Planning and Integrating Curriculum

**Review**

- 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)
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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.

<table>
<thead>
<tr>
<th>Strands: Self and Society</th>
<th>Substrands: Culture and Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History–Social Science</strong></td>
<td>Practise a reflective approach to build awareness of self and others</td>
</tr>
<tr>
<td><strong>Social-Emotional Development</strong></td>
<td>Maintain a healthy curiosity about the experiences of others</td>
</tr>
<tr>
<td><strong>Language and Literacy</strong></td>
<td>Partner with families in goal setting and program design</td>
</tr>
</tbody>
</table>

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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.

<table>
<thead>
<tr>
<th>Science: The Physical Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be thoughtful about what objects and materials to include in the environment</td>
</tr>
<tr>
<td>Provide a variety of natural materials to observe and investigate</td>
</tr>
<tr>
<td>Include objects and materials that allow for creativity and open-ended investigation</td>
</tr>
</tbody>
</table>

Planning and Integrating Curriculum
What is your most important discovery?

How can this help in planning curriculum for young children?

Where are there many links between domains, strands, or substrands?

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?
- 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?