

# 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

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

### Focus Statement

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.

### 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
- Development of a resource tool
- Pairs or small groups
- Reflective discussion

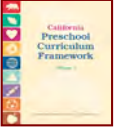
### California Early Childhood Educator Competency Areas to Consider

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
- 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



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#### Before You Start

The *California Preschool Curriculum Framework, Volume 3* addresses the domains of history–social science and science. This volume completes the set of publications developed by the California Department of Education to accompany the California Preschool Learning Foundations. The *California Preschool Curriculum Framework, Volume 1* addresses the domains of social-emotional development, language and literacy, English-language development, and mathematics. Volume 2 addresses the domains of visual and performing arts, physical development, and health. These three volumes provide guidance for planning and implementing curriculum that will help children as they learn and develop in each domain.

As teachers prepare and deliver curriculum relating to these frameworks, it is important that they understand the integrated nature of learning in the early years. Although the domains have been developed separately in order to focus on specific aspects of early learning and development, the principles that underlay the curriculum framework stress the importance of integrated learning. This is described in the introduction to each volume of the framework where eight overarching principles are described. These are the principles that guided the development of the framework, and one of these principles is that “learning is integrated” (*California Preschool Curriculum Framework, Volume 3, p. 7*).

This key topic is intended to be used as a culminating experience after students have some introduction to California’s system of foundations and the curriculum framework. It will provide opportunities to explore the ways in which all nine domains are related to each other in the early learning and development of each child. This key topic does not provide experience with exhaustive cross-links of all nine domains but offers opportunities to explore relationships that strongly represent the integrated nature of early development. In this way, it parallels four learning experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 3*. These learning experiences are Learning Experiences 11 and 12 in the history–social science domain and Learning Experiences 11 and 12 in the science domain. They are structured to function as a set, and it might be helpful to review these learning experiences for the foundations before working with students on this key topic.



This key topic is heavily dependent on the use of the accompanying handouts. They are constructed so that they can be used as a complete set or broken down to use for one of the domains in Volume 3. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Working through the handouts will require either becoming familiar with or reviewing quite a bit of material. Summaries of all nine domains are supplied at the end of this key topic to expedite students' work. Even with these summaries, students will need to have access to previous volumes of the curriculum framework, either hard copy or online, to explore environments and materials and/or interactions and strategies for domains other than history–social science and science.

The work in this key topic could be used as a long-term project, with attention given to each of the domains or components, or it could be used in a brief review format as a single class. It also can be organized in several ways. Each student can be assigned either history–social science or science to work with as an out-of-class assignment. Further, the number of domains from Volume 1 and Volume 2 assigned to each student can vary from one to seven or could be split into work for teams as ongoing projects. If done in class, it would work best to organize the students at least in pairs and to keep the cross-linking work to a minimum of perhaps one domain from Volume 3 and one other domain. As students present their work to their classmates, greater breadth can be explored.

## Information Delivery

Students will need to be familiar with material in all three volumes of the curriculum framework, their relation to the California preschool learning foundations, and how the framework is organized. Specifically, they should be familiar with the strands and substrands in Volume 3 and with the domains and strands in Volume 1 and Volume 2. These can be found in the following pages of the *California Preschool Curriculum Framework, Volume 3*:



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- Summary of the history–social science foundations and strands and substrands for the history–social science domain (pp. 49–50)
- Summary of the science foundations and strands and substrands for the science domain (pp. 151–152)
- Organization of the curriculum framework (pp. 9–11)  
Each volume of the curriculum framework is similarly organized; these sections about the organization are on pages 9–10 in Volume 1 and on pages 9–11 in Volume 2 of the curriculum framework.



Slide 3

Outlines of each of the domains are provided as Handout 5 with this key topic.

Take time to review all of these materials carefully, and let students know that they will be working with all of these publications, either in hard copy or online.

## Active Learning



Slides 4-7

### Getting it started

Direct students' attention to Handouts 1-4 that accompanying this key topic. They are similar in organization.

- **Handout 1** – Integrating Learning Opportunities for Young Children Across Domains: **Environments and Materials** in the **History– Social Science Domain**
- **Handout 2** – Integrating Learning Opportunities for Young Children Across Domains: **Interactions and Strategies** in the **History–Social Science Domain**
- **Handout 3** – Integrating Learning Opportunities for Young Children Across Domains: **Environments and Materials** in the **Science Domain**
- **Handout 4** – Integrating Learning Opportunities for Young Children Across Domains: **Interactions and Strategies** in the **Science Domain**

Review these handouts, including the instructions, thoroughly with students. Help them understand that they will need to review the environments and materials of the domains they are working with and the interactions and strategies. As they find recommended environments and materials or interactions and strategies that would work across domains, ask them to jot a few key words and page numbers into the box where the domains meet. If faculty have chosen to make this a more intensive assignment, students can be asked to make separate lists for each intersection in the handout.

### Online Options

Students could post their completed handouts online for their classmates to review as preparation for an instructor facilitated in-class discussion.

For a complete list of recommended environments and materials for all 9 domains, reference Appendix C in this instructional guide. Likewise, for a complete list of recommended interactions and



strategies for all 9 domains, reference Appendix D in this instructional guide.

As suggested in the section called “Before You Start,” there are several ways to organize this work. Whether students work in pairs or teams or individually initially will depend on how the instructor organizes this work. Here are some possibilities:

- Each student, individually or in pairs or teams of three or four, works through each handout. That is, each student relates each domain of Volume 3 to each of the other domains.
- Each student, individually or in pairs or teams of three or four, uses one domain in Volume 3. With this approach, each student uses one handout and works through each of the other eight domains.
- Each student, individually or in pairs or teams of three or four, uses both domains in Volume 3 and a selected number of the other domains.

These handouts can be used also in “reverse.” That is, students can be assigned one or more of the other eight domains and asked to explore how the recommended environments and materials and/or interactions and strategies for that domain or domains can support young children as they learn and develop in the history–social science or science domain.

### Keeping it going

As they are working through these handouts, ask students to consider the following questions. These can be used for class discussion or for written assignments:

- What is your most important discovery in doing this work?
- How can this help in planning curriculum for young children?
- Where are there many links between domains, strands, or substrands?

#### Online Options

If an online-discussion forum such as a chat room is available, faculty could facilitate a discussion on some of the questions in the “Keeping it going” section.



Slide 8



- Where are there few links between domains?
- Does this occur more for whole domains or for individual strands or substrands?
- How could what you discover about relations between domains relate to assessment?

### Putting it together

If students have been working on different domains, it would help broaden and deepen their understanding if they present their findings to one another. It would be most effective to do this in a way that made their findings visible, such as a poster for each domain. If students have been compiling lists of relations between domains, a resource book could be compiled of their findings.

### Another approach

Rather than using the strands and substrands of the science domain, there is an appendix on pages 234–236 in the *California Preschool Curriculum Framework, Volume 3* that lists suggested materials for supporting science exploration with young children. This could be used rather than environments and materials and interactions and strategies. Using this to explore the relation of science to other domains could provide a briefer classroom experience for students and a more specific and concrete look at the relation of the science domain to other domains.

### Reflection

Each of the strands has “Questions for Reflection” near the end of the strand in the *California Preschool Curriculum Framework, Volume 3*. Some of these relate directly to integrating young children’s learning experiences across domains, and these could prove helpful as prompts or as review questions to be discussed or answered in a written assignment.

To reflect on their own experiences with this material, consider the following questions.



Slide 9

- What are some insights and/or questions that are emerging as you work across domains?
- Where are there surprises?
- Where is this challenging? What can you do about the challenges?



- What are some strategies that you used to review the contents of several documents at once?
- What would you like to explore more in relation to working across domains? How could you do that?

If students are doing this learning experience over several classes or as a significant piece of a course, consider using these questions for journal writing as students go through this experience.

### **Deeper Understanding**

Understanding the integrated nature of early learning points to the importance of planning integrated curriculum. To support students in understanding this connection, direct them to the section on interest areas on pages 21–22 in the introduction to the *California Preschool Curriculum Framework, Volume 3*. Assign one or more interest areas to individual students or to pairs. Ask them to review the work on their handouts to find ways in which materials and environments and/or interactions and strategies could be used in that interest area to support integrated learning across domains. Follow this with a class discussion of their findings.

This also could be done as a writing assignment, with students simply listing the environments, materials, interactions, or strategies and the domains that they could support.



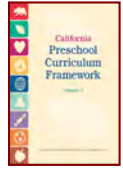


## Integrating Learning Opportunities for Young Children Across Domains: Environments and Materials in the History–Social Science Domain

Using the environments and materials section for the history–social science domain, find recommendations for that domain that would support learning and development in any of the other eight domains. **Or** consider which recommended environments and materials in any of the other domains would support learning and development in the history–social science domain. Provide examples in the appropriate cells.

Page 1 of 5

 <b>History–Social Science</b> 	Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries	Reflective of diversity	 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 Science
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California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
 Key Topic 1, Handout 1 – Integrating Learning Opportunities for Young Children Across Domains: Environments and Materials in the History–Social Science Domain



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Page 2 of 5

 <b>History–Social Science</b> 	A balance between child choice and adult direction	A variety of materials to support children's inquiry-based learning and practice in the skills of social science	Materials that connect children to times and places
 Social-Emotional Development			
 Language and Literacy			
 English-Language Development			
 Mathematics			
 Visual and Performing Arts			
 Physical Development			
 Health			
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Page 3 of 5

 <b>History–Social Science</b> 	Real experiences with nature and other environmental education materials	Tools and practices for appreciating and caring for the earth and its resources	Display of children’s work and experiences
 Social-Emotional Development			
 Language and Literacy			
 English-Language Development			
 Mathematics			
 Visual and Performing Arts			
 Physical Development			
 Health			
 Science			



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Page 4 of 5

 <b>History–Social Science</b> ↓	Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions	High-quality children’s books with content related to self, family, and community
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	Extension of learning into the local community to help children learn in the “here and now” of the world around them	Family involvement in program planning
 Social-Emotional Development		
 Language and Literacy		
 English-Language Development		
 Mathematics		
 Visual and Performing Arts		
 Physical Development		
 Health		
 Science		



## Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the History–Social Science Domain

Using the interactions and strategies section for the history–social science domain, find recommendations for that domain that would support learning and development in any of the other eight domains. **Or** consider which recommended interactions and strategies in any of the other domains would support learning and development in the history–social science domain.

Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Self and Society</b>		
	<b>Substrand: Culture and Diversity</b>		
	Practice a reflective approach to build awareness of self and others	Maintain a healthy curiosity about the experiences of others	Partner with families in goal setting and program design
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
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California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
Key Topic 1, Handout 2 – Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the History–Social Science Domain



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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Self and Society</b>	
	<b>Substrand: Culture and Diversity</b>	
	Prepare an active learning environment that incorporates the full spectrum of the human experience	Create an environment, both indoors and outdoors, that is inclusive of all children’s abilities
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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 <b>History–Social Science</b>	<b>Strand: Self and Society</b>		
	<b>Substrand: Culture and Diversity</b>		
	Address children’s initial comments and inquiries about diversity with honest, direct communication	Converse about similarities and differences	Sing songs and share stories in different languages
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Self and Society</b>	
	<b>Substrand: Culture and Diversity</b>	
	Plan meaningful celebrations with support of the children and families	Read and converse about books that accurately represent the lives and experiences of children
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
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 <b>History–Social Science</b>	<b>Strand: Self and Society</b>		
	<b>Substrand: Relationships</b>		
	Develop quality, nurturing relationships with the children in your program	Model effective relationship skills as you interact with other adults and children	Prepare an early learning environment and daily routine that foster peer interaction
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

<b>Strand: Self and Society</b>			
<b>Substrand: Relationships</b>			
 <b>History–Social Science</b>	Teach children positive interaction strategies during large-group meetings	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships	Reinforce pro-social behavior and its impact on others
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>		<b>Strand: Self and Society</b>		
		<b>Substrand: Relationships</b>		
		Offer sensitive guidance as children experience challenges related to peer interactions and friendships	Facilitate positive social problem solving	Read books that deal with the themes of friendship and relating to others
 <b>Social-Emotional Development</b>				
 <b>Language and Literacy</b>				
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Provide examples in the appropriate cells.


 <b>History–Social Science</b>	<b>Strand: Self and Society</b>	
	<b>Substrand: Social Roles and Occupations</b>	
	Design the early learning environment to encourage all children’s active engagement in each area, regardless of gender, home language, or abilities	Provide children with play props for exploring occupations and work settings
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.






 <b>History–Social Science</b>	<b>Strand: Self and Society</b>		
	<b>Substrand: Social Roles and Occupations</b>		
	Get to know the workers in your setting	Convey respect for the roles of adults who work at home	Highlight the roles that elders play in family life and in society
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Self and Society</b>	
	<b>Substrand: Social Roles and Occupations</b>	
	Incorporate books, magazines, and other forms of print that include images and stories of different workers	Include the pursuit of further education among work options
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Self and Society</b>		
	<b>Substrand: Social Roles and Occupations</b>		
	Invite family members to share their work experiences, including those that may diverge from traditional gender roles	Talk about future career goals	Visit community stores, businesses, and service providers to observe workers in action
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.







 <b>History–Social Science</b>		<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
		<b>Substrand: Skills for Democratic Participation</b>		
		Share control of the preschool environment with children	Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults	Incorporate class meetings into the daily routine of older preschool children
	<b>Social-Emotional Development</b>			
	<b>Language and Literacy</b>			
	<b>English-Language Development</b>			
	<b>Mathematics</b>			
	<b>Visual and Performing Arts</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Skills for Democratic Participation	
	Support freedom of thought and speech in individual investigations, as well as in planned group experiences	Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
	<b>Substrand: Skills for Democratic Participation</b>		
	Engage children in community brainstorming and problem solving	Make group decisions when appropriate	Acknowledge emotions related to group brainstorming and decision making
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
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## Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the History–Social Science Domain

Using the interactions and strategies section for the history–social science domain, find recommendations for that domain that would support learning and development in any of the other eight domains. **Or** consider which recommended interactions and strategies in any of the other domains would support learning and development in the history–social science domain.

Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Skills for Democratic Participation	
	Model citizenship skills	Use guidance to redirect children to more appropriate actions and behavior
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Skills for Democratic Participation	
	Reinforce behavior	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
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Responsible Conduct	
	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine	Create community rules with children’s input
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Responsible Conduct	
	Model the behaviors you expect	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>		<b>Strand:</b> Becoming a Preschool Community Member (Civics)		
		<b>Substrand:</b> Responsible Conduct		
		Plan opportunities to further explore and converse about community rules during small- or large-group meetings	Redirect children’s actions toward more appropriate behavior by using positive descriptions of what you expect children to do	Facilitate problem solving
	<b>Social-Emotional Development</b>			
	<b>Language and Literacy</b>			
	<b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)		
	<b>Substrand:</b> Responsible Conduct		
	Reinforce responsible conduct by using descriptive language	Utilize books to build on the children’s ability to empathize and extend care to others	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
	<b>Substrand: Fairness and Respect for Other People</b>		
	Maintain a culturally inclusive environment	Model respect and care in everyday interactions	Use language that promotes concern and care for the community
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
	<b>Substrand: Fairness and Respect for Other People</b>		
	Converse about the “whys” of fairness and respect	Teach social skills, such as patience and generosity, by using social stories and role-play experiences	Coach children during their interactions with peers
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)	
	<b>Substrand:</b> Fairness and Respect for Other People	
	Intervene and address negative interactions immediately	Use storybooks to enhance children’s understanding of ways to express feelings and build peer relationships
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
	<b>Substrand: Conflict Resolution</b>		
	Prevent conflicts by limiting program transitions and minimizing waiting time	Model cooperation and care for others	Provide children with a calm presence in conflict situations
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.



 <b>History–Social Science</b>	<b>Strand: Becoming a Preschool Community Member (Civics)</b>		
	<b>Substrand: Conflict Resolution</b>		
	Use descriptive language to help children make sense of conflict	Prompt children with open-ended questions and statements	Involve children in the problem-solving process
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Becoming a Preschool Community Member (Civics)		
	<b>Substrand:</b> Conflict Resolution		
	Create problem-solving kits	Read books related to social conflict	Use “persona dolls” or puppets and social stories to promote skill development and perspective taking
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand: Sense of Time (History)</b>		
	<b>Substrand: Understanding Past Events</b>		
	Use predictable routines to facilitate children’s sense of time	Incorporate time words into conversation	Create opportunities to converse with children about meaningful experiences and build connections between current and past events
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Understanding Past Events	
	Listen attentively to children’s narrative descriptions	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”
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Understanding Past Events	
	Document and display children’s work at their eye level to encourage recall and reflection	Sing songs, recite poetry, and read books that involve sequencing
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Anticipating and Planning Future Events	
	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations	Converse with children about upcoming events
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand: Sense of Time (History)</b>		
	<b>Substrand: Anticipating and Planning Future Events</b>		
	Comment on behaviors that anticipate future events	Promote planning as children engage in child-initiated projects	Involve children in program planning
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Anticipating and Planning Future Events	
	Introduce time-keeping tools to help children monitor the passage of time	Talk with children using time words
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Personal History	
	Share memories	Ask questions to increase children’s recollections of events
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Personal History	
	Encourage children to express their feelings and reactions to experiences	Document children’s work over time and create individual portfolios for each child
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand: Sense of Time (History)</b>		
	<b>Substrand: Personal History</b>		
	Acknowledge birthdays	Provide activities that invite personal reflection	Make use of children’s stories that explore growth and individual change
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Historical Changes in People and the World	
	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences	Read children’s stories about different places and times to expand children’s perspective
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand: Sense of Time (History)</b>		
	<b>Substrand: Historical Changes in People and the World</b>		
	Expose children to the arts	Observe changes in animals, plants, and the outdoors	Celebrate special events in a meaningful and authentic way
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Time (History)	
	<b>Substrand:</b> Historical Changes in People and the World	
	Record significant events on a large calendar to create a program history	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools)
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)	
	<b>Substrand:</b> Navigating Familiar Locations	
	Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships	Describe your own actions as you travel between locations
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Navigating Familiar Locations</b>		
	Play games about how to get from here to there	Engage children in conversation about how they travel to and from preschool each day	Take walks through familiar locations and neighboring areas
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Navigating Familiar Locations</b>		
	Converse about the here and now as well as encouraging later reflection	Locate and explore local landmarks	Promote children’s understanding of weather and its impact on their day-to-day experiences
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)	
	<b>Substrand:</b> Navigating Familiar Locations	
	Comment on weather patterns and invite children to share their observations	Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Caring for the Natural World</b>		
	Use children’s current knowledge to plan effective curriculum	Set aside time for outdoor explorations each day	Provide children with sensory experiences, especially those with sand and water
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
 <b>Physical Development</b>			
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## Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the History–Social Science Domain

Using the interactions and strategies section for the history–social science domain, find recommendations for that domain that would support learning and development in any of the other eight domains. **Or** consider which recommended interactions and strategies in any of the other domains would support learning and development in the history–social science domain.

Provide examples in the appropriate cells.








 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Caring for the Natural World</b>		
	Integrate living things into the indoor learning environment	Observe life in its natural setting	Model respect and care for the natural world
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Caring for the Natural World</b>		
	Use descriptive language to converse about the earth and its features	Compare and contrast living and nonliving things	Teach young children easy ways to conserve the earth’s resources
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Sense of Place (Geography and Ecology)</b>		
	<b>Substrand: Caring for the Natural World</b>		
	Grow a garden in the program’s outdoor space	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible	Use books to extend children’s investigations of the earth and its attributes
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)	
	<b>Substrand:</b> Understanding the Physical World Through Drawings and Maps	
	Engage children in a conversation about maps	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
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)	
	<b>Substrand:</b> Understanding the Physical World Through Drawings and Maps	
	Incorporate maps in dramatic play experiences	Provide children with map-making tools in both the indoor and outdoor preschool settings
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)	
	<b>Substrand:</b> Understanding the Physical World Through Drawings and Maps	
	Capitalize on children’s initiative in exploring maps	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
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)		
	<b>Substrand:</b> Understanding the Physical World Through Drawings and Maps		
	Play board games that use trails and pathways	Make a map of the early learning environment	Invite children to use their imagination and create maps to go along with familiar stories
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand:</b> Sense of Place (Geography and Ecology)		
	<b>Substrand:</b> Understanding the Physical World Through Drawings and Maps		
	View locations from different physical perspectives	Prepare a treasure hunt	Document work over time
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
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Provide examples in the appropriate cells.


 <b>History–Social Science</b>	<b>Strand:</b> Marketplace (Economics)	
	<b>Substrand:</b> Exchange	
	Introduce economic concepts (e.g., production, exchange, consumption) through children’s books	Provide open-ended materials to support children’s spontaneous investigations of business and the economy
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Marketplace (Economics)</b>	
	<b>Substrand: Exchange</b>	
	Offer dramatic play experiences that allow children to explore economic concepts	Explore alongside children, expanding on their initiative
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Marketplace (Economics)</b>		
	<b>Substrand: Exchange</b>		
	Draw attention to trends of consumption in the preschool setting	Converse about wants and needs	Allow children to make economic decisions
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
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Provide examples in the appropriate cells.

 <b>History–Social Science</b>	<b>Strand: Marketplace (Economics)</b>		
	<b>Substrand: Exchange</b>		
	Explore all forms of exchange	Visit local businesses	Create an opportunity for children to make their own product
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
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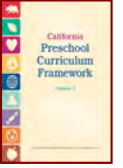
## Integrating Learning Opportunities for Young Children Across Domains: Environments and Materials in the Science Domain

Using the environments and materials section for the science domain, find recommendations for that domain that would support learning and development in any of the other eight domains. **Or** consider which recommended environments and materials of any of the other domains would support learning and development in the science domain. Provide examples in the appropriate cells.

**Page 1 of 7**

 <b>Science</b> ↓	 Social- Emotional Development	 Language and Literacy	 English- Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History- Social Science
<b>Science: The Physical Environment</b>								
Be thoughtful about what objects and materials to include in the environment								
Provide a variety of natural materials to observe and investigate								
Include objects and materials that allow for creativity and open-ended investigation								

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
Key Topic 1, Handout 3 – Integrating Learning Opportunities for Young Children Across Domains: Environments and Materials in the Science Domain





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Page 2 of 7

 <b>Science</b> 	 Social-Emotional Development	 Language and Literacy	 English Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science
<b>Science: The Physical Environment (Continued)</b>								
Include living things in the preschool environment								
Include scientific tools for observation, measurement, and documentation								
Make scientific tools available throughout the preschool environment								



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Page 3 of 7

 <b>Science</b> ↓	 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science
<b>Science: The Physical Environment (Continued)</b>								
Consider adaptations in scientific tools and materials for children with special needs								
Use technology to support children's scientific experiences								
Present documentation of science-related experiences in the preschool environment								



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Page 4 of 7

 <b>Science</b> ↓	 Social-Emotional Development	 Language and Literacy	 English Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science
<b>Science: The Physical Environment (Continued)</b>								
Include children's books with science-related content								
Use the outdoors for natural explorations and investigations								
Organize the space in ways that promote children's explorations: <ul style="list-style-type: none"> <li>• Space</li> <li>• Flexibility</li> <li>• Accessibility</li> <li>• Social Interactions</li> </ul>								





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Page 5 of 7

	<b>Science</b> ↓	<b>Social- Emotional Development</b>	<b>Language and Literacy</b>	<b>English- Language Development</b>	<b>Mathematics</b>	<b>Visual and Performing Arts</b>	<b>Physical Development</b>	<b>Health</b>	<b>History- Social Science</b>
<b>Science: The Physical Environment (Continued)</b>									
Always be aware of children's safety									
<b>Science: The Social Environment</b>									
Foster children's curiosity and questioning									
Guide children in exploring their questions									



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Page 6 of 7










 <b>Science</b> ↓	 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science
<b>Science: The Social Environment (Continued)</b>								
Be an active observer								
Talk with children and engage them in conversations								
Model the use of scientific vocabulary								



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Page 7 of 7

 <b>Science</b> ↓	 History- Social Science	 Health	 Physical Development	 Visual and Performing Arts	 Mathematics	 English- Language Development	 Language and Literacy	 Social- Emotional Development	 <b>Science</b> ↓
<b>Science: The Social Environment (Continued)</b>									
Know when to intervene and when to stand back									
Provide children with time									



## Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the Science Domain

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California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
Key Topic 1, Handout 4 – Integrating Learning Opportunities for Young Children Across Domains: Interactions and Strategies in the Science Domain

 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Observation and Investigation</b>		
	Facilitate children’s observation skills	Introduce children to the process of observing	Introduce the term “observe” to children
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Observation and Investigation</b>		
	Encourage children to describe their observations	Invite children to observe objects and phenomena related to the current focus of inquiry	Invite children to record their observations
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Scientific Inquiry</b>	
	<b>Substrand: Observation and Investigation</b>	
	Promote the use of scientific tools to extend children’s observations and investigations of objects	Introduce children to scientific tools and their function
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Observation and Investigation</b>		
	Suggest language to introduce magnifiers to children	Support children in using the tools	Facilitate children's abilities to sort, classify, and identify patterns
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand:</b> Scientific Inquiry	
	<b>Substrand:</b> Observation and Investigation	
	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
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
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 <b>Science</b>	<b>Strand:</b> Scientific Inquiry		
	<b>Substrand:</b> Observation and Investigation		
	Encourage children to make predictions	Introduce children to the idea of predicting	Encourage children to first <i>predict</i> and then <i>check</i>
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
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 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Observation and Investigation</b>		
	Elicit children's predictions by asking questions	Remind children that predictions do not have to be right	Record children's predictions
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Observation and Investigation</b>		
	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
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand:</b> Scientific Inquiry	
	<b>Substrand:</b> Documentation and Communication	
	Encourage children to record observations and document investigations and findings	Introduce children to the idea of recording
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Scientific Inquiry</b>	
	<b>Substrand: Documentation and Communication</b>	
	Promote the use of different forms to record and document information	Consider adaptations for children with special needs
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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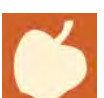

 <b>Science</b>	<b>Strand: Scientific Inquiry</b>		
	<b>Substrand: Documentation and Communication</b>		
	Encourage children to describe their representations while you write their words	Encourage different means of communication	Invite children to record collaboratively, using charts, graphs, or models
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
 <b>Visual and Performing Arts</b>			
 <b>Physical Development</b>			
 <b>Health</b>			
 <b>History-Social Science</b>			



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Provide examples in the appropriate cells.





 <b>Science</b>	<b>Strand: Scientific Inquiry</b>	
	<b>Substrand: Documentation and Communication</b>	
	Ask open-ended questions <ul style="list-style-type: none"> <li>Questions to encourage children to share their observations</li> <li>Questions to facilitate children’s problem-solving and investigations</li> <li>Questions to elicit children’s predictions and explanations</li> </ul>	Engage children in collaborative discussions
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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 <b>Science</b>	<b>Strand:</b> Physical Sciences	
	<b>Substrand:</b> Properties and Characteristics of Nonliving Objects and Materials	
	Provide children with opportunities to explore a variety of objects and materials in the daily environment	Prepare yourself and be purposeful about the scientific concepts children will investigate while engaged with objects and materials
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand:</b> Physical Sciences	
	<b>Substrand:</b> Properties and Characteristics of Nonliving Objects and Materials	
	Engage children in projects that allow them to explore, experiment, and invent with objects and materials for an extended period of time	Experiment with materials and objects before offering them to children
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand:</b> Physical Sciences	
	<b>Substrand:</b> Properties and Characteristics of Nonliving Objects and Materials	
	Invite children to observe and describe the characteristics and physical properties of the objects and materials they investigate	Plan opportunities for children to sort and classify objects and materials and reflect on similarities and differences
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand:</b> Physical Sciences	
	<b>Substrand:</b> Properties and Characteristics of Nonliving Objects and Materials	
	Provide children with opportunities to build and experiment with simple machines	Provide children with opportunities to investigate the form and function of different tools and machines
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Physical Sciences</b>	
	<b>Substrand: Changes in Nonliving Objects and Materials</b>	
	Avoid presenting children with activities of “magical” science	Select activities or projects in which children can vary their actions on objects and observe the immediate reactions to their actions
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Physical Sciences</b>	
	<b>Substrand: Changes in Nonliving Objects and Materials</b>	
	Use cooking activities as opportunities to reason about transformations in materials	Invite children to set up an experiment and collect and analyze data
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand: Physical Sciences</b>	
	<b>Substrand: Changes in Nonliving Objects and Materials</b>	
	Focus children’s attention on the effect of one aspect (variable) at a time	Lead children to make predictions about what they expect to happen
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand:</b> Physical Sciences	
	<b>Substrand:</b> Changes in Nonliving Objects and Materials	
	Ask questions to raise children’s awareness of how they produced an effect	Encourage children to record and document investigations with objects and materials
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Life Sciences</b>	
	<b>Substrand: Properties and Characteristics of Living Things</b>	
	Focus children’s explorations on key concepts of living things	Take children on outdoor explorations of plants and animals <ul style="list-style-type: none"> <li>Model curiosity and interest in nature</li> <li>Remind children to be respectful of nature</li> <li>Engage children in conversations about what they notice and point their attention to important aspects of living things</li> <li>Document children’s outdoor explorations</li> </ul>
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
 <b>Visual and Performing Arts</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Life Sciences</b>	
	<b>Substrand: Properties and Characteristics of Living Things</b>	
	Provide children with tools for explorations of living things	Include plants and animals indoors
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
 <b>Mathematics</b>		
 <b>Visual and Performing Arts</b>		
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 <b>Science</b>	<b>Strand: Life Sciences</b>
	<b>Substrand: Properties and Characteristics of Living Things</b>
	Engage children in close observations of living things <ul style="list-style-type: none"> <li>Close observations of animals</li> <li>Close observations of plants</li> <li>Explorations of fruits and vegetables</li> </ul>
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
 <b>English-Language Development</b>	
 <b>Mathematics</b>	
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand: Life Sciences</b>	
	<b>Substrand: Properties and Characteristics of Living Things</b>	
	Invite children to share in-home experiences with living things	Use books to enrich and extend children’s study of living things
 <b>Social-Emotional Development</b>		
 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand:</b> Life Sciences
	<b>Substrand:</b> Changes in Living Things
	Provide children with opportunities to care for plants and animals
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
 <b>English-Language Development</b>	
 <b>Mathematics</b>	
 <b>Visual and Performing Arts</b>	
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 <b>Science</b>	<b>Strand:</b> Life Sciences
	<b>Substrand:</b> Changes in Living Things
	Provide children with opportunities to observe and monitor plants' growth and development <ul style="list-style-type: none"> <li>Provide children with a variety of planting experiences</li> <li>Invite children to experiment and test what plants need in order to live</li> <li>Invite children to predict what plants will look like as they grow</li> <li>Encourage children to notice changes in their plants' growth</li> <li>Invite children to measure the growth of plants</li> <li>Invite children to record the growth of plants</li> <li>Engage children in reflective conversations in small or large groups</li> <li>Involve families in children's planting and gardening experiences</li> </ul>
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
 <b>English-Language Development</b>	
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 <b>Science</b>	<b>Strand:</b> Life Sciences
	<b>Substrand:</b> Changes in Living Things Provide children with opportunities to observe changes and transformations in animals passing through stages of the life cycle <ul style="list-style-type: none"> <li>• Invite children to predict changes and closely observe animals passing through different stages of a life cycle</li> <li>• Invite children to record and document their observations of changing animals</li> <li>• Encourage children to compare life cycles of different animals</li> </ul>
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
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 <b>Science</b>	<b>Strand: Life Sciences</b>	
	<b>Substrand: Changes in Living Things</b>	
	Discuss the death of living things	Invite children to investigate their own growth
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 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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 <b>Science</b>	<b>Strand: Earth Sciences</b>		
	<b>Substrand: Properties and Characteristics of Earth Materials and Objects</b>		
	Take children on a search for earth materials in nature	Invite children to observe, compare and classify earth materials	Invite children to explore and experiment with earth materials
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
 <b>Mathematics</b>			
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 <b>Science</b>	<b>Strand:</b> Earth Sciences	
	<b>Substrand:</b> Properties and Characteristics of Earth Materials and Objects	
	Use opportunities to explore earth materials in the context of studying living things or when exploring other solid and nonsolid materials	Invite children to share in-home experiences with earth materials
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 <b>Language and Literacy</b>		
 <b>English-Language Development</b>		
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Provide examples in the appropriate cells.

 <b>Science</b>	<b>Strand:</b> Earth Sciences
	<b>Substrand:</b> Changes in the Earth
	Engage children in observing and describing the sun and the moon and other natural objects in the sky
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
 <b>English-Language Development</b>	
 <b>Mathematics</b>	
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 <b>Science</b>	<b>Strand:</b> Earth Sciences
	<b>Substrand:</b> Changes in the Earth
	Provide children with opportunities to observe, record, and discuss the weather <ul style="list-style-type: none"> <li>Develop an awareness of the daily weather</li> <li>Invite children to record and discuss changes in the weather</li> <li>Invite children to observe and discuss the effects of weather and seasonal changes on their life and the environment around them</li> <li>Engage families in children’s explorations of weather and seasonal changes</li> </ul>
 <b>Social-Emotional Development</b>	
 <b>Language and Literacy</b>	
 <b>English-Language Development</b>	
 <b>Mathematics</b>	
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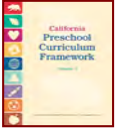


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 <b>Science</b>	<b>Strand: Earth Sciences</b>		
	<b>Substrand: Changes in the Earth</b>		
	Model and discuss respect for the environment	Engage children in caring for and protecting the environment through everyday routines in the preschool environment	Collect and use recycled materials
 <b>Social-Emotional Development</b>			
 <b>Language and Literacy</b>			
 <b>English-Language Development</b>			
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 <b>Visual and Performing Arts</b>			
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**California Preschool Curriculum Framework  
Domains, Strands, and Substrands**

<b>California Preschool Curriculum Framework, Volume 1</b>		
<b>Domain</b>	<b>Strand</b>	<b>Substrand</b>
 <b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	Self	1.0 Self-Awareness 2.0 Self-Regulation 3.0 Social and Emotional Understanding 4.0 Empathy and Caring 5.0 Initiative in Learning
	Social Interactions	1.0 Interactions with Familiar Adults 2.0 Interactions with Peers 3.0 Group Participation 4.0 Cooperation and Responsibility
	Relationships	1.0 Attachments to Parents 2.0 Close Relationships with Teachers and Caregivers 3.0 Friendships
 <b>LANGUAGE AND LITERACY</b>	Listening and Speaking	1.0 Language Use and Conventions 2.0 Vocabulary 3.0 Grammar
	Reading	1.0 Concepts about Print 2.0 Phonological Awareness 3.0 Alphabets and Word/Print Recognition 4.0 Comprehension and Analysis of Age-Appropriate Text 5.0 Literacy Interest and Response
	Writing	1.0 Writing Strategies
 <b>ENGLISH-LANGUAGE DEVELOPMENT</b>	Listening	1.0 Children Listen with Understanding
	Speaking	1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others 2.0 Children Begin to Understand and Use Social Conventions in English


California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:  
 Key Topic 1  
 Handout 5 – California Preschool Curriculum Framework Domains, Strands, and Substrands






**California Preschool Curriculum Framework, Volume 1 (Continued)**

Domain	Strand	Substrand
 <p><b>ENGLISH-LANGUAGE DEVELOPMENT (CONTINUED)</b></p>	Speaking (Continued)	3.0 Children Use Language to Create Oral Narratives About Their Personal Experiences
	Reading	1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature 2.0 Children Show an Increasing Understanding of Book Reading 3.0 Children Demonstrate an Understanding of Print Conventions 4.0 Children Demonstrate Awareness That Print Carries Meaning 5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English 6.0 Children Demonstrate Phonological Awareness
	Writing	1.0 Children Use Writing to Communicate Their Ideas
 <p><b>MATHEMATICS</b></p>	Number sense	<i>No substrands – foundations only</i>
	Algebra and Functions (Classification and Patterning)	<i>No substrands – foundations only</i>
	Measurement	<i>No substrands – foundations only</i>
	Geometry	<i>No substrands – foundations only</i>
	Mathematical Reasoning	<i>No substrands – foundations only</i>



**California Preschool Curriculum Framework, Volume 2**

Domain	Strand	Substrand
 <p><b>VISUAL AND PERFORMING ARTS</b></p>	Visual Art	1.0 Notice, Respond, and Engage 2.0 Develop Skills in Visual Art 3.0 Create, Invent, and Express Through Visual Art



<b>California Preschool Curriculum Framework, Volume 2 (Continued)</b>		
<b>Domain</b>	<b>Strand</b>	<b>Substrand</b>
 <p><b>VISUAL AND PERFORMING ARTS (CONTINUED)</b></p>	Music	1.0 Notice, Respond, and Engage 2.0 Develop Skills in Music 3.0 Create, Invent, and Express Through Music
	Dance	1.0 Notice, Respond, and Engage 2.0 Develop Skills in Dance 3.0 Create, Invent, and Express Through Dance
	Drama	1.0 Notice, Respond, and Engage 2.0 Develop Skills to Create, Invent, and Express Through Drama
 <p><b>PHYSICAL DEVELOPMENT</b></p>	Fundamental Movement Skills	1.0 Balance 2.0 Locomotor Skills 3.0 Manipulative Skills (gross motor and fine motor)
	Perceptual-Motor Skills and Movement Concepts	1.0 Body Awareness 2.0 Spatial Awareness 3.0 Directional Awareness
	Active Physical Play	1.0 Active Participation 2.0 Cardiovascular Endurance 3.0 Muscular Strength, Muscular Endurance, and Flexibility
 <p><b>HEALTH</b></p>	Health Habits	1.0 Basic Hygiene 2.0 Oral Health 3.0 Knowledge of Wellness 4.0 Sun Safety
	Safety	1.0 Injury Prevention
	Nutrition	1.0 Nutrition Knowledge 2.0 Nutrition Choices 3.0 Self-Regulation of Eating



<b>California Preschool Curriculum Framework, Volume 3</b>		
<b>Domain</b>	<b>Strand</b>	<b>Substrand</b>
 <p><b>HISTORY–SOCIAL SCIENCE</b></p>	Self and Society	1.0 Culture and Diversity 2.0 Relationships 3.0 Social Roles and Occupations
	Becoming a Preschool Community Member (Civics)	1.0 Skills for Democratic Participation 2.0 Responsible Conduct 3.0 Fairness and Respect for Other People 4.0 Conflict Resolution
	Sense of Time (History)	1.0 Understanding Past Events 2.0 Anticipating and Planning Future Events 3.0 Personal History 4.0 Historical Changes in People and the World
	Sense of Place (Geography and Ecology)	1.0 Navigating Familiar Locations 2.0 Caring for the Natural World 3.0 Understanding the Physical World Through Drawings and Maps
	Marketplace (Economics)	1.0 Exchange
 <p><b>SCIENCE</b></p>	Scientific Inquiry	1.0 Observation and Investigation 2.0 Documentation and Communication
	Physical Sciences	1.0 Properties and Characteristics of Nonliving Objects and Materials 2.0 Changes in Nonliving Objects and Materials
	Life Sciences	1.0 Properties and Characteristics of Living Things 2.0 Changes in Living Things
	Earth Sciences	1.0 Properties and Characteristics of Earth Materials and Objects 2.0 Changes in the Earth