PCFv3/

California Preschool Learning Foundations, Volume 1 and Related Resources


California Preschool Learning Foundations, Volume 1 Order Form
http://www.cccoe.k12.ca.us/edsvcs/PDFs/cpin/2011/PLFV1OrderForm.pdf

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp
Appendix F – Related Links and Resources

California Preschool Learning Foundations, Volume 2 and Related Resources

http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf

California Preschool Learning Foundations, Volume 2 Order Information

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

California Preschool Learning Foundations, Volume 3 and Related Resources


California Preschool Learning Foundations, Volume 3 Order Information

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

Appendix B: The Foundations – An Overview of the Alignment of the California Preschool Learning Foundations with Key Early Education Resources
http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf#appendixb

California Preschool Curriculum Framework, Volume 1 and Related Resources


California Preschool Curriculum Framework, Volume 1 Order Information

Corrected Page 303 of the California Early Learning and Development System

California Preschool Curriculum Framework, Volume 2 and Related Resources

http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf

California Preschool Curriculum Framework, Volume 2 Order Information

California Preschool Curriculum Framework, Volume 3 and Related Resources


California Preschool Curriculum Framework, Volume 3 Order Information
Resources for the Prekindergarten Learning and Development Guidelines

*Prekindergarten Learning and Development Guidelines*
http://www.cde.ca.gov/sp/cd/re/prekguide.asp

*Prekindergarten Learning and Development Guidelines: Table of Contents*
http://www.cde.ca.gov/sp/cd/re/prekcontents.asp

*First Class: A Guide for Early Primary Education (PDF)*

Resources for Young Dual Language Learners

http://www.cde.ca.gov/sp/cd/re/documents/psenqlearnnersed2.pdf


*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Spanish Edition* Ordering Information

California’s Best Practices for Young Dual Language Learners Research Overview Pages

*A World Full of Language: Supporting Preschool English Learners* (DVD)

Resources for Desired Results for Children and Families

Desired Results access Project
http://www.draccess.org

Desired Results System
http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp

Desired Results Training and Technical Assistance Project
http://www.desiredresults.us/

DRDPtech CLOUD
http://desiredresults.us/form_drdp_tech.htm

Desired Results Developmental Profile – School Readiness (DRDP-SR)
http://drdpsr.org
Resources for Desired Results for Children and Families – Continued

Getting to Know You Through Observation
http://www.wested.org/resources/getting-to-know-you-through-observation/

Watching My Child Grow
http://www.desiredresults.us/for_families.htm

California Department of Education Resources

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

Best Practices for Dual-Language Learners

California Comprehensive Early Learning Plan

California Department of Education (CDE)
http://www.cde.ca.gov

CDE Transitional Kindergarten Implementation Guide

Early Education and Support Division (formerly Child Development Division)
http://www.cde.ca.gov/re/di/or/cdd.asp

Pathways to Cultural Competence Project Program Guide

California Early Childhood Educator Competencies Resources

California Early Childhood Educator Competencies

California Early Childhood Educator Competencies Mapping Tool
http://www.childdevelopment.org/cs/cip/print/htdocs/mt/home.htm

CompSAT – The Portfolio Protocol
http://www.ececompsat.org/portfolio-protocol.html

Local Quality Improvement Efforts and Outcomes Descriptive Study

Race to the Top Early Learning Challenge
http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp
Early Childhood Education Resources

All About Young Children
http://allaboutyoungchildren.org

Asian & Pacific Islanders California Action Network (APIsCAN)
http://www.apiscan.org

Association for Child Education International
http://acei.org

California Association for Bilingual Education (CABE)
http://www.bilingualeducation.org

California Association for the Education of Young Children (CAEYC)
http://www.caeyc.org

California Child Development Administrators Association
http://www.ccdaa.org

California Community College Early Childhood Educators
http://cccece.net

California Collaborative on the Social & Emotional Foundations for Early Learning (CA CSEFEL)
http://cainclusion.org/camap/cacsefel.html

California Department of Education (CDE)
http://www.cde.ca.gov

California Early Childhood Mentor Program
http://www.ecementor.org

California MAP to Inclusion & Belonging: Making Access Possible
http://cainclusion.org/camap

California Preschool Instructional Networks (CPIN)
http://cpin.us

California School-Age Consortium
https://calsac.org

California State Advisory Council on Early Learning and Care
http://www.cde.ca.gov/sp/cd/ce/

Center for Excellence in Child Development
http://humanservices.ucdavis.edu/childev

Center for the Study of Child Care Employment
http://www.irle.berkeley.edu/cscce
Early Childhood Education Resources – Continued

Center on the Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu

Child Development Division (CDD)
http://www.cde.ca.gov/sp/cd

Child Development Training Consortium (CDTC)
https://www.childdevelopment.org

Commission for Teacher Credentialing (CTC)
http://www.ctc.ca.gov

Curriculum Alignment Project (CAP)
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

Early Learning Quality Improvement System (EL QIS) Advisory Committee
http://www.education.ca.gov/sp/cd/re/sb1629committee.asp

Environment Rating Scales
http://ers.fpg.unc.edu

First 5 California
http://www.ccfc.ca.gov

Head Start
http://www.acf.hhs.gov/programs/ohs

Mexican American Legal Defense & Educational Fund (MALDEF)
http://maldef.org/education

National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org

NAEYC Resources for Early Childhood Educators (PDF)

National Black Child Development Institute (NBCDI)
http://www.nbcdi.org

National Board for Professional Teaching Standards (NBPTS)
http://www.nbpts.org

National Center for Research on Early Childhood Education
http://curry.virginia.edu/research/centers/castl/project/ncrece
Early Childhood Education Resources – Continued

National Council of La Raza: Early Care and Education
http://www.nclr.org/index.php/issues_and_programs/education/ece

National Institute for Early Education Research
http://nieer.org

National Task Force on Early Childhood Education for Hispanics (PDF)
http://policy.rutgers.edu/faculty/urenton/Garcia3-17-11.pdf

North American Reggio Emilia Alliance
www.reggioalliance.org

Society for Research in Child Development
http://srcd.org

Voices for African American Students, Inc (VAAS) (PDF)

WestEd: Center for Child and Family Studies
http://www.wested.org/program/center-for-child-family-studies

Infant/Toddler Resources

*Infant/Toddler Curriculum Framework*
http://www.cde.ca.gov/sp/cd/re/itframework.asp

*Infant/Toddler Learning & Development Foundations*
http://www.education.ca.gov/sp/cd/re/itfoundations.asp

*Infant/Toddler Learning & Development Program Guidelines*

Program for Infant/Toddler Care (PITC)
http://www.pitc.org

ZERO TO THREE
http://www.zerotothree.org