



## Planning and Integrating Curriculum

Curriculum and interactions that work for children who are young dual language learners work for all children, but children who are young dual language learners might need specific adaptations to make instruction effective:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

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“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.”

*California Preschool Curriculum Framework, Volume 1 (p. 179)*

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- How are we helping children continue developing in their home language?

- In all we do, as the child is learning English, how do we support learning and development in all domains?

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Review the English-language development domain section on environments and materials (pages 181–183) in the *California Preschool Curriculum Framework, Volume 1*.

- Are any of the recommended environments and materials evident in the vignette? If so, please give some examples.

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- How could the suggested environments and materials 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?

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- Are any of the recommended interactions and strategies 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?

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- 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?

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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?

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*Pathways to Cultural Competence Project Program Guide (2010), National Association for the Education of Young Children.*

[http://facultyinitiative.wested.org/links\\_cde.html](http://facultyinitiative.wested.org/links_cde.html)

- Interview a teacher or program director.
- Use the checklists as a basis for discussing program practices.
- Ask for examples of how the practices are supported in the program.

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Review the collection of research papers published by the California Department of Education and the California State Advisory Council on Early Learning and Care, *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*.

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>.

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- 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”

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- 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”

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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?

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*Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, (Second edition).*

<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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- Consider the relationship of the principles from the *Preschool English Learners* publication with *California's Best Practices for Young Dual Language Learners: Research Overview Papers (2013)*.
  - 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?

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