



Physical Development: Exploring the Relationships of the Foundations in the Physical Development Domain to Foundations in Other Domains

Physical Development Domain:
Exploring the Relationships of the Foundations in the Physical
Development Domain to Foundations in Other Domains

Focus Statement

Students explore the relationships between strands in the physical development domain and strands in other domains of the *California Preschool Learning Foundations, Volume 2*. Students can work with focused comparisons as pairs or in small groups and then expand their explorations to other domains through group discussion.

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
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Pairs or small group work
- Reflection—individual or large group
- Reflective discussion—large group

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will be undertaking a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Child Development 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
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum



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Before You Start

This learning experience will explore relations across domains where the physical development foundations may be related to foundations in other domains. Students will look at which foundations might be co-developing or which foundations might support the development of other foundations in other domains. Similar learning experiences are in the visual and performing arts domain and the health domain in this instructional guide where students will do similar work focusing on those two domains in the *California Preschool Learning Foundations, Volume 2* (PLF, V2).

Recognize that the relationships are many and pervasive and that they cannot all be described in one class session. However, students can begin to see how the foundations are part of an integrated approach to child development.

Before you start, become familiar with the foundations, as well as the introduction and bibliographic notes for the physical development domain. It will support this work if students also have read through this domain, including the introduction, foundations, bibliographic notes, and glossary.

Note that the relation between the physical development domain and the English-language development domain is explored in a separate learning experience, titled “Exploring English-language Development in the Physical Development Foundations: Critical Vocabulary.” This is because the structure of the English-language development domain is different from all the other domains and requires some groundwork in that structure before looking across domains.

Handout 1 is provided with this learning experience. An electronic version of the handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

You will need a copy of the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1* for this learning experience.

Information Delivery

Before class, assign students to read the physical development domain on pages 37-69 from the *California Preschool Learning Foundations, Volume 2*. Be sure they read the introduction and the bibliographic notes and understand the strands, substrands, and foundations and structure of the



substrands. You may choose to review them as a class.

Integrated learning is addressed as one of the eight overarching principles that guided the development of the California Department of Education's *California Preschool Curriculum Framework*. On page 6 of Volume 1 of the framework, there is a short summary about the importance of understanding that young children's development is integrated. Review this with your students, and let them know that they will be looking at some of that integrated development.

Active Learning

Getting it started

Let students know that, to understand how the foundations relate to understanding integrated development, they will be exploring the relationships between the strands of the physical development domain and the other domains in the *California Preschool Learning Foundations, Volume 2 (PLF, V2)*. In pairs or small groups, students will work with one strand of the physical development domain and consider how it might be related to one of the other domains of the PLF, V2.



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Assign one of the three strands in the physical development domain to each pair. Then assign each pair to one of the other domains in the PLF, V2: health or visual and performing arts. Depending on time and/or the number of students, you could assign a whole domain for comparison, or you could assign strands or even substrands. However, students will have fewer opportunities to find relationships if you assign strands or substrands. Provide them with Handout 1 that accompanies this learning experience.

Ask each pair to think about the foundations in their physical development strand and consider what foundations in their assigned domain would support or be required for development of skills in their assigned strand. For example, how would injury prevention be related to body awareness, or how could music skills be related to locomotor skills?

After the students have worked on their strands for a while, if you have the time you can rotate the strands of the physical development domain to new pairs and also rotate the other two domains so that students are working with a strand and/or a domain they did not work with previously.



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Putting it together

When students have had time to generate some relationships, reconvene as a large group and lead a discussion with the following questions:

Online Options

Students can respond in writing to questions online.



- Where was it easy? Were there some that seemed almost the same? Where did you find strong relationships?
- Where was it hard to see relationships? Are there some that just are not connected? What does this suggest?

Taking it further

There are some ways that you can help students see the scope of these relationships. You could develop a master matrix with the relationships displayed for all three strands of the physical development domain. This could duplicate the handouts used by the students but on a larger scale. You would need a matrix for visual and performing arts and one for health. This could be done with chart paper, a whiteboard, or electronically. Whatever way it is done, it will be important to duplicate the matrix and make it available to students as a resource for curriculum planning.

Online Options

Develop an online matrix of domain relationships. This could be enhanced as students work through other domains.

Another approach/way

You could expand this to look at the relationship between the physical development domain and domains in the *California Preschool Learning Foundations, Volume 1*.

A handout is not provided for these comparisons, but students could develop their own based on the way it was done here for just the domains in Volume 2. This could also be done as an in-class experience.

Reflection

Students can reflect on this learning experience individually or through a group discussion by responding to these questions:



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- What stood out for you today?
- Where were there challenges for you?
- Is there further information you need to strengthen your understanding of these relationships?
- If so, how can you find that information?



Looking for Relationships Across Domains: Physical Development and Visual and Performing Arts

Which skills (foundations) in the visual and performing arts would support or be required for development of skills in the physical development domain?

| Physical Development Strands ↓ | Visual and Performing Arts Domain: <i>Visual Art</i> | Visual and Performing Arts Domain: <i>Music</i> | Visual and Performing Arts Domain: <i>Drama</i> | Visual and Performing Arts Domain: <i>Dance</i> |
|---|---|---|--|---|
| Fundamental Movement Skills | <ul style="list-style-type: none"> • Notice, Respond, and Engage • Develop Skills in Visual Art • Create, Invent, and Express Through Visual Art | <ul style="list-style-type: none"> • Notice, Respond, and Engage • Develop Skills in Music • Create, Invent, and Express Through Music | <ul style="list-style-type: none"> • Notice, Respond, and Engage • Develop Skills to Create, Invent, and Express Through Drama | <ul style="list-style-type: none"> • Notice, Respond, and Engage • Develop Skills in Dance • Create, Invent, and Express Through Dance |
| Perceptual-Motor Skills and Movement Concepts | | | | |
| Active Physical Play | | | | |

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Handout 1 – Looking for Relationships Across Domains

Looking for Relationships Across Domains: Physical Development and Health

Which skills (foundations) in the physical development domain would support or be required for development of skills in the health domain?

| Physical Development Strands ↓ | Health Domain: <i>Health Habits</i> | Health Domain: <i>Safety</i> | Health Domain: <i>Nutrition</i> |
|---|---|---|---|
| Fundamental Movement Skills | <ul style="list-style-type: none"> • Basic Hygiene • Oral Health • Knowledge of Wellness • Sun Safety | <ul style="list-style-type: none"> • Injury Prevention | <ul style="list-style-type: none"> • Nutrition Knowledge • Nutrition Choices • Self-Regulation of Eating |
| Perceptual-Motor Skills and Movement Concepts | | | |
| Active Physical Play | | | |