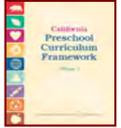




Unit 4 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum: Key Topic 3: Young Dual Language Learners



Focus Statement

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.

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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Development of a resource tool
- Interview
- Jigsaw reading
- Observations
- Pairs or small groups
- Reflective discussion
- Short paper or report
- Video observation



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
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism



Unit 4 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum: Key Topic 3: Young Dual Language Learners



California Preschool Curriculum Framework as a Resource
for Planning and Integrating Curriculum:
Key Topic 3 – Young Dual Language Learners

Before You Start

Integrating planning for young dual language learners across the domains in the *California Preschool Curriculum Framework, Volume 3* will require familiarity with the domain principles, environments and materials, and interactions and strategies presented in the English-language development domain of the *California Preschool Curriculum Framework, Volume 1*. Students will be better equipped to consider young dual language learners in other domains after working through the key topics in Unit 5 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*. This acquaints students with the English-language development domain.

The California Department of Education offers several valuable resources to support the integration of the English-language development domain across all domains. The *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)* is a rich source of information and strategies to support working with children who are young dual language learners. This resource guide is referred to throughout this key topic. It can be ordered through a link on the Faculty Initiative Project Web site at <http://facultyinitiative.wested.org>.

The Early Education and Support Division, formerly the Child Development Division, of the California Department of Education has also produced a DVD called *A World Full of Language: Supporting Preschool English Learners*. The DVD can be used independently of this unit to acquaint students with practices to support children who are young dual language learners. It can also be used as a tool for deepening students' understanding of how supports for children who are young dual language learners can be integrated across curriculum.

There are two learning experiences and viewing guides for this DVD in Chapter 5 of the *Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning (Second edition)*, available at <http://facultyinitiative.wested.org>. The viewing guides relate to observing children at different stages of learning English and observing examples of special supports for children who are young dual language learners as they progress in developing skills for literacy.



In addition, the National Association for the Education of Young Children (NAEYC) has created a document called *Pathways to Cultural Competence Project Program Guide (2010)*. This document is also referred to and used in this key topic and is available on the California Department of Education links section of the Faculty Initiative Project Web site at http://facultyinitiative.wested.org/links_cde.html.

In the Deeper Understanding section of this key topic, students will be asked to examine a collection of research papers published by the California Department of Education and the California State Advisory Council on Early Learning and Care entitled *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*. This publication can be found online at <http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>.

The practice in this key topic is intended to familiarize students with a way to consider young dual language learners when they are planning across domains. It can be done as it is presented in the active learning segments, or it can be used with more intensity as a written assignment. As an assignment, each student is asked to explore dual language learning across the two domains in the *California Preschool Curriculum Framework, Volume 3*.

This learning experience will require instructors to preview the suggested vignettes. The vignettes used are from the “Bringing It All Together” segment of each strand in the *California Preschool Curriculum Framework, Volume 3*. Other vignettes, found throughout the domains, can be used in addition to or instead of those suggested. The vignettes from the “Bringing It All Together” segment are also used in Key Topic 2 of this unit. Using these vignettes for both key topics is intended to deepen students’ understanding of and experience with the integrated nature of learning in young children.

It will also be helpful if students have worked through Unit 5 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, which will familiarize them with the English-language development domain.

As students do this learning experience, questions might arise about where a child in the vignette is in the stages of second language acquisition. Instructors could bring into this discussion the information in Chapter 5 of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)*, which would systematize students’ understanding of the stages. Or instructors could provide a description of a child, such as a child who has some English vocabulary but is mostly listening and watching. Having students do this learning experience in pairs or small groups will work best, as discussion and collaborative problem solving are important aspects of the process to be practiced.

Appendix D of this instructional guide includes all the interactions and strategies for the English-language development domain strands of the *California Preschool Curriculum Framework, Volume 1*. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org>.



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. The term “young dual language learners” is used to indicate supporting the child’s home language while supporting English-language acquisition. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain. When the term “English-language development” is used, the importance of the home language is central.

Information Delivery



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In the English-language development domain on page 178 of the *California Preschool Curriculum Framework, Volume 1*, we learn that what works for children who are young dual language learners works for all children, but children who are young dual language learners might need specific adaptations to make instruction effective. These include the following areas:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments



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Page 179 of the *California Preschool Curriculum Framework, Volume 1* states, “It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English.”

This statement tells us that, as we are planning curriculum, we should be referring to the English-language development domain before looking at other domains and then using it in tandem with other domains.

There are two questions to keep in mind as we do this:

1. How are we helping children continue developing in their home language?
2. In all we do, as the child is learning English, how do we support learning and development in all domains?



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Active Learning

Getting it started

How do we consider the needs of children who are young dual language learners in other domains?

Let students know that they will have opportunities to incorporate some of the environments and materials and interactions and strategies of the English-language development domain from the *California Preschool Curriculum Framework, Volume 1* into the vignettes in the domains of the *California Preschool Curriculum Framework, Volume 3*.

They will be using the vignettes that are part of the “Bringing It All Together” segment for each strand of the two domains in the *California Preschool Curriculum Framework, Volume 3*. Assign these vignettes to students in pairs or small groups, as your class size allows. Give students time to find and read through these vignettes from the *California Preschool Curriculum Framework, Volume 3*. The page numbers for the vignettes are provided for each strand in the two domains:

History–Social Sciences strands:

- Self and Society (p. 66)
- Becoming A Preschool Community Member (p. 83)
- Sense of Time (History) (p. 100)
- Sense of Place (Geography and Ecology) (p. 115)
- Marketplace (p. 121)

Science strands:

- Scientific Inquiry (p.172–173)
- Physical Sciences (p. 193)
- Life Sciences (p. 212)
- Earth Sciences (p. 227)

Keeping it going

When students have become familiar with the vignettes, ask them to refer to the English-language development domain section on



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environments and materials, on pages 181–183 in the *California Preschool Curriculum Framework, Volume 1*. Ask them to consider their vignette in light of these recommendations for environments and materials and respond to these initial questions:

- Are any of the recommended environments and materials evident in the vignette? If so, please give some examples.
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the environments and materials could come into play in this vignette if the child was a young dual language learner?

Not all environments or materials will be needed or usable in each particular vignette. It is mainly important for students to discuss options and make decisions with their peers.

Taking it further

Students can now go through the same process with interactions and strategies. Because the interactions and strategies in the English-language development domain occur with strands, instructors will need to assign specific strands for each pair or group of students to use with their vignettes. How instructors distribute these will depend on class size and the students' capacity to handle the content. More experienced students might be able to work with several strands. Any group of students could start out with one or two and take on more as they gain experience with the materials. Appendix D, included with this instructional guide, lists all the interactions and strategies for these strands.

Ask students to respond to the following questions based on their vignettes and assigned English-language development strands, just as they did with environments and materials:

- Are any of the recommended interactions and strategies evident in the

Online Options

Students could post their completed handouts for their assigned vignettes and assigned strands for their work with the interactions and strategies. All students would then review their classmates' postings and be prepared to discuss in class or write a short paper describing the environments, materials, interactions, and strategies that appear repeatedly and those that occur less frequently. Students should also indicate why they think some adaptations are more common and which ones they would be most likely to use in their work.



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vignette? If so, please give some examples.

- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the interactions and strategies could come into play in this vignette if the child was a young dual language learner?

Ask them to record their thinking so that it can be shared with the larger group.

Students will need time to scan the interactions and strategies. Not all interactions and strategies will be needed or usable in the particular situation in the vignette. It is mainly important for students to consider what adaptations could be made and then discuss those with their peers.

If each pair or small group brings a report back to the whole group, students will experience repeated engagement with the practice of reflection and discussion that supports the intentional use of interactions and strategies for children who are young dual language learners. There will probably be several specific adaptations that are repeatedly found to be helpful.

Putting it together

The strand assignments in the preceding active learning segments could be used as a basis for observation. This could be done in class or online with the DVD: *A World Full of Language: Supporting Preschool English Learners*, or students could observe in a preschool program, with permission. They could observe for either environments and materials or interactions and strategies or both. Provide time for reporting to the whole group and discussing what they observed.

Online Options

Students could also view online the DVD described in the “Putting it together” section and post summaries of the environments and materials or interactions and strategies they observe.

Another approach

Instructors could put the strand name and page number of each vignette on large chart paper and tape the sheets of paper up around the room. Students could then write out their selected interactions and strategies, and these could be attached to the appropriate chart paper. In this way, students can read the vignettes that other students have worked with and see what interactions and strategies



were selected as useful. They could also be collected, recorded, and distributed to students as a resource for future reference.

Reflection

Direct students to the reflective questions following each strand in the *California Preschool Curriculum Framework, Volume 3*. These can help students reflect on the content of the strand.

For reflection on their experience with this material, the following questions can be done as a journaling exercise, online, or as a class discussion:



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- What new insights emerged?
- What was something you already do in your work or have seen others do?
- What was most challenging about this work?
- What can you incorporate into your work now or in the future?

Deeper Understanding



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Direct students to the National Association for the Education of Young Children paper titled *Pathways to Cultural Competence Project Program Guide* (2010), which is available on the California Department of Education links section of the Faculty Initiative Project Web site at http://facultyinitiative.wested.org/links_cde.html. This paper provides checklists that program directors and teachers can use to assess how culturally competent practices are being used in their programs. The checklists are arranged by eight concepts that have been developed by a national team. The first checklist can be used by program directors with teachers to discuss the practices in their program. The second checklist can be used by teachers for daily reflection on their practice and then discussed with their program director.

Ask students to read through the paper. The paper can then be used for further exploration through an individual interview with a program director or teacher. As the student and teacher and/or program director read through the checklist, the student can ask for examples of how these practices are carried out and/or supported in the program. Ask students to record these examples as a written assignment or to bring to class for discussion.

Deeper Understanding

Inform students of a collection of research papers published by the California Department of Education and the California State Advisory Council on Early Learning and Care entitled *California's Best Practices for Young Dual Language Learners: Research Overview*



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Papers (2013). This publication can be found online at <http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>.

Begin by assigning students to a specific research paper from this publication.

- Paper 1, “Neuroscience Research: How Experience with One or More Languages Affects the Developing Brain”
- Paper 2, “Cognitive Consequences of Dual Language Learning: Cognitive Function, Language and Literacy, Science and Mathematics, and Social-Emotional Development”
- Paper 3, “Program Elements and Teaching Practices to Support Young Dual Language Learners”
- Paper 4, “Family Engagement in Early Childhood Programs: Serving Families of Dual Language Learners”
- Paper 5, “Assessment of Young Dual Language Learners in Preschool”
- Paper 6, “Early Intervention and Young Dual Language Learners with Special Needs”

One method is to do a jigsaw approach and have students read and review different papers from the publication and report on them using the following set of questions:



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- What are the key points in this paper?
- What did you find in this research that would be important information for professionals in early care and education settings?
- How can you communicate these findings to families?
- How would these research summaries influence your work with children, families, and colleagues?

Reporting could be done by group discussion or shared written papers.



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To expand on this exploration, direct students to the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition)* publication. It can be



accessed online at

<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>.

The principles for promoting language, literacy, and learning for young dual language learners are included throughout the *Preschool English Learners* publication.



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Assign principle(s) to pairs of students or ask students to select specific principle(s) from the publication. Ask students to look at the principles and the relationship of those principles to the research papers from the *California's Best Practices for Young Dual Language Learners: Research Overview Papers* (2013).

After these investigations have been completed, ask students to discuss these questions:

- What are key points from the research paper that relate to the principle(s)?
- How could you use the research paper content for carrying out the principle(s)?
- What have you learned that you want to incorporate into your work with children, families, and colleagues?