



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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California Preschool Curriculum Framework Domains, Strands, and Substrands

California Preschool Curriculum Framework, Volume 1		
Domain	Strand	Substrand
 SOCIAL-EMOTIONAL DEVELOPMENT	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
 LANGUAGE AND LITERACY	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

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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.

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 History–Social Science	 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 Science
Extended projects that are centered on a topic in history or social science and emerge from children's interests and inquiries								
Reflective of diversity								

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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.

 History–Social Science	Strand: Self and Society		
	Substrand: Culture and Diversity		
	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
 Social-Emotional Development			
 Language and Literacy			
 English-Language Development			
 Mathematics			

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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.

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 Science	 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science
Science: The Physical Environment								
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								

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

Using the interactions and strategies 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 interactions and strategies in any of the other domains would support learning and development in the science domain.

Provide examples in the appropriate cells.

		Strand: Scientific Inquiry		
		Substrand: Observation and Investigation		
 Science		Facilitate children's observation skills	Introduce children to the process of observing	Introduce the term "observe" to children
	Social-Emotional Development			
	Language and Literacy			
	English-Language Development			
	Mathematics			

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- 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?

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- 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?