Instructional Guide

California Preschool Curriculum Framework, Volume 2

Supporting faculty in the California Community College and California State University systems with CDE early childhood publications and initiatives

California Department of Education/Child Development Division
WestEd Center for Child and Family Studies

CDE ECE Faculty Initiative Project

WestEd
Center for Child & Family Studies

A Foreword from the Co-Director of the
Center for Child and Family Studies, WestEd

". . .Preschoolers revel in their increasing coordination, using their bodies exuberantly. They thrive in environments that encourage them to experiment with new materials, roles, and ideas . . . " Tomlinson & Hyson, 2009, p. 113

The *California Preschool Curriculum Framework, Volume 2* gives guidance on how teachers can support preschoolers' ever-developing ability to coordinate and use their bodies to engage in learning. It focuses both on children's physical well-being and motor development. In addition to offering strategies for planning learning experiences in the areas of health and physical development, Volume 2 of the *California Preschool Curriculum Framework* addresses curriculum planning in the visual and performing arts domain. Young children thrive when they have opportunities to experiment with materials, roles, and ideas. Such experiences allow them to learn in an integrated way.

This document, the *CDE/ECE Faculty Initiative Project Instructional Guide* for the *California Preschool Curriculum Framework, Volume 2*, is the latest installment of practical, user-friendly resources developed by the Faculty Initiative Project. Seeking to forge a strong link between the California Department of Education's (CDE) early care and education quality improvement activities and higher education in California, the Faculty Initiative Project has been supporting the efforts of faculty to infuse information from the CDE's activities into their course work. The instructional guides, which are being created collaboratively with higher education faculty, are an essential component of the Faculty Initiative Project's work.

Higher education faculty will easily recognize the content of the preschool curriculum framework, for many of the principles, concepts, and strategies it presents correspond to content they already teach. This instructional guide is designed to meet the needs of faculty in a wide variety of situations. Following a widely used teaching and learning sequence, it offers open-ended activities that can be used in their current form or adapted. In a nutshell, the instructional guide provides an easy to-use, ready-to-go set of comprehensive resources, including in-class activities and handouts, that relate to all instructional levels, from an introductory class to master's level graduate study.

My colleagues and I at WestEd greatly appreciate having the opportunity to partner with the Faculty Initiative Project advisors and consultants from higher education. It is our hope that this instructional guide will help faculty foster a broad and deep understanding of early learning and development in their students—tomorrow's early childhood educators. Together with the CDE, we look forward to continuing our work with higher education to ensure that all young children have teachers who possess the knowledge, skills, and dispositions necessary to provide high quality early care and education.

Peter L. Mangione
Co-Director, Center for Child and Family Studies
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California Department of Education/Early Childhood Education Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework, Volume 2 (2011)

Introduction to the Instructional Guide

Introduction to The Faculty Initiative Project: *Supporting Faculty*

Responding to early childhood priorities in California, the Child Development Division of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Child Development Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. The Faculty Initiative Project provides information and resources about the California Department of Education initiatives and publications for faculty to use in unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides: *Key Topic Learning Experiences and Resources for Higher Education Faculty*

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent California Department of Education/Child Development Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides that accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in higher education systems with the content of the California Department of Education/Child Development Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Curriculum Framework, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Curriculum Framework, Volume 2*

Instructional guides have been developed for:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Curriculum Framework, Volume 1*
- *California Preschool Learning Foundations, Volume 2*

These guides are available on the Faculty Initiative Project Web site file://localhost/(http/::www.wested.org:facultyinitiative).

This *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* will become available on the Faculty Initiative Project Web site by Fall 2013.

The instructional guides are developed to:

- support the greatest possible utility across California's complex systems of higher education
- maintain fidelity to the content of Child Development Division's initiatives
- adhere to commonly accepted principles of adult learning
- provide maximum flexibility for faculty
- support faculty as decision makers
- allow faculty to select curricular content that suits their particular students, courses, and program needs

The instructional guides are intended to help faculty acquaint college students with California Department of Education/Child Development Division publications as they prepare for work in early care and education settings. In the instructional guides, the word "students" refers to college students and not to children in preschool settings.

Purpose of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

The purpose of the Faculty Initiative Project's *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* is to support faculty as they deepen their students' familiarity with the content of the publication and provide students with opportunities to understand and practice using the curriculum framework as a resource in planning curriculum and reflecting on intentional curriculum decisions. This instructional guide is designed to encourage students to consistently open and explore the *California Preschool Curriculum Framework, Volume 2*.

The organization of the *California Preschool Curriculum Framework, Volume 2* is parallel to the organization of the *California Preschool Learning Foundations, Volume 2.* Both publications address three domains of early learning and development: visual and performing arts, physical development, and health. Each domain has a specific

organizational format, with each domain divided into strands and substrands. Each domain of the *California Preschool Curriculum Framework, Volume 2* has sections relating to environments and materials and strategies and interactions that students can implement in their current or future work in early care and education settings. There are also vignettes to illustrate the strategies and interactions as well as teachable moments. Each domain has reflective questions and ideas for connecting to families. In addition, there is information in each domain—such as research highlights—that is specific to that domain.

In the *California Preschool Curriculum Framework, Volume 2* there is also an introductory chapter with contextual information, information relating to several critical topics when planning curriculum, and a description of eight overarching principles that guided the development of the framework. This introduction parallels the introduction in the *California Preschool Curriculum Framework, Volume 1,* with some adjustments for the different domain content of the *California Preschool Curriculum Framework, Volume 2*. The eight overarching principles are the same in both volumes of the *California Preschool Curriculum Framework.*

Organization of the Instructional Guide: *Flexible Use for Faculty in Individual Courses and Across Programs*

Like the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

Faculty can explore individual domains or specific key topics—such as environments and materials or interactions and strategies—across domains. For example, each domain has a key topic for environments and materials and one for interactions and strategies. Thus, faculty could choose to work with environments and materials and/or with interactions and strategies across all domains. To support working across domains, some of the suggested instructional content for one domain could be used in other domains. This design feature makes it easier for faculty to expand that topic for work across all domains. This is especially true for the key topic in all three domain units called “Universal Design, Individualizing, and Family Partnerships,” where the instructional design is essentially the same with adjustments made for the specific content of each domain. This approach also supports faculty if they choose to work individually in each domain and ensures that students are getting essential information and experience in-depth for that domain. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

Content in Chapter 1 of the *California Preschool Curriculum Framework, Volume 2* is addressed in Unit 1 of the instructional guide and can be used with the domain units or independently of them. Unit 5 of the instructional guide provides students with support and practice in understanding how to use the *California Preschool Curriculum Framework, Volume 2* as a resource for curriculum decisions in their work. These units are similar to Units 1 and 7 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1.* For most students, Unit 5 will work best after they are familiar with the content of the three domain units (Units, 2, 3, and 4). But there will be situations, perhaps with more experienced students, where Unit 5 can be used to familiarize students with the domains in the context of curriculum planning.

The Organizational Chart for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* immediately precedes the Table of Contents.

When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms "preschool English learners" and "English-language development" were used. 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/Child Development Division. The term "young dual language learners" is used as an indication of 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.

Wherever possible, relevant page numbers as well as possible connections to the *California Preschool Learning Foundations, Volume 2*, and the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* are provided. Some references also will relate back to the *California Preschool Learning Foundations, Volume 1* and the *California Preschool Curriculum Framework, Volume 1*, especially when students need to be familiar with the English-language development domain. Exercises, approaches, and strategies are described broadly enough so that faculty can choose from them and then adapt, tailor, and shape these to their own preferred teaching styles, students, and program needs. It was intended that each unit could be done in a three-hour class, but that will vary extensively based on faculty choices and student needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the California Department of Education/Child Development Division is preparing for the early education community in California.

Structure of the Key Topics in Each Unit: *Core Instructional Components*

Each key topic begins with a section titled "Before You Start." This section provides an overview of the learning experience to help faculty decide if the exercises fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into the following five components:

1. Motivator and Connection to Experience
This component is available for Units 1, 2, 3, and 4, but not for each key topic. The component is intended to connect the content of the unit to the personal and/or professional experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The Motivator and Connection to Experience may include the following elements:

- Critical question
- Challenging situation: short vignette might be text, video, or audio
- Challenging quotation or text

The Motivator and Connection to Experience is often accompanied by a set of guiding questions for reflection. These are not presented as assessment questions but are intended to engage the learner in remembering and reflecting on—not evaluating—their own experiences, feelings, and personal actions or actions of others.

2. Information Delivery
This component is designed to introduce students to the specific content for each key topic. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key topics within a given chapter. Information Delivery may include lecture content and/or reading assignments that are done in or out-of-class.

3. *Active Learning*
In some previous instructional guides there were learning experiences designed to be used in or out-of-class. In this instructional guide, these are part of the Active Learning instructional components. Many of these can be fashioned into work that is done in or out-of-class based on faculty determination of what will work best for a particular situation. Examples of these Instructional Methodologies might include:

- Categorizing
- Class presentation
- Conversation grid

- Development of a resource tool
- Guest speakers
- Literature review
- Observations
- Pairs work and discussion
- Reflection and reflective discussion
- Research on a particular topic

The intent of the suggested active learning is to engage students in the key topic through exercises or experiences that are active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, the Instructional Methodologies listed on each Key Topic Preview Page as well as organized by unit in the Instructional Methodologies Index; please refer to the Table of Contents for specific locations.

4. *Reflection*
These questions provide opportunities for students to reflect on the experience of working with this key topic. There are questions for reflection at the end of each strand in the *California Preschool Curriculum Framework, Volume 2*, but they differ in that they generally ask students to reflect on the information in the framework. Across many, but not all of the key topics in the instructional guide is a set of questions with a repeated structure. This is intentional and designed to give students a useful set of questions to carry with them for reflection in their current or future work.

5. *Deeper Understanding*
This component provides suggestions for independent research and/or ways to take students deeper into some important issues or concepts related to the key topic.

Organization of Each Active Learning Component: *Flexible Segments*

Each Active Learning component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. The sequence can be reviewed by faculty and then implemented as appropriate.

Active Learning is divided into segments entitled “Getting it started,” “Keeping it going,” “Taking it further,” “Putting it together,” and “Another approach.” Not every Active Learning component includes all of these segments for implementation, and faculty can choose which segments to use.

PowerPoint shows and PowerPoint student handouts will be available once the instructional guide is uploaded to the Faculty Initiative Project Web site: http://www.wested.org/facultyinitiative/index.html.

For those who attended the seminar the PowerPoint shows and PowerPoint student handouts are available on the flash drive you received at the seminar. You will see this icon with the listed PowerPoint slide numbers that correspond to the specific segment of the particular key topic.

Student Learning Outcomes

To support faculty in deciding how and where they can best use the *California Preschool Curriculum Framework, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each unit in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its Web site: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

Appendix A is a listing of the suggested CAP lower division eight courses for all units and key topics in this instructional guide with the addition of the student learning outcomes, objectives, and examples of course content and topics. These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topic learning experiences in this instructional guide.

To further assist faculty in using these SLOs when deciding what key topics or elements of key topics (1) are most relevant to their particular needs and (2) could be included in their course work, the instructional guide units/key topics are indexed by SLOs. Please refer to the Table of Contents for the specific location of this Student Learning Outcomes Index.

Instructional Methodologies

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified on each Key Topic Preview Page. These instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

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" are listed on the Key Topic Preview Pages in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these key topics.

Organizational Chart
Instructional Guide for the California Preschool Curriculum Framework, Volume 2

	Overall introduction to the *California Preschool Curriculum Framework, Volume 2*: context and content	Getting to know the *California Preschool Curriculum Framework, Volume 2*: Learning what is in each domain chapter and how to use each domain chapter as a resource for supporting each domain			Using the curriculum framework as a resource for planning and integrating curriculum across domains
Introduction to the Instructional Guide Introduction to the Faculty Initiative Project About the Instructional Guides Purpose of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2* Organization of the Instructional Guide Structure of the Key Topics in Each Unit: Core Instructional Components Organization of Each Active Learning Component Student Learning Outcomes Instructional Methodologies ECE Competencies	**Unit 1** Chapter 1: Introduction to the Framework	**Unit 2** Chapter 2: Visual and Performing Arts	**Unit 3** Chapter 3: Physical Development	**Unit 4** Chapter 4: Health	**Unit 5** California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
	Getting Ready for the Unit	**Getting Ready for the Unit**	**Getting Ready for the Unit**	**Getting Ready for the Unit**	
	Key Topic 1: Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 2*	**Key Topic 1:** Organization and Rationale of the Visual and Performing Arts Domain	**Key Topic 1:** Organization and Rationale of the Physical Development Domain	**Key Topic 1:** Organization and Rationale of the Health Domain	**Key Topic 1:** Three Lenses for Viewing Curriculum
	Key Topic 2: Getting to Know the Eight Overarching Principles	**Key Topic 2:** Getting to Know Environments and Materials That Support the Visual and Performing Arts	**Key Topic 2:** Getting to Know Environmental Factors That Support Physical Development	**Key Topic 2:** Getting to Know Environments and Materials That Support Health	**Key Topic 2:** Integrated Planning Using California's Early Learning and Development System
	Key Topic 3: Getting to Know the Curriculum-Planning Cycle	**Key Topic 3:** Getting to Know Interactions and Strategies That Support the Visual and Performing Arts	**Key Topic 3:** Getting to Know Interactions and Strategies That Support Physical Development	**Key Topic 3:** Getting to Know Interactions and Strategies That Support Health	**Key Topic 3:** Integrating English-Language Development Across the Domains
		Key Topic 4: Universal Design, Individualizing, and Family Partnerships	**Key Topic 4:** Universal Design, Individualizing, and Family Partnerships	**Key Topic 4:** Universal Design, Individualizing, and Family Partnerships	
		Key Topic 5: Exploring the Research Highlights of the Visual and Performing Arts Domain	**Key Topic 5:** Exploring the Research Highlights of the Physical Development Domain	**Key Topic 5:** Exploring the Research Highlights of the Health Domain	

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Unit 1 – Introduction to the Framework:
Getting Ready for the Unit and Connecting to Experience

Focus of Getting Ready for Unit 1

Students have an opportunity to connect the idea of a framework to their personal experience.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child, Family, and Community
- Principles and Practices of Teaching Young Children
- Introduction to Curriculum
- Observation and Assessment
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Reflection—personal
- Class discussion
- Creation of a visual representation
- Pairs work and discussion in pairs
- Small group work
- Reflection—individual

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 1 – Introduction to the Framework:
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

The instructional guide is designed to provide flexibility to faculty as decision makers in their work with students and course content. Unit 1 is designed to be used in a variety of ways. There is a flow to the sequence of key topics in this unit, but each key topic can also be used independently of the others.

Key Topic 1, "Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 2*": This key topic is recommended if instructors have limited opportunity to explore the *California Preschool Curriculum Framework, Volume 2* in depth. This will give students an overview of the *California Preschool Curriculum Framework, Volume 2*, and provide enough information that students will understand how to use this curriculum framework as a resource in their work.

Key Topic 2, "Getting to Know the Eight Overarching Principles": Because the eight overarching principles that guided the development of the curriculum framework are not addressed in depth anywhere else in the framework, students are given an opportunity to become well acquainted with them in this key topic.

Key Topic 3, "Getting to Know the Curriculum-Planning Cycle": This key topic is intended to familiarize students with what is in the first chapter of the *California Preschool Curriculum Framework, Volume 2,* regarding the cycle of curriculum planning. It is addressed in more depth in Unit 5 of this instructional guide, where the planning process is used to plan integrated learning across the three domains of this curriculum framework.

For flexible use of the instructional guide, a review of the key topics in Unit 1 is suggested for faculty to find what will be most important for the particular needs of students and course content.

The following approaches are some examples of available options:

- Use Unit 1 as the beginning of a full exploration of the *California Preschool Curriculum Framework, Volume 2*.
- Use only Unit 1 as a way to introduce students to this curriculum framework.
- Use Unit 1 to focus on the organization of the *California Preschool Curriculum Framework, Volume 2, a*nd then expand beyond this by exploring the key topic regarding organization and rationale for each of the following domain units in the instructional guide.

- Focus on Unit 1 and Unit 5 as a means of connecting students to the *California Preschool Curriculum Framework, Volume 2* through its overall organization and value as a resource for integrating curriculum across domains.

These examples are provided as an illustration of how Unit 1 of the instructional guide, as an introduction to the *California Preschool Curriculum Framework, Volume 2*, can be used in a variety of ways to support program and course outlines, as well as individual teaching and student contexts.

The Motivator and Connection to Experience that follows is the same as found in Unit 1 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*. It is designed to support students in understanding a framework. It connects students' experience of framing something, such as a photograph or piece of artwork, to the concept of a framework for curriculum. It does not address specifically the content of the domains in the *California Preschool Curriculum Framework, Volume 2*. Further work can be done to connect students to their experiences with each of the learning and development domains of this curriculum framework: visual and performing arts, physical development, and health. Each domain unit (Units 2, 3, and 4) in this instructional guide begins with a way for students to connect to the content of the domain.

In addition, the first two learning experiences of each domain in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* are designed to connect students to their experiences with the content of the domains. These learning experiences can be found on the Faculty Initiative Project Web site at http://www.wested.org/facultyinitiative/PLFv2/. Because the domains of the foundations in the *California Preschool Learning Foundations, Volume 2* parallel the curriculum domains in the *California Preschool Curriculum Framework, Volume 2*, reviewing those learning experiences can give some choices regarding what might be most appropriate for students in becoming acquainted with the domains in the *California Preschool Curriculum Framework, Volume 2*.

Motivator and Connection to Experience

Before You Start

This motivator is designed to connect students' own experiences to the idea of a framework. The motivator includes working with content regarding curriculum from Chapter 1 of the curriculum framework, and not all students will be equally familiar with the curriculum components that are referenced. However, it might be a means of building familiarity with them, and these curriculum components are addressed in greater depth throughout the framework. Use of the curriculum framework as a resource for planning and use of the eight overarching principles for reviewing curriculum are specifically addressed in Unit 5 of this instructional guide. There is an opportunity to alert students to the cultural content in many of the decisions we make as family members and as practitioners by pointing out that what we put into frames is shaped by our preferences and priorities.

Active Learning

Slides 2-3

Getting it started

First, ask students to think of a picture in a frame that is very important to them. It can be of anything—person, place, animal, object, event, etc. They can do this silently and individually, but it will be important to ask for descriptions of a few examples. Once several students have shared their descriptive examples, then ask the following: "What does a frame do for a picture?"

Chart their responses, which might include some of the following examples:

- Makes it possible to see it and think about it often
- Gives it importance
- Keeps it clean
- Keeps it separate from other things—makes it unique

Ask for additional examples of something that is framed that is important for them to have in a frame. Be sure to explore similarities and differences in the examples that are given. The following questions may be used:

- Do differences in what we choose to frame or display reflect choices based on individual preferences?
- On family priorities?
- On cultural values?

Slide 4

Keeping it going

Ask students to turn to the definition of curriculum framework in the introduction to the *California Preschool Curriculum Framework, Volume 2* at the bottom of the first column on page 3. The paragraph states that, as a curriculum framework, this document provides

- principles;
- key components of curriculum planning;
- descriptions of routines, environments, and materials; and
- strategies for building on children's knowledge, skills, and interests.

Ask students to develop a visual image of these four topics as a framework. Using a blank sheet of paper, ask students to draw a frame.

Online Options

Instead of creating their visual representations in class, students could develop these outside class and post photographs of their frames online for the instructor's review. Upon instructor's recommendation, students could then review their classmates' postings and note similarities and differences.

Many shapes will work, but a rectangle will provide one side for each of the four topics above. Students can do this individually, or a frame can be drawn on chart paper or some large surface where all students can see it.

After the students have drawn this frame, ask them to place these four segments of a curriculum framework into the frame they have just drawn. They can do this by writing the four phrases inside the frame, one on each side

Taking it further
On pages 17–25 of the *California Preschool Curriculum Framework, Volume 2*, there are several topics relating to curriculum planning:

Slide 5

- Arranging the environment and materials into interest areas for self-initiated play
- Using a variety of activities that are indoor and outdoor
- Using a variety of activities that are teacher guided in small or large groups
- Organizing daily routines as contexts for learning

Ask students to review pages 17–25 for additional curriculum components and add to the four topics listed previously. These could be written into the center of the sheet of paper—the center of the frame. Remember that students are not looking for examples here, but some examples might help them work with the following questions.

Putting it together
Ask students to discuss these questions as a whole group or in pairs or groups of three:

Online Options

Students could write responses to the "Putting it together" questions and post them for an online discussion or submit them to the instructor.

Slides 6-8

- What does a framework provide when these components of curriculum are considered in curriculum planning and put into practice?
- What would the eight overarching principles provide?
- What would a consistent planning process provide?
- What would consideration of materials and environments provide?

- What would consideration of interactions and strategies provide?

Plan a time for students to share their thinking. Some possible thoughts might include these points:

- Provides coherence by holding together the pieces that would just be separate activities without it
- Supports quality by providing guidance for maintaining quality in what is done
- Supports comprehensive curriculum by providing guidance for considering a broad range of needs in planning for children and families
- Supports consistency across domains

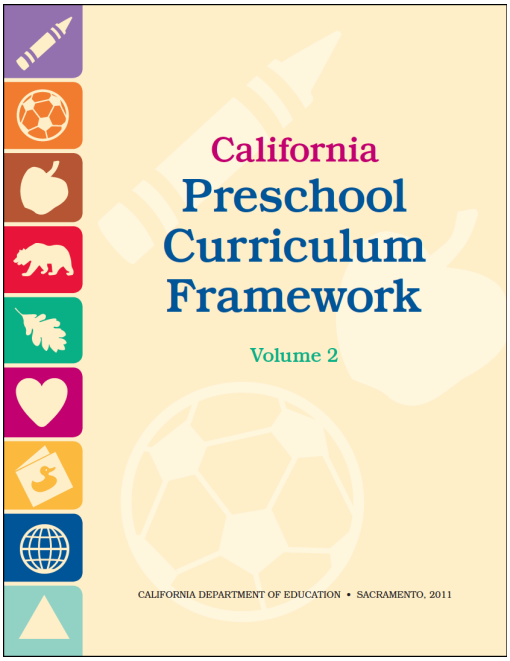
Suggest to students that they will become more comfortable with the concept of a framework for curriculum as distinct from curriculum as they work through more key topics in this instructional guide. There will be more exposure to this concept specifically in Unit 5 of this instructional guide.

Reflection

Slide 9

The following questions can be used to support reflection on this motivator. These can be done as a journaling exercise online or as a class discussion.

- Where were new insights for you in this exercise?
- What are some continuing challenges with the idea of a curriculum framework?
- What additional information would you like to know that relates to the idea of a curriculum framework?
- What would you need to do to get that information?



California Preschool Curriculum Framework, Volume 2

What does a frame do for a picture?

California Preschool Curriculum Framework, Volume 2

- Do differences in what we choose to frame or display reflect choices based on individual preferences?
  - On family priorities?
  - On cultural values?

California Preschool Curriculum Framework, Volume 2

The curriculum framework includes:

- Principles
- Key components of curriculum planning
- Descriptions of routines, environments, and materials
- Strategies for building on children's knowledge, skills, and interests

California Preschool Curriculum Framework, Volume 2

Curriculum planning involves:

- Arranging the environment and materials into interest areas for self-initiated play.
- Using a variety of activities that are indoor and outdoor.
- Using a variety of activities that are teacher guided in small or large groups.
- Organizing daily routines as contexts for learning.

(pages 17-25 of the *California Preschool Curriculum Framework, Volume 2*)

California Preschool Curriculum Framework, Volume 2

- What does a framework provide when these components of curriculum are considered in curriculum planning and put into practice?

California Preschool Curriculum Framework, Volume 2

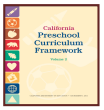
- What would the eight overarching principles provide?

1. Relationships are central.	5. Family and community partnerships create meaningful connections.
2. Play is a primary context for learning.	6. Individualization of learning includes all children.
3. Learning is integrated.	7. Responsiveness to culture and language supports children's learning.
4. Intentional teaching enhances children's learning experiences.	8. Time for reflection and planning enhances teaching.

California Preschool Curriculum Framework, Volume 2

- What would a consistent planning process provide?
- What would consideration of materials and environments provide?
- What would consideration of interactions and strategies provide?

- What was new information in this key topic?
- Did any of this new information surprise you?
- What was familiar? What additional information would you like to know that relates to this key topic?
- How could you get that information?



Unit 1 – Introduction to the Framework:
Key Topic 1: Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 2*

Focus of Unit 1 – Key Topic 1

Students explore the organization of the *California Preschool Curriculum Framework, Volume 2* and become familiar with what is included in the introductory chapters and the organization of the domain chapters. They also examine the relationship of the *California Preschool Curriculum Framework, Volume 2* to the *California Preschool Learning Foundations, Volume 2*.

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 key topics. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

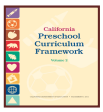
Instructional Methodologies

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Class presentation
- Development of resource tool
- Class discussion
- Reflection—Individual

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 1 – Introduction to the Framework:
Key Topic 1: Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 2*

Before You Start

Upon first acquaintance, many professionals and students alike have found the *California Preschool Curriculum Framework, Volume 2* to be a comprehensive resource. By taking students through the structure of the publication, they will become familiar with it and enhance their use of this resource in the future.

This key topic is intended to give students enough familiarity with the organization of the *California Preschool Curriculum Framework, Volume 2* that they will be able to navigate the document and find pieces that they might want to use in the future as resources. It is not intended to provide deep exploration of any of this curriculum framework. Keep in mind that each of the three domain chapters in the curriculum framework is addressed with a full unit in this instructional guide, and each domain can be explored more fully in those units.

There are three subtopics in this key topic:

- **Subtopic 1: What Is in Chapter 1 of the *California Preschool Curriculum Framework, Volume 2*.** Subtopic 1 acquaints students with the organization and content of Chapter 1 of this curriculum framework. Chapter 1 provides information about components of the curriculum framework, its intended use, and the California Department of Education's approach in developing it. For this chapter, it is best, as an introduction, to have students read and then discuss the content. Subtopic 1 provides a method for doing this.

- **Subtopic 2: What Is in the Domain Chapters.** In Subtopic 2, the organization of Chapters 2, 3, and 4 in the curriculum framework is explored. These are chapters that refer to developmental domains and parallel the *California Preschool Learning Foundations, Volume 2*. One essential key to understanding these chapters and being able to use them is that, although there are many consistencies between them, they are not identical in organization. The active learning in this subtopic is designed to help students find the similarities and the differences in these three chapters. Handout 1, which is a listing of the guiding principles for the three domains of the *California Preschool Curriculum Framework, Volume 2*, is included with this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Relation to the Foundations.** Subtopic 3 focuses on the relationship between the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2*. The exercise in Subtopic 3 helps students see the link between these two publications. This

understanding is extremely important, and it is recommended that Subtopic 3 always be included in the work in this key topic. In this subtopic, it will be important to point out that the foundations are the ***what*** and the curriculum framework is the ***how***. The foundations are the ***what:*** goal-like statements that describe ***what*** children typically learn and develop with optimal support. The curriculum framework is the ***how:*** provides guidance for ***how*** teachers can intentionally support this learning and development.

The framework does not, however, provide suggestions for working directly on any specific foundations. The framework suggests learning environments, materials, and strategies that provide repeated experiences for children as they progress in their learning and development in each domain.

Handout 2, which is a copy of the Appendix of the *California Preschool Learning Foundations, Volume 2*, is included with this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Slides 2-4

The following are important concepts for this unit:

- The curriculum framework is designed to be used as a resource in curriculum planning. It is important to understand how the framework is organized and what is in it so that it can be used effectively.
- The curriculum framework parallels the foundations. Part of the work in this key topic will be an introduction to the relationship between the foundations and the framework.

Active Learning

Slide 5

Subtopic 1: What Is in Chapter 1 of the California Preschool Curriculum Framework, Volume 2

Getting it started
This exercise can be done by individuals, pairs, or small groups, depending on the size of your group. This will be a chance for students to read different sections, become acquainted with these sections, and then share what they found with their peers. Students can read their assigned sections in or out of class.

To assign sections of Chapter 1 to students, one option is to use the ten topics listed in the Table of Contents of the *California Preschool Curriculum Framework, Volume 2* for this chapter. Since these topics are not equivalent in content, another option is to use the following sections from the *California Preschool Curriculum Framework, Volume 2*:

1. Introduction (pp. 2–3), California's Preschool Children (pp. 3–5), and Organization of the Framework (pp. 9–11)
2. Eight Overarching Principles (pp. 5–9)
3. English-Language Development and Learning in All Domains (pp. 11–14) and Universal Design for Learning (p. 14)
4. Curriculum Planning (pp. 14–19)
5. The Daily Schedule (pp. 19–25)
6. The Curriculum-Planning Process (pp. 25–27) and the Curriculum-Planning Cycle (pp. 27–34)
7. Implementation of the Framework (pp. 34–38)

Ask students to describe the content of their section(s) in three or four sentences. If they are doing this as a group, ask that the group develop one set of sentences. This will require them to succinctly summarize the key points and/or key concepts of the content.

Keeping it going
Reconvene as a large group, ask each student or group to indicate the location of their section within the *California Preschool Curriculum Framework, Volume 2,* then ask them to read aloud the key points and/or key concepts of the content.

Slide 6

Putting it together
After all students or groups have shared their key points and/or key concepts, ask the whole group:

- In your section, what was new?
- In your section, what was familiar?
- What did you hear from someone else's section that was new?
- What did you hear from someone else's section that was familiar?
- How does this apply to your work?

Online Options

Instead of doing class presentations, students could review their assigned sections of Chapter 1 outside of class. Students could then post their key points/key concepts and their responses to the questions in the "Putting it together" section for instructor review.

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These questions can also be asked as each student or group reads the sentences they have developed.

Subtopic 2: What Is in the Domain Chapters

Slide 7

Getting it started
This exercise gives students a chance to become familiar with the organization of the three domain chapters of the *California Preschool Curriculum Framework, Volume 2*.
The three domain chapters share many consistencies yet also have some differences. At this point, students are to engage not with content but with the structure of the chapters. Remember that the content of each domain chapter is given an entire unit later in this instructional guide.

Organize the students into groups of three. Within each group, assign to each student one of the paired topics listed below. Ask the students to tab with a Post-it® Note their topics as they appear within the three domains.

The following list contains the main components or topics of each domain:

- Domain Guiding Principles
- Environment and Materials

- Summary of Strands and Substrands
- Vignettes and Teachable Moments

- Interactions and Strategies
- Research Highlights

Keeping it going
When the students have finished their tabbing, discuss ways in which these topics are consistent across domains and ways in which they are different. For example, what was consistent about the guiding principles? What was consistent about environment and materials? Try to direct students away from content, which they can encounter in the units relating to each domain chapter, and focus on the structure and the way they are organized and presented. Then do the same for each of the remaining paired topics.

Finally, ask if there were any topics in their chapter that were left off this list. Ask them to find these and compare them domain to domain.

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Putting it together

Slide 8

Then ask these questions:

- What stands out for you about the domain chapters?
- How would you describe the consistencies to a peer?
- How would you describe the differences to a peer?

Taking it further

Slides 9-10

While the students are still in their groups, ask them to review Handout 1, which is a summary of the guiding principles in each domain.

Ask students again to note consistencies and differences and develop some descriptions of the principles that they could share with families. Here they will be working with content, which they did not do in the previous work. After all the domain principles have been read, conclude with a discussion of these questions:

Online Options

Students could post their descriptions of their assigned domain's guiding principles for families. Students could then compile the descriptions for all three domains into a resource tool to use in their work with families.

- What similarities do you notice?
- What are some things that are unique to each domain?

Subtopic 3: Relation to the Foundations

Slides 3-4, 11

Have the students continue to work in their groups of three. Within each group, assign one student to each of the three domains in the *California Preschool Curriculum Framework, Volume 2* and ask the students to find the summary of strands and substrands for their domain. Then direct them to the Appendix of the *California Preschool Learning Foundations, Volume 2* publication that begins on page 103. A copy of this Appendix can be found in Handout 2 following this key topic. This Appendix summarizes the domains, strands, substrands, and foundations for each of the three domains in the *California Preschool Learning Foundations, Volume 2*.

Ask the students to compare these two documents and respond to these questions:

- What do you see?
- What stands out as you look across these two documents?

- Why do you think it is like that?

In this discussion, as mentioned in the "Before You Start' section, it will be important to emphasize that the foundations are the *what* and the curriculum framework is the *how*. The foundations are the ***what:*** goal-like statements that describe ***what*** children typically learn and develop with optimal support. The framework does not, however, provide suggestions for working directly on any specific foundations.

Students can explore the relationships between the foundations, the curriculum framework, and the Desired Results Developmental Profile (DRDP) in more depth in Unit 5 of this instructional guide.

Reflection

Slide 12

The following questions can be used to support reflection on this key topic. It can be done for the key topic as a whole or for individual subtopics. These can be done as a personal journaling exercise, as an online discussion, or as a class discussion.

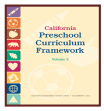
- What was new information in this key topic?
- Did any of this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Online Options

Students could have an online discussion of the questions in the "Reflection" section.

Guiding Principles in Each Domain

Visual and Performing Arts	Physical Development	Health
The arts are inclusive of all children.	Developmentally appropriate movement programs accommodate a variety of individual differences among children.	Health knowledge is individualized.
The arts are a language that is common to all.	Children often learn best through maximum active participation.	Preschool children and their families possess diverse backgrounds and cultural practices.
The arts promote dispositions for learning.	The physical safety of children's play environments should be of paramount importance at all times.	Learning about health practices has a language component.
Children make their own meaning.	Family members working as partners with teachers are key to enriching the physical development of children.	Children's personal health status (i.e., physical, mental, emotional) affects their ability to learn and develop in all domains.
Children are capable of creating original art in all its forms.	Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity.	The overall theme of health education for preschool is personal health.
Children learn about human connections, beauty, and appreciation of the arts.	Children are multisensory learners with unique learning styles.	Children learn through their experiences, including play, routines and scripts, modeling, and developing and sustaining relationships at preschool.
The child's work is play.	To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies.	Practicing *scripts*, or behavioral rules, can foster development of certain health-promoting behaviors or skills.
Children are active learners who thrive when challenged appropriately.	Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time.	The preschool program provides both indoor and outdoor environments that are safe and appropriate, challenging, and inviting for all children.
Arts experiences for preschoolers are more about process than product.	Children benefit from ample opportunities to practice new physical skills.	Teachers help children feel secure by assuring them that there are adults who will take care of them (e.g., parents, family members, teachers, health care providers, special-needs assistants).
The arts reinforce the integrated nature of learning.	Children benefit from integrated learning activities across the curriculum.	
Cultural competence is approached through art.	Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children's fitness and health.	
The arts are motivating and engaging for learners.	Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children's home language using familiar communication methods.	
Art can nurture the nurturer.		
The arts provide a unique means for families to interact.		



Appendix

The Foundations

Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

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2.0 Develop Skills in Visual Art *(Continued)*

At around 48 months of age	*At around 60 months of age*
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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Music

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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Drama

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

Dance

1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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2.0 Develop Skills in Dance

At around 48 months of age	*At around 60 months of age*
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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Physical Development

Fundamental Movement Skills

1.0 Balance

At around 48 months of age	*At around 60 months of age*
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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3.0 Manipulative Skills

At around 48 months of age	*At around 60 months of age*
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.

3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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3.0 Directional Awareness *(Continued)*

At around 48 months of age	*At around 60 months of age*
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

Active Physical Play

1.0 Active Participation

At around 48 months of age	*At around 60 months of age*
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.

3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

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Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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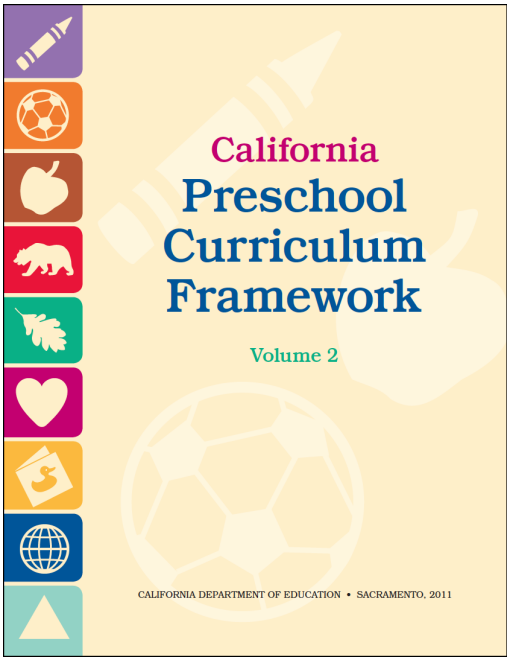


California Preschool Curriculum Framework, Volume 2

- The curriculum framework is designed to be used as a resource in curriculum planning.
- It parallels the organization of the foundations.
- Volume 2 addresses
  - ✓Visual and Performing Arts
  - ✓Physical Development
  - ✓Health

California Preschool Curriculum Framework, Volume 2

The **foundations** are the ***what*** and the **curriculum framework** is the ***how***.

- The **foundations** are goal-like statements that describe ***what*** children typically learn and develop with optimal support.
- The **curriculum framework** provides guidance for ***how*** teachers can intentionally support this learning and development.

California Preschool Curriculum Framework, Volume 2

- The **curriculum framework** does *not* provide suggestions for working directly on any specific foundations.
- The **curriculum framework** suggests learning environments, materials, and strategies that provide repeated experiences for children as they progress in their learning and development in each domain.

California Preschool Curriculum Framework, Volume 2

1. Introduction (pp. 2–3), California's Preschool Children (pp. 3–5), Organization of the Framework (pp. 9–11)
2. Eight Overarching Principles (pp. 5–9)
3. English-Language Development and Learning in All Domains (pp. 11–14), Universal Design for Learning (p. 14)
4. Curriculum Planning (pp. 14–19)
5. The Daily Schedule (pp. 19–25)
6. The Curriculum-Planning Process (pp. 25–27), the Curriculum-Planning Cycle (pp. 27–34)
7. Implementation of the Framework (pp. 34–38)

California Preschool Curriculum Framework, Volume 2

- What was new?
- What was familiar?
- What did you hear from someone else that was new?
- What did you hear from someone else section that was familiar?
- How does this apply to your work?

California Preschool Curriculum Framework, Volume 2

- Domain Guiding Principles
- Environment and Materials

- Summary of Strands and Substrands
- Vignettes and Teachable Moments

- Interactions and Strategies
- Research Highlights

California Preschool Curriculum Framework, Volume 2

- What stands out for you about the domain chapters?
- How would you describe the consistencies to a peer?
- How would you describe the differences to a peer?

Guiding Principles in Each Domain

Visual and Performing Arts	Physical Development	Health
The arts are inclusive of all children.	Developmentally appropriate movement programs accommodate a variety of individual differences among children.	Health knowledge is individualized.
The arts are a language that is common to all.	Children often learn best through maximum active participation.	Preschool children and their families possess diverse backgrounds and cultural practices.
The arts promote dispositions for learning.	The physical safety of children's play environments should be of paramount importance at all times.	Learning about health practices has a language component.
Children make their own meaning.	Family members working as partners with teachers are key to enriching the physical development of children.	Children's personal health status (i.e., physical, mental, emotional) affects their ability to learn and develop in all domains.
Children are capable of creating original art in all its forms.	Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity.	The overall theme of health education for preschool is personal health.
Children learn about human connections, beauty, and appreciation of the arts.	Children are multisensory learners with unique learning styles.	Children learn through their experiences, including play, routines and scripts, modeling, and developing and sustaining relationships at preschool.
The child's work is play.	To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies.	Practicing *scripts*, or behavioral rules, can foster development of certain health-promoting behaviors or skills.
Children are active learners who thrive when challenged appropriately.	Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time.	The preschool program provides both indoor and outdoor environments that are safe and appropriate, challenging, and inviting for all children.
Arts experiences for preschoolers are more about process than product.	Children benefit from ample opportunities to practice new physical skills.	Teachers help children feel secure by assuring them that there are adults who will take care of them (e.g., parents, family members, teachers, health care providers, special-needs assistants).
The arts reinforce the integrated nature of learning.	Children benefit from integrated learning activities across the curriculum.	
Cultural competence is approached through art.	Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children's fitness and health.	
The arts are motivating and engaging for learners.	Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children's home language using familiar communication methods.	
Art can nurture the nurturer.		
The arts provide a unique means for families to interact.		

California Preschool Curriculum Framework, Volume 2

In the guiding principles for each domain:

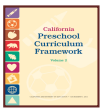
- What similarities do you notice?
- What are some things that are unique to each domain?

California Preschool Curriculum Framework, Volume 2

Comparing the two documents:

- What do you see?
- What stands out as you look across these two documents?
- Why do you think it is like that?

- What was new information in this key topic?
- Did any of this new information surprise you?
- What was familiar? What additional information would you like to know that relates to this key topic?
- How could you get that information?



Unit 1 – Introduction to the Framework:
Key Topic 2: Getting to Know the Eight Overarching Principles

Focus of Unit 1 – Key Topic 2

Students become familiar with each of the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 2*.

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 key topic. 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
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

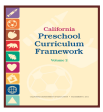
- Class presentation
- Peer review and feedback
- Pairs work and discussion in pairs
- Small group work
- Reflective discussion—small group
- Observation
- Panel
- Jigsaw reading

- Reflection—individual
- 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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism



Unit 1 – Introduction to the Framework:
Key Topic 2: Getting to Know the Eight Overarching Principles

Before You Start

This is an opportunity for each student to become familiar with all eight overarching principles. Also, in Unit 5 of this instructional guide, there is another possibility for deeper exploration of the eight overarching principles. In Unit 5, students could use the eight overarching principles as a way to reflect on and review self-developed and/or commercially available curricula.

For this exercise, students will need to read the relevant pages of Chapter 1 in the *California Preschool Curriculum Framework, Volume 2*. Students could read pages 5–9 relating to the eight overarching principles and do the first piece of the following exercise before they come to class, or class time could be used for the initial reading and writing.

For students who have had more experience working or observing in early care and education settings, moving directly to the "Putting It Together" section of the active learning exercise is suggested.

The first part of the following exercise is to be done by students individually, and then there is a whole group discussion. The initial segments of this exercise that are done individually could be done as an online assignment**.**

Before beginning the discussion segment of this exercise, prepare one large label for each of the eight overarching principles. These could be taped in different areas of the room. This could be done with chart paper or just written on sheets of paper; half sheets that have a sticky backing (e.g., large Post-it® Notes) work particularly well. For very large groups, small groupings could be developed for the discussion. Each grouping could then respond to the questions as a group and share their responses with the whole class.

Handout 1, which lists the eight overarching principles with a question for each principle, is provided at the end of this key topic. Handout 2, which students use to relate the guiding principles for each domain to the eight overarching principles, is also included with this key topic. An electronic version of both handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

The following are key concepts for this key topic:

- Here are some dictionary definitions of "principle": basic assumption, value-based standard, belief- and ethics-based characteristics.

Slides 2-5

- The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* (*PCF, V2*) are derived from research on what is effective practice and what supports children's learning and development (PCF, V2, pp. 5-6).
- These eight overarching principles have guided the development of the curriculum framework and are intended to provide children individually, culturally, and linguistically responsive learning experiences and environments (PCF, V2, p. 5).

Active Learning

Getting it started

Ask each student to read pages 5–9 of the *California Preschool Curriculum Framework, Volume 2,* and, for each of the eight overarching principles, find one key sentence or phrase that they think would be important to remember in their work.

Then ask them to write out these key sentences or phrases on separate half sheets or half-sheet Post-it® Notes. If they do the reading and writing out of class or online, ask them to bring these written statements to class.

Online Options

Have students post online their key sentences or phrases for each overarching principle. Upon instructor's recommendation, students can then read their classmates' postings and be prepared to discuss in class the questions listed in the "Keeping it going" section.

Keeping it going

Slide 6

Then ask them to tape or somehow attach each of their half sheets under the appropriate label that have been posted around the room. Ask students to circulate and view each of the collections of key sentences or phrases.

Provide an opportunity for students to reflect on what they see. Asking the following questions helps to support this process:

- How were the key points and phrases similar across students' responses?

- Were there some that occurred more frequently for each principle than others? Why might that be so?
- Where were there differences? What might account for these differences?
- How do you agree or disagree with any that were different from yours?
- Would you change any of yours after seeing any that are different? If yes, how would you change them? If no, why not?
- What does this tell you about the eight overarching principles?

Slides 7-11

Putting it together
Ask students where they have seen these eight overarching principles carried out in settings they have observed or where they may be working. If this is done in pairs or small groups, try to ensure that each grouping includes someone who has access to an early care and education setting.

Online Options

If students have had opportunities to work in and/or observe early care and education settings, they could respond online to the questions about examples of the eight overarching principles being implemented.

This does not need to be an exhaustive discussion but rather an opportunity to reflect on what these eight overarching principles look like in action. Handout 1, provided at the end of this key topic, lists the eight overarching principles with a question for each principle.

The following questions for each of the principles might stimulate discussion:

Relationships are central
- How are relationships made central?

Play is a primary context for learning
- What evidence is there that play is a primary context for learning?

Learning is integrated
- What do you see that suggests that learning is integrated?

Intentional teaching enhances children's learning experiences

- What examples of intentional teaching have you seen?

Family and community partnerships create meaningful connections

- How are meaningful connections made with families and communities?

Individualization of learning includes all children

- How are learning opportunities provided for all children as individuals?

Responsiveness to culture and language supports children's learning

- How is children's learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching

- How is time provided for teachers to reflect and plan?

Taking it further

The preceding questions could be used as the basis for an observation or an interview/panel discussion. This possibility is described in more detail in Unit 5, Key Topic 1 of this instructional guide.

Slides 12-13

Another approach

This can be done individually or as an online assignment but would be most effective if done in class with discussion following.

Online Options

Students could also individually complete the handout comparing the domain guiding principles with the overarching principles described in the "Another approach" section and then answer the questions in the section.

To do this in class, organize students into pairs or groups of three. Assign each pair or trio to one domain. Using Handout 2 that is provided at the end of this key topic, ask each group to review the guiding principles for their domain and relate them to the eight overarching principles. They can do this by listing in the blank column next to each overarching principle any of the guiding principles for the domain that relate to that overarching principle.

Then ask students to discuss the following questions for each domain:

- In general, was there anything about this that was difficult? What was that and why do you think that occurred?

- Where were there some close matches? Where were there guiding principles for the domain that did not seem to relate to any of the eight overarching principles?

- What does this tell you about the eight overarching principles? About the guiding principles for each domain?

Reflection

Slide 14

The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Deeper Understanding

Slides 15-17

Ask students to review the guiding principles in the following documents:

1. *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2009. 2nd ed.* Sacramento: California Department of Education.

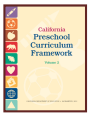
   Ten principles are found throughout the guide and summarized in Appendix A on page 93.

2. *"Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8."* Position statement with expanded resources by the National Association for the Education of Young Children (NAEYC), 2003.

   The guiding principles and values are on page 5 of the above-mentioned NAEYC document, which is available at http://naeyc.org/positionstatements/cape.

Ask students to write a paper in which they compare these principles with the eight overarching principles in the PCF, V2 and respond to the following questions:

- Where are the similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?



Getting to Know the Eight Overarching Principles

Instructions: In the column titled "Notes," write examples of how you have observed each principle implemented in early care and education settings by responding to the question for each principle.

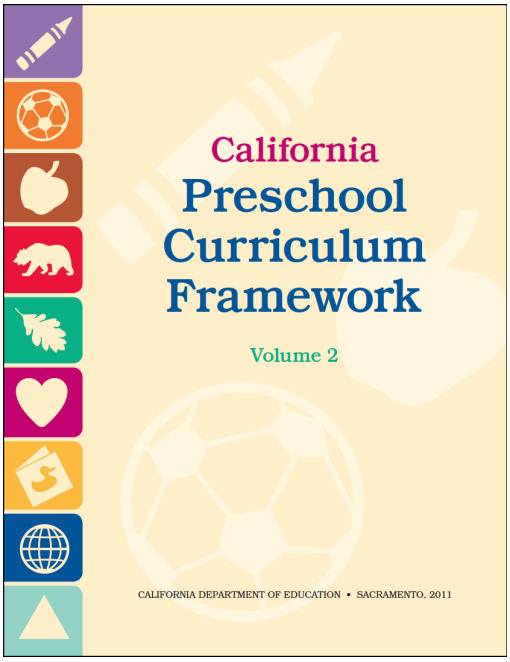
Overarching Principle	Notes
Relationships are central • How are relationships made central?	
Play is a primary context for learning • What evidence is there that play is a primary context for learning?	
Learning is integrated • What do you see that suggests that learning is integrated?	
Intentional teaching enhances children's learning experiences • What examples of intentional teaching have you seen?	
Family and community partnerships create meaningful connections • How are meaningful connections made with families and communities?	
Individualization of learning includes all children • How are learning opportunities provided for all children as individuals?	
Responsiveness to culture and language supports children's learning • How is children's learning supported with responsiveness to culture and language?	
Time for reflection and planning enhances teaching • How is time provided for teachers to reflect and plan?	

Relationships of the Overarching Principles to the Domain Guiding Principles

Domain:_____

Instructions: Review the guiding principles in your assigned domain. In the column headed "Domain Guiding Principle(s)," write the guiding principle(s) that you think relate to each of the overarching principles.

Overarching Principle	Domain Guiding Principle(s)
Relationships are central	
Play is a primary context for learning	
Learning is integrated	
Intentional teaching enhances children's learning experiences	
Family and community partnerships create meaningful connections	
Individualization of learning includes all children	
Responsiveness to culture and language supports children's learning	
Time for reflection and planning enhances teaching	



Overarching Principles

Principles

Basic assumptions; value-based standards; belief- and ethics-based characteristics.

Overarching Principles

Eight overarching principles in the *California Preschool Curriculum Framework, Volume 2*

- Derived from research on what is effective practice and what supports children's learning and development (PCF, V2, pp. 5-6).
- Guided the development of the curriculum framework.
- Intended to provide children individually, culturally, and linguistically responsive learning experiences and environments (PCF, V2, p. 5).

Overarching Principles

The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* include:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.

Overarching Principles

5. Family and community partnerships create meaningful connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Time for reflection and planning enhances teaching.

Overarching Principles

- How were the key points and phrases similar?
- Were there some that occurred more frequently than others? Why?
- Where were there differences? What might account for these differences?
- Do you agree or disagree with any that were different from yours?
- Would you change any of yours after seeing any that are different?
- What does this tell you about the eight overarching principles?

Overarching Principles

Where or when have you seen the eight overarching principles carried out in early childhood settings?

Getting to Know the Eight Overarching Principles

Instructions: In the column titled "Notes," write examples of how you have observed each principle implemented in early care and education settings by responding to the question for each principle.

Overarching Principle	Notes
Relationships are central • How are relationships made central?	
Play is a primary context for learning • What evidence is there that play is a primary context for learning?	
Learning is integrated What do you see that suggests that learning is integrated?	
Intentional teaching enhances children's learning experiences • What examples of intentional teaching have you seen?	
Family and community partnerships create meaningful connections • How are meaningful connections made with families and communities?	
Individualization of learning includes all children • How are learning opportunities provided for all children as individuals?	
Responsiveness to culture and language supports children's learning • How is children's learning supported with responsiveness to culture and language?	
Time for reflection and planning enhances teaching • How is time provided for teachers to reflect and plan?	

Overarching Principles

Relationships are central

- How are relationships made central?

Play is a primary context for learning

- What evidence is there that play is a primary context for learning?

Learning is integrated

- What do you see that suggests that learning is integrated?

Overarching Principles

Intentional teaching enhances children's learning experiences

- What examples of intentional teaching have you seen?

Family and community partnerships create meaningful connections

- How are meaningful connections made with families and communities?

Overarching Principles

Individualization of learning includes all children

- How are learning opportunities provided for all children as individuals?

Responsiveness to culture and language supports children's learning

- How is children's learning supported with responsiveness to culture and language?

Time for reflection and planning enhances teaching

- How is time provided for teachers to reflect and plan?

Overarching Principle	Domain Guiding Principle(s)
Relationships are central	
Play is a primary context for learning	
Learning is integrated	
Intentional teaching enhances children's learning experiences	
Family and community partnerships create meaningful connections	
Individualization of learning includes all children	
Responsiveness to culture and language supports children's learning	
Time for reflection and planning enhances teaching	

Overarching Principles

- Was there anything about this activity that was difficult? Why?
- Where were there some close matches?
- Where were there guiding principles for the domain that did not seem to relate to any of the eight overarching principles?
- What does this tell you about the eight overarching principles? About the guiding principles for each domain?

- What was new information in this key topic?
- How did this new information surprise you?
- What was familiar?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Overarching Principles

Review the guiding principles in the following document:

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2009. 2nd ed. Sacramento: California Department of Education.

- Ten principles are found throughout the guide and summarized in Appendix A on page 93.

Overarching Principles

Review the guiding principles in the following document:

"Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8."

Position statement with expanded resources by the National Association for the Education of Young Children (NAEYC), 2003.

- The guiding principles and values are on page 5. Available at http://naeyc.org/positionstatements/cape.

Overarching Principles

Compare these principles with the eight overarching principles in the *California Preschool Curriculum Framework, Volume 2*

- Where are the similarities? What do these similarities tell us about what is important in the field of early care and education?
- Where are the differences? Why might there be these differences?

Unit 1 – Introduction to the Framework:
Key Topic 3: Getting to Know the Curriculum-Planning Cycle

Focus of Unit 1 – Key Topic 3

Students become acquainted with the curriculum-planning cycle and its components as described in Chapter 1 of the *California Preschool Curriculum Framework, Volume 2*.

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 key topic. 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

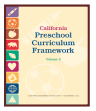
- Pairs work and discussion in pairs
- Small group work
- Class discussion
- Panel
- Reflection—individual
- Short paper

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 1 – Introduction to the Framework:
Key Topic 3: Getting to Know the Curriculum-Planning Cycle

Before You Start

This key topic is designed to acquaint students with the curriculum-planning cycle as described in Chapter 1 of the *California Preschool Curriculum Framework, Volume 2* on pages 27–34. It is intended to support students in furthering their understanding of the components of the cycle: observe, document, plan, and implement. Reflection is the link that ties the steps of the cycle together. The importance of partnering with families throughout this cycle is also emphasized.

This key topic addresses the practices of observation, assessment, and curriculum planning, but is not intended to be a more than an introduction to these practices. It will be important, as students work through the *California Preschool Curriculum Framework, Volume 2,* that they understand the recommended planning cycle that is presented in the framework. Further use of the curriculum-planning cycle is described in Unit 5 of this instructional guide as a way to integrate curriculum planning across developmental domains and into daily schedules and routines.

Before asking students to begin the active learning exercises, it is recommended that faculty become familiar with the graphic, located on page 27 of the *California Preschool Curriculum Framework, Volume 2,* or on slide 2 of the accompanying PowerPoint for this key topic. It is suggested that this graphic be reproduced on chart paper or projected upon either paper or a whiteboard. Students will interact with the graphic by attaching definitions that they develop.

The first part of this exercise, “Getting it started,” could be done by students individually online or as an out-of-class writing exercise and then brought to class for the remainder of the work.

This exercise can be done with students working in pairs or small groups. Since there are a limited number of topics to be assigned, there will likely be more than one pair or group working on the same topic. This can yield varying responses, but there should be room for discussion and guidance with those responses.

Information Delivery

The following key concepts are suggested for this topic. It will be helpful to introduce these concepts before doing the active learning exercise and to return to them frequently.

- The curriculum-planning cycle is a recurring cycle; there is always some part of the cycle engaged for individual

children, for small groups, and for large groups.

- The graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2* illustrates the cycle as a recurring cycle.

Slides 2-4, 6

- Reflection is the "glue" that connects the various components of the cycle.
- The components of the cycle are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.
- Documentation is a process as well as a product.

Active Learning

Slide 5

Getting it started

Students could work in pairs or small groups, using the text on pages 27–31 in the framework to develop definitions—not examples—for the following components of the curriculum-planning cycle:

- Observing
- Documenting
- Planning
- Implementing

Some students find it difficult to distinguish between definitions and examples, so it might take some discussion to clarify this. Also, some of these components have readily available definitions while others do not, so developing definitions might require some extra effort for some groups. Make sure each group has read through the text because some of these terms have more than one potential definition.

Online Options

Students individually develop definitions for the four components of the planning cycle outside of class and post them online. Upon instructor's recommendation, students could review their classmates' definitions to prepare for a class discussion to come to consensus on a definition for each component.

When the students have their definitions, go through the components one by one and ask for the definitions for each. If more than one group is working on the same definition, try to come to agreement on one definition.

Slide 7

Keeping it going

When you have agreed upon one definition for each component, ask someone to write it out on a sheet that is large enough for all to see. If using an LCD projector, it is still recommended to have these definitions on large sheets of paper.

Reproduce a large version of the graphic that is on page 27 of the *California Preschool Curriculum Framework, Volume 2* on a large sheet of paper on the wall or project the graphic onto the paper or an interactive whiteboard. Attach or include the definitions for observing, documenting, planning, and implementing onto this larger graphic. Review this expanded image of the planning cycle by reading through it with students.

Now ask students, still working in their groups, to find examples of reflection in pages 27–31. If time permits, ask students to find as many examples as they can.

Next, ask students to discuss how reflection—and discussion based on reflection—can be helpful as they move through the cycle. For example, how is reflection helpful in going from documenting to planning or from observing to documenting? What does it add to the process?

Online Options

After agreement has been reached on the definitions, students could continue to work out-of-class by posting examples of reflection and describe how reflection is helpful in moving from one phase of the cycle to the next.

Slide 8

Taking it further

Now ask students to read about partnering with families and making connections to families and communities on pages 31–34 of the *California Preschool Curriculum Framework, Volume 2*. Ask them to think about each component of the cycle and how they could partner with families in each component. Ask students to work in their groups to generate three examples for each component. Add these to the graphic that has been developed.

Online Options

Students could post their ideas for partnering with families in each phase of the planning cycle.

If possible, make copies of the expanded graphic for students so that they can have it available as they go through the *California Preschool Curriculum Framework, Volume 2*.

May be duplicated for educational purposes only.

Slide 9

Putting it together

Depending on the focus of your particular course or students, continue the work on this key topic by asking a few practicing professionals to take part in a panel discussion. The discussion could center on how this cycle functions in an ongoing program. It would be helpful to ask participants to bring any planning forms that they use regularly in their programs.

Students can generate questions for the panelists in advance, but try to keep the questions focused on the curriculum-planning cycle as it is described in the *California Preschool Curriculum Framework, Volume 2*. Here are some possible questions:

- How are observations recorded?
- How is reflection supported and facilitated?
- What are your systems for documentation?
- How and when does planning occur? Who is involved?
- How does planning account for individual work, small group activities, and teacher-directed activities?
- How do observations and reflection influence daily routines?
- How are families involved in the planning cycle?

Reflection

Slide 10

The following questions can be used to support reflection on this key topic. These can be done as a journaling exercise or as a class discussion.

- Were there any new insights in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this in your work now or in the future?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Deeper Understanding

Students can have deeper experience with the curriculum-planning cycle across domains in Unit 5 of this instructional guide in Key Topics 1 and 2. The following exercise can be used for students as a way to look ahead to Unit 5.

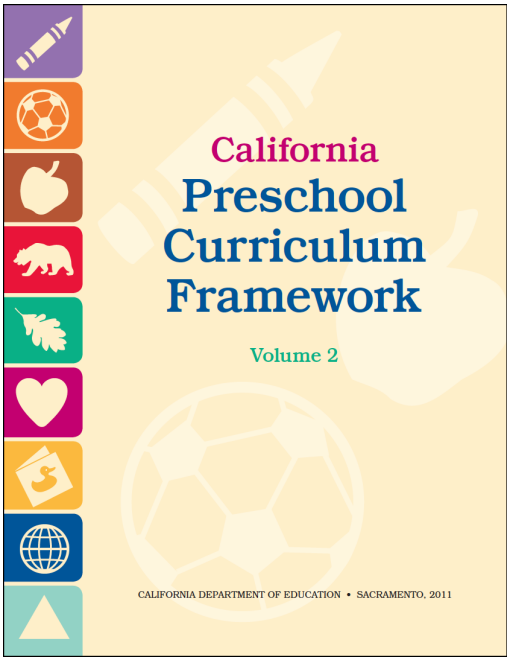
Slide 11

There are several frequently used early care and education curricula that also suggest a curriculum-planning cycle. Ask students to find one or two of these. If students are currently working in an early care and education program, be sure they include the planning cycle they use, either from a commercial curriculum they use or from what has been developed within their program. Ask them to compare the curriculum-planning cycle in the *California Preschool Curriculum Framework, Volume 2* to the cycle in each of these other curricula. The following questions could be used in the comparison:

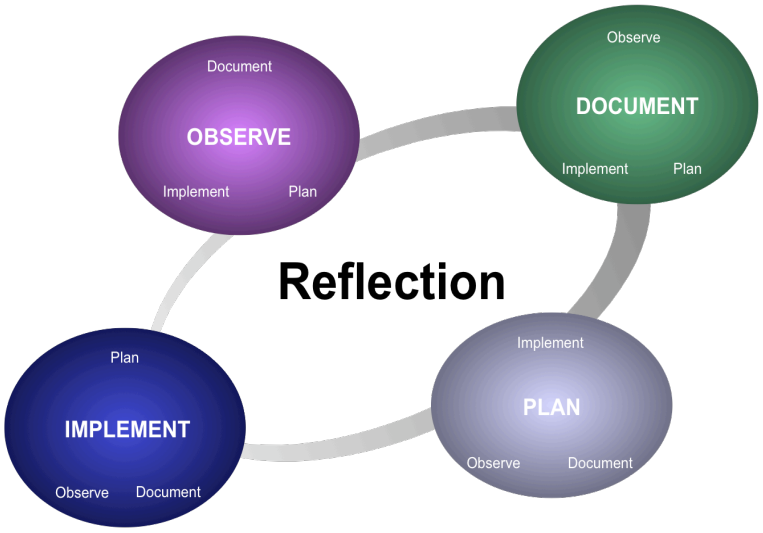
- Are the components the same?
- Is the cycle the same?
- Where are there differences?
- What do these similarities and differences say about the curriculum-planning cycle in early care and education?

Online Options

Students could post descriptions of planning cycles found in different curricula. After reviewing the different descriptions, students then write a short paper responding to the following four questions.



The Reflective Curriculum Planning Process



Curriculum-Planning Cycle

- The curriculum-planning cycle is a recurring cycle.
- Any part of the cycle can be engaged for individual children, for small groups, and for large groups.
- The components of the cycle are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.

Curriculum-Planning Cycle

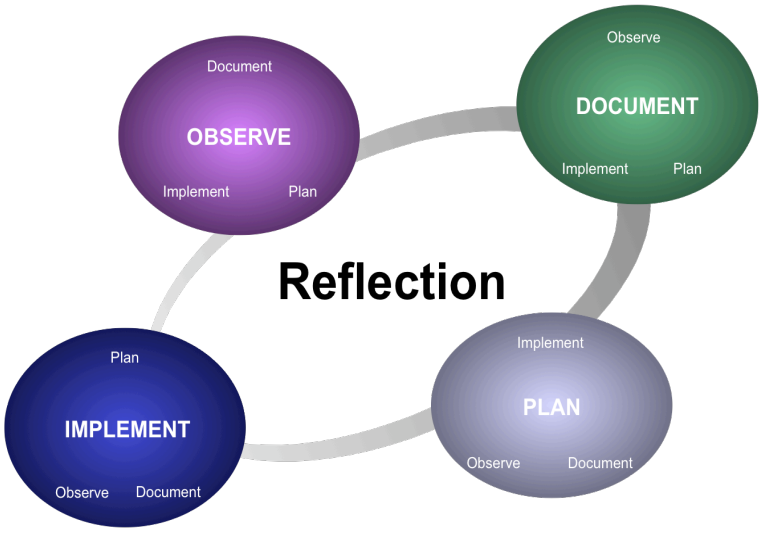
- Reflection is the "glue" that connects the various components of the cycle.
- Documentation is a process as well as a product.

Curriculum-Planning Cycle

Review pages 27-31 in the framework to define:

- Observing
- Documenting
- Planning
- Implementing

The Reflective Curriculum Planning Process



Curriculum-Planning Cycle

Review pages 27-31 in the framework to find examples of **reflection**.

- How can reflection and discussion based on reflection be helpful as you move through the cycle?
- How is reflection helpful in going from documenting to planning or from observing to documenting?
- What does reflection add to the process?

Curriculum-Planning Cycle

How could you partner with families in each component of the curriculum planning cycle? (pages 31-34)

Curriculum-Planning Cycle

- How are observations recorded?
- How is reflection supported and facilitated?
- What are your systems for documentation?
- How and when does planning occur? Who is involved?
- How does planning account for individual work, small group activities, and teacher-directed activities?
- How do observations and reflection influence daily routines?
- How are families involved in the planning cycle?

- Were there any new insights in this key topic?
- How did this new information surprise you?
- What was familiar?
- How can you use this in your work now or in the future?
- What additional information would you like to know that relates to this key topic?
- How could you get that information?

Curriculum-Planning Cycle

Compare the curriculum-planning cycle in the *California Preschool Curriculum Framework, Volume 2* to the cycle in the other curricula.

- Are the components the same?
- Is the cycle the same?
- Where are there differences?
- What do these similarities and differences say about the curriculum-planning cycle in early care and education?

Unit 2 – Visual and Performing Arts:
Getting Ready for the Unit and Connecting to Experience

Focus of Getting Ready for Unit 2

Students think about their roles as teachers in planning curriculum related to the visual and performing arts by connecting their own early experiences with visual art, music, dance, and drama to those of the children they will teach.

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 key topic. 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

- Personal reflection
- Small group work
- Reflective discussion—large group
- Individual reflection

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum

Unit 2 – Visual and Performing Arts:
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Slides 2, 5, 6

The visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* is a companion to the same domain in the *California Preschool Learning Foundations, Volume 2* and is organized with the same strands and substrands. In both the foundations and curriculum framework, the three substrands for visual art, music, and dance are identical whereas the substrands for drama are slightly different. In drama, the first substrand is the same as for the other three disciplines, but the second substrand is a combination of the second and third substrands of the other disciplines. These differences are presented on page 49 of the *California Preschool Curriculum Framework, Volume 2*.

Strands - Visual Art, Music, and Dance
- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills
- Substrand 3.0 Create, Invent, and Express

Strand - Drama
- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills to Create, Invent, and Express Through Drama

As in the four domains of the *California Preschool Curriculum Framework, Volume 1*, the visual and performing arts domain also contains guiding principles, suggestions for environments and materials, vignettes, teachable moments, interactions and strategies, strategies for engaging families, research highlights, and questions for reflection. The 14 domain guiding principles and the 13 environments and materials are at the domain level; the research highlights, strategies for engaging families, and reflection questions are at the strand level; and the vignettes, teachable moments, and interactions and strategies are at the substrand level.

The visual and performing arts are a wonderful way to support children's language, mathematics, and social-emotional development as well as foster their natural curiosity and interest in exploring and creating. Chapter 2 of the *California Preschool Curriculum Framework, Volume 2* provides guidance for teachers in planning curriculum in the four disciplines of the visual and performing arts, ensuring

and building on child-initiated activities as well as intentionally planning environments, materials, and experiences that challenge and allow children to further their knowledge and skills.

The students may have widely varying experiences with the visual arts, music, drama, and dance and their associated concepts, skills, and vocabulary. By having a thorough understanding of the visual and performing arts foundations, instructors can better gauge their students' knowledge levels of the four disciplines and what kind of background material students will need as they begin their work with the curriculum framework. Some of the following learning experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* provide opportunities for students to familiarize themselves with the visual and performing arts foundations:

- Learning Experience 3: Piecing Together the Visual and Performing Arts Domain Content Puzzle (pp. 32–49)
- Learning Experience 4: Exploring the Content of the Visual and Performing Arts Domain Through Vocabulary (pp. 50–59)
- Learning Experience 6: Using the Research Base for Understanding Children's Development in the Visual and Performing Arts (pp. 70–81)

Motivator and Connection to Experience

Before You Start

As an introduction to this unit on the visual and performing arts, it may be helpful for the students to think back to some of their own early experiences with visual art, music, dance, and drama and then consider how their backgrounds with each discipline may influence the curriculum planning they do for the children in their classes. Because the visual and performing arts encompass four disciplines or areas, students may have varied degrees of familiarity with each one.

Students could first complete a word association exercise related to the visual and performing arts. A list of suggested word prompts is included in the "Getting it started" segment, though faculty may choose to develop their own list. After completing their word associations, students then reflect on what early memories and experiences these words trigger. They may discover that they had very rich memories or experiences in one or more of the four areas and few or none in others. Some students may feel that they had very limited experiences in any discipline. It is important to point out that there will probably be a wide range of experiences and that there are many factors that contributed to this diversity. Examples include personal interests, family and community culture and values, family preferences, availability of affordable opportunities in the community, and the curriculum in students' preschool and early elementary grades.

It is also important to acknowledge that some of the students' word association responses may trigger memories of experiences that were uncomfortable. For example, some students may have been made to take music or dance lessons at a time when they didn't want to or had embarrassing moments in performances such

as school plays or recitals. Depending on the students' readiness and willingness to share some of these memories, as well as the instructors' level of experience and comfort, faculty may explore with students how these experiences could inform their work as teachers. Faculty might consider planning a short break after the final reflection to allow students an opportunity to deal with any strong emotions that may have surfaced.

A similar reflection experience for the visual and performing arts can be found in Learning Experience 1 of the visual and performing arts domain of the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* (pp. 18–26); utilizing the included handout (pp. 23-26) could prove especially beneficial for students' reflective engagements.

If students are keeping journals, instructors may suggest that they include their replies to some of the reflection questions.

If faculty choose to have students complete the word association activity as a move-about exercise, several large sheets of paper, markers, and tape will be needed. Instructors may wish to prepare these sheets ahead of class; two or three words could be written across the top of the sheet to prompt the word association exercise.

Information Delivery

Slides 3-5

If students are not already familiar with the visual and performing arts domain, it will be helpful to do a brief review of the domain's strands and substrands by having students read the summary on pages 48–49 of the *California Preschool Curriculum Framework, Volume 2*.

Definitions of the four disciplines are also provided in Learning Experience 1 of the visual and performing arts domain on pages 20-21 of the *Instructional Guide for the California Preschool Learning Foundations, Volume 2* (IG PLF, V2). These definitions, taken directly or adapted from the glossary on pages 28-31 of the *California Preschool Learning Foundations, Volume 2* (PLF, V2), are included here for quick reference:

> **Visual Art**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art. (IG PLF, V2, p. 20)
>
> **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone. (IG PLF, V2, p. 21)
>
> **Drama**: A participatory experience in which two or more children pretend to be someone else or to be someplace else. Drama is used in the preschool classroom as an experiential, play-based learning medium. Whereas theater is performance-oriented, drama at the preschool level is process-oriented and improvisational in nature (PLF, V2, p. 28)

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Dance: Movement selected and organized for aesthetic purposes, or as a medium of expression, rather than for its function as work or play. (PLF, V2, p. 28)

Active Learning

Slide 7

Getting it started

Explain to the students that they will be doing a word association exercise about the visual and performing arts. When they are presented with a word related to one of the four disciplines—visual art, music, drama, and dance—they are to write down the first word or phrase that comes to mind.

There are two ways that this word association exercise may be conducted, depending on the size of the class and the space available in the classroom. The first way is to read each word from the list and ask students to individually write their responses on a sheet of paper. The second way is to post chart paper around the room with one to three words from the list written at the top of each paper. Students then move around the room and write their responses to the word prompts on the chart paper. Remind students to focus on their response to the word prompts rather than what other students have written. If choosing this second method, remind students to write large enough so that the words can be read while the students are seated.

The following words are suggestions for the list of word prompts:

- Drawing
- Painting
- Sculpting
- Singing solo
- Singing in a group
- Playing an instrument
- Dancing
- Pretend play
- Chalk
- Paints
- Crayons or markers
- Play dough or clay
- Collage
- Glue or paste
- Costumes and props
- Performance or play
- Art show
- Art/music/dance lessons

Online Options

Students could complete the word association prior to class and then post their responses online. Upon instructor's recommendation, students could then review their peers' lists before coming to class for discussion.

Slides 8-9

Keeping it going

Next ask students form small groups to discuss their word associations. They can use their own lists or read the ones on charts posted around the room. Ask the students to frame their

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discussions around these questions:

- Which words or phrases appeared frequently? Which ones were unusual?
- Which words or phrases resonated with you? Why?
- Was there an adult who particularly encouraged you in the visual arts?
- What childhood memories of drawing or painting, singing, playing musical instruments, dancing, and engaging in pretend play or drama did these words evoke for you? What feelings were elicited?
- How might you use these memories and feelings when planning curriculum in the visual and performing arts for young children?

Taking it further
Ask for volunteers to share highlights from their small group discussions. Encourage students to describe both similar and different memories and feelings, their thoughts about why some of the experiences were different, and insights drawn from sharing these experiences that they can use in their work with children in the visual and performing arts.

Putting it together
Conclude by asking students to answer the following questions:

Slide 10

- What are some things that stand out for you from everyone's word associations and the discussion?
- What surprised you?
- What are some key points or themes that emerged from these discussions?
- Why is it helpful to think about your own early experiences in the visual and performing arts as you plan curriculum in these disciplines?
- What is one thing you want to remember in your curriculum planning?

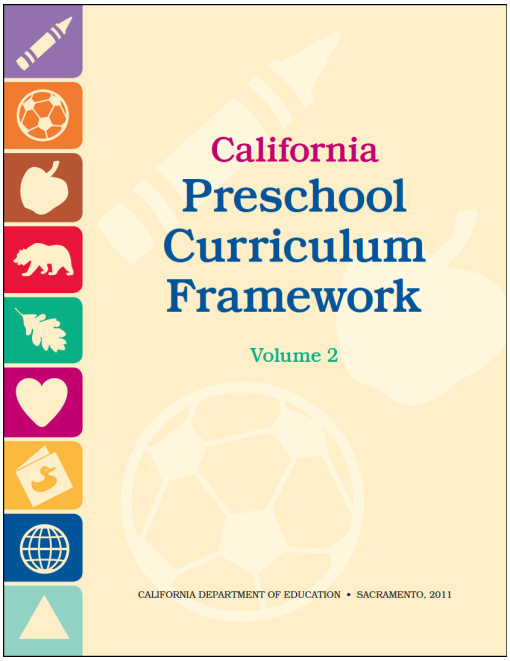
Reflection

Students may also answer the reflective questions suggested in the "Putting it together" section individually.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

Slides 11-12

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?



Visual and Performing Arts

The visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 2*.
- A guide for teachers in planning curriculum in visual and performing arts.
- Organized with the same strands and substrands as the foundations.

Visual and Performing Arts

The four disciplines defined, include:

- **Visual Art**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.
- **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

(pages 28-31) *California Preschool Learning Foundations, Volume 2*

Visual and Performing Arts

- **Drama**: A participatory experience in which two or more children pretend to be someone else or someplace else. Drama, in the preschool classroom, is an experiential, play-based learning medium. Whereas theater is performance-oriented, drama is process-oriented and improvisational in nature.
- **Dance**: Movement selected and organized for aesthetic purposes or as a medium of expression, rather than for its function as work or play.

(pages 28-31) *California Preschool Learning Foundations, Volume 2*

Visual and Performing Arts

Strands - Visual Art, Music, and Dance

- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills
- Substrand 3.0 Create, Invent, and Express

Strand - Drama

- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills to Create, Invent, and Express Through Drama

(pages 48-49) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

The visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection

Visual and Performing Arts

- Drawing
- Painting
- Sculpting
- Singing solo
- Singing in a group
- Playing an instrument
- Dancing
- Pretend play
- Chalk
- Paints
- Crayons or markers
- Play dough or clay
- Collage
- Glue or paste
- Costumes and props
- Performance or play
- Art show
- Art/music/dance lessons

Visual and Performing Arts

- Which words or phrases appeared frequently? Which ones were unusual?
- Which words or phrases resonated with you? Why?
- Was there an adult who particularly encouraged you in the visual arts?

Visual and Performing Arts

- What childhood memories of drawing or painting, singing, playing musical instruments, dancing, and engaging in pretend play or drama did these words evoke for you? What feelings were elicited?
- How might you use these memories and feelings when planning curriculum in the visual and performing arts for young children?

Visual and Performing Arts

- What are stands out for you from everyone's word associations and the discussion?
- What surprised you?
- What are some key points or themes that emerged from these discussions?
- Why is it helpful to think about your own early experiences in the visual and performing arts as you plan curriculum in these disciplines?
- What is one thing you want to remember in your curriculum planning?

- What part of this class stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced?
- Which ones gave you a new perspective or insight?

- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 2 – Visual and Performing Arts:
Key Topic 1: Organization and Rationale of the Visual and Performing Arts Domain

Focus of Unit 2 – Key Topic 1

Students explore the rationale for including the visual and performing arts domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Brainstorming—small group or individual
- Class discussion
- Small group work
- Reflective discussion—large group
- Class presentation
- Development of resource tools
- Conversation grid
- Note-taking outline
- Reflection—individual

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 key topics.

- Child Development and Learning
- Learning Environments and Curriculum
- Professionalism

Unit 2 – Visual and Performing Arts:
Key Topic 1: Organization and Rationale of the Visual and Performing Arts Domain

Before You Start

As in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, Key Topic 1 for this unit has three main components or subtopics: rationale for the domain, organization of the domain, and guiding principles for the domain. **Note** that the one exception to this structure is the English-language development domain of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*; that domain addresses the guiding principles with the key topic on the environments and materials.

Each subtopic has a set of active learning experiences that are designed to familiarize students with the overall content and key elements of the visual and performing arts domain and where to locate these elements for their work in curriculum planning. The content of the domain is explored in more detail in the four other key topics for this domain.

Students may already be familiar with the curriculum framework's organizational structure if they have done Key Topic 1 of Unit 1 of this instructional guide. Or they may have gained an understanding of each domain's organization if they have done any of the second subtopics in Key Topic 1 of Units 3 or 4 of this guide. If such is the case, you may decide to skip Subtopic 2 and focus on the rationale for the domain, Subtopic 1, or the domain guiding principles, Subtopic 3.

The "Questions for Reflection" at the end of each strand in the *California Preschool Curriculum Framework, Volume 2* were designed to help students consider their practices as related to the content of the strand as preschool teachers. The reflective questions presented throughout this instructional guide focus on students' understanding of the active learning experiences in the key topics and how they might apply this knowledge in their work.

The following are planning considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Rationale for the Visual and Performing Arts Domain.** Students are asked to present their key points and some glossary terms to the rest of the class on chart paper or as a handout that can be shared. Either chart paper will need to be provided or time allotted between class sessions for students to prepare a handout for distribution.
- **Subtopic 2: Organization of the Visual and Performing Arts Domain.** Handout 1, that students are asked to fill in, is provided at the end of this key topic. Handout 2 is a completed reference for the instructor. Handout 3 is a copy of pages 103-107 from the appendix in the *California Preschool Learning*

Foundations, Volume 2. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Guiding Principles for the Visual and Performing Arts Domain**. Handout 4, a conversation grid that students use in this subtopic, can be found at the end of this key topic. Handout 5, a listing of principles and disciplines, can be cut up for students to select their domain principle(s). Electronic versions of both handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Slides 2-6

If students do not have much background with the visual and performing arts as a curricular area, it may be helpful for them to become familiar with the visual and performing arts foundations by reading sections from the *California Preschool Learning Foundations, Volume 2* as an introduction or review.

California Preschool Learning Foundations, Volume 2:

- Discussion of the visual and performing arts strands (pp. 1–4)
- Review of the research for each strand (pp. 22–27)
- Glossary for the visual and performing arts domain (pp. 28–30)

The following sections from the ***California Preschool Curriculum Framework, Volume 2*** will be discussed in Subtopic 1:

- Introduction to Chapter 2, Visual and Performing Arts (pp. 40–41)
- Discussion of the visual and performing arts strands (pp. 50, 63, 86–87, and 101–102)
- Research highlights (pp. 59, 71, 84, 94, and 102)

This content may be delivered through lectures and/or assigned readings.

A review of the strands and substrands may also help students become familiar with the four disciplines of the visual and performing arts. These are found on pages 48–49 of the *California Preschool Learning Foundations, Volume 2* and listed here for reference:

- Visual Art (strand)

  1.0 Notice, Respond, and Engage (substrand)

2.0 Develop Skills in Visual Art (substrand)

3.0 Create, Invent, and Express Through Visual Art (substrand)

- Music (strand)

  1.0 Notice, Respond, and Engage (substrand)

  2.0 Develop Skills in Music (substrand)

  3.0 Create, Invent, and Express Through Music (substrand)

- Drama (strand)

  1.0 Notice, Respond, and Engage (substrand)

  2.0 Develop Skills to Create, Invent, and Express Through Drama (substrand)

- Dance (strand)

  1.0 Notice, Respond, and Engage (substrand)

  2.0 Develop Skills in Dance (substrand)

  3.0 Create, Invent, and Express Through Dance (substrand)

The following key points are taken from the introduction in Chapter 2, Visual and Performing Arts, pages 40-41 of the *California Preschool Curriculum Framework, Volume 2*:

- Much of children's development in the visual and performing arts during the preschool years occurs naturally.
- Many skills unfold through children's play.
- Skills in the visual and performing arts are closely intertwined with those in other areas of development.
- Children follow their own interests and engage in areas where they are experiencing increasing mastery.
- The role of the preschool teacher is to let children experiment by providing materials and opportunities, offer advice when requested, and provide scaffolding as appropriate.
- The teacher also supports connections between the arts and other developmental areas and provides opportunities for children to grow and learn in relation to these other developmental areas while practicing skills in the visual and performing arts.

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Active Learning

Subtopic 1: Rationale for the Visual and Performing Arts Domain

Slide 7

Getting it started
Ask the class to form four teams, and assign each team one of the disciplines. Instructors could also prepare four slips of paper, each with one of the four disciplines written on it, and let each team select its discipline by choosing a slip of paper.

Within the *California Preschool Curriculum Framework, Volume 2,* students will benefit from individually reading:

- the introduction to the chapter, pages 40–41
- the research highlights, pages 59, 71, 84, 94, or 102
- the glossary terms, pages 286–288 related to their assigned discipline.

Ask them to note key points and ideas as well as unfamiliar vocabulary as they do their reading.

Keeping it going
Students then meet in their teams and review their key points and vocabulary as a group. After all team members have had a chance to share, the team comes to agreement on the key points and vocabulary it will present to the rest of the class. Ask the teams to document their findings on paper that can be reproduced or is large enough to be seen by the entire class.

Taking it further
Each team presents its key points and vocabulary. Allow time for the other students to ask questions.

Putting it together
Conclude the presentations with a class discussion on the following questions:

Slide 8

- Which key points stood out for you? Which vocabulary terms?
- Where was there similarity among the key points for the four disciplines? Where did you see differences?
- Where were strong links to other developmental areas highlighted?

Online Options

Subtopic 1: Upon instructor's recommendation, students read material and post key points online; students review others' key points before coming to class for small group work.

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- Which points do you want to keep in mind as you plan curriculum in visual art, music, drama, or dance for children? Why?

Instructors may wish to add some of the key points listed in the "Information Delivery" section if the students do not mention them.

Subtopic 2: Organization of the Visual and Performing Arts Domain

Slide 9

Getting it started
Begin this learning experience by having students read the section titled "Organization of the Framework" on pages 9–11 of the *California Preschool Curriculum Framework, Volume 2.* Ask them to note the key structural components described for a domain chapter.

Slide 10

Keeping it going
Provide students with Handout 1 for this key topic, which is titled "Organization of the Visual and Performing Arts Domain." Briefly review the handout with them, pointing out the similarities between the handout and their notes of the structural components of a domain chapter. Explain that the handout, when completed, will help them become familiar with the organizational structure of the domain and provide them with an expanded table of contents that they can use as a reference. **Note** that Handout 2, a completed version of Handout 1, is provided for instructors.

Then ask students to thumb through Chapter 2, Visual and Performing Arts (pp. 39–130), and the glossary (pp. 286–288) of the *California Preschool Curriculum Framework, Volume 2* and complete Handout 1 by writing the page number(s) for each component listed. Suggest that the notes column on the handout can be used to remind them of any information they might find useful such as the number of vignettes, interactions and strategies, or research highlights in each strand or substrand.

Slide 11

Taking it further
After the students have completed Handout 1 of the organizational structure of the visual and performing arts chapter, ask them to find the Appendix on pages 103–107 of the *California Preschool Learning Foundations, Volume 2*. This Appendix summarizes the strands, substrands, and foundations of the visual and performing arts domain. This summary can also be found following this key topic as Handout 3.

Ask the students to compare their completed Handout 1 with the

summary so that they see the parallel organization of the learning foundations and the curriculum framework for the domain. It will be important to point out that the foundations are the ***what*** and the curriculum framework is the ***how***. The foundations are the ***what:*** goal-like statements that describe ***what*** children typically learn and develop with optimal support. The curriculum framework is the ***how:*** provides guidance for ***how*** teachers can intentionally support this learning and development.

This would also be a good time to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.

Putting it together
The following questions are suggested as a way to conclude this subtopic:

Slide 12

- Which components or elements of the visual and performing arts chapter caught your attention?
- Which component did you want to spend more time reading about? Why?
- How can these components help you become more intentional in your teaching?
- How might you use this organizational guide as a reference in your work?

Online Options

Subtopic 2: Students complete the handout and post their responses to the reflective questions for this subtopic online.

Subtopic 3: Guiding Principles for the Visual and Performing Arts Domain

Getting it started
Begin by asking students to read the 14 guiding principles for the visual and performing arts domain on pages 42–45 of the *California Preschool Curriculum Framework, Volume 2* and have them note a key point for each principle. Ask for volunteers to share their key points for each principle to ensure that students have a good understanding of each one. Also encourage students to ask for clarification or questions about any principle.

Slides 13-15

Keeping it going
The next step is to have students brainstorm an example of each principle for each of the four disciplines on Handout 4, a conversation grid that is provided at the end of this key topic.

Instructors may want to consider assigning the principles and disciplines in one of the following ways:

Slides 13-15

- Divide students into four groups, one group for each discipline. Then the students in each group divide up the principles among themselves so that each student has approximately the same number of principles.
- Ask students to count out from 1–14 and start again with number 1 until each student has a number from 1–14. Some numbers may be assigned to more than one student. Then each student is to brainstorm an example of the principle corresponding to his or her number for each of the four disciplines.
- Cut up Handout 5, which lists the principles and disciplines, into individual squares and place them in a container. Ask each student to choose a square; continue until all the squares have been chosen.

The amount of time provided for students to brainstorm their examples will depend on the size of the class and how many principles and discplines each student is required to do.

Taking it further
After the students have recorded their individual ideas, they could mingle and interview other students to complete their grids. Again the amount of time provided will depend on how many peers each student will need to interview. Remind the students to ask for clarification if any of the examples do not seem clear.

Putting it together
Conclude this subtopic with a class discussion of these questions:

- Which domain principle(s) stood out for you?

Slide 16

- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- How did the examples of a principle for the four disciplines increase your understanding of the principle?
- Which three domain principles will be the most important ones for you to apply in your curriculum planning? Why?

Online Options

Subtopic 3: Students could complete their own conversation grids online and post them. Upon instructor's recommendation, students review other students' postings to complete their own grids.

Reflection

Two sets of reflective questions are offered for this key topic. The first set provides students with an opportunity to think about all three subtopics of the visual and performing arts domain:

Slides 17-18

- As you think about the rationale, organizational structure, and guiding principles of the visual and performing arts domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for the visual and performing arts?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Slide 19

In the chapter on visual and performing arts in the *California Preschool Curriculum Framework, Volume 2*, there is a discussion of the developmental sequence of children's drawing (pp. 56–57). There is also a list of the elements of dance for young children (p. 106).

Students could either look for more resources on one of these topics or research whether there are similar developmental sequences or listing of elements for any of the four disciplines of the visual and performing arts. The number of resources each student is asked to find may depend on whether the students will share their findings with their classmates. Instructors may

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suggest that students begin their searches with the resources listed in the teacher resources, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* as well as the references in the *California Preschool Learning Foundations, Volume 2* (pp. 31–36).

Ask students to prepare their findings in a way that can be kept as a future resource tool for themselves and possibly their peers, such as a copy of the resource if it is not copyright protected or a written description of the resource.

Organization of the Visual and Performing Arts Domain

Indicate the pages where each component can be found in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2.* Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 14 guiding principles in this domain or that there are two vignettes in the first substrand of the Visual Art strand.

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Visual Art (strand)		
1.0 Notice, Respond, and Engage (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Develop Skills in Visual Art (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Create, Invent, and Express Through Visual Art (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		

Component	Page(s)	Notes
Engaging Families		
Questions for Reflection		
Other		
Music (strand)		
1.0 Notice, Respond, and Engage (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Develop Skills in Music (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Create, Invent, and Express Through Music (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
Drama (strand)		
1.0 Notice, Respond, and Engage (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		

Component	Page(s)	Notes
2.0 Develop Skills to Create, Invent, and Express Through Drama (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
Dance (strand)		
1.0 Notice, Respond, and Engage (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Develop Skills in Dance (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Create, Invent, and Express Through Dance (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

Handout for the Organization of the Visual and Performing Arts Domain

Instructor Reference

Instructions for Students: Indicate the pages where each component can be found in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2.* Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 14 guiding principles in this domain or that there are two vignettes in the first substrand of the Visual Art Strand.

Component	Page(s)	Notes
Guiding Principles	42–45	14 principles
Environments and Materials	45–48	13 environments and materials
Summary of the Strands and Substrands	48–49	
Teacher Resources	119–121	
Glossary	286–293	
Other	122	Suggested Arts Materials
Visual Art (strand)	50	
1.0 Notice, Respond, and Engage (substrand)	51	
Vignettes and Teachable Moments	51–52	2 vignettes
Interactions and Strategies	53	3 interactions and strategies
2.0 Develop Skills in Visual Art (substrand)	54	
Vignettes and Teachable Moments	54	1 vignette
Interactions and Strategies	54–56	8 interactions and strategies
3.0 Create, Invent, and Express Through Visual Art (substrand)	58	
Vignettes and Teachable Moments	58	1 vignette

Component	Page(s)	Notes
Interactions and Strategies	60	3 interactions and strategies
Research Highlight(s)	59	1 research highlight: • Visual Art
Engaging Families	62	6 suggestions
Questions for Reflection	62	10 questions
Other	56–57	Developmental Sequence of Drawing
Music (strand)	63	
1.0 Notice, Respond, and Engage (substrand)	64	
Vignettes and Teachable Moments	64, 66-68, 69	5 vignettes
Interactions and Strategies	65, 66–67, 68, 71	17 interactions and strategies
2.0 Develop Skills in Music (substrand)	72, 74, 77	
Vignettes and Teachable Moments	73, 75 77	3 vignettes
Interactions and Strategies	73–74, 76–77, 78–79	10 interactions and strategies
3.0 Create, Invent, and Express Through Music (substrand)	80	
Vignettes and Teachable Moments	80, 81	2 vignettes
Interactions and Strategies	81, 82	6 interactions and strategies
Research Highlight(s)	71, 84	2 research highlights: • Music and the Brain • Music
Engaging Families	85	4 suggestions
Questions for Reflection	85	6 questions
Other		

Component	Page(s)	Notes
Drama (strand)	86-87	
1.0 Notice, Respond, and Engage (substrand)	88	
Vignettes and Teachable Moments	88	1 vignette
Interactions and Strategies	89–90	4 interactions and strategies
2.0 Develop Skills to Create, Invent, and Express Through Drama (substrand)	91	
Vignettes and Teachable Moments	91, 95	2 vignettes
Interactions and Strategies	93–95, 96–97	8 interactions and strategies
Research Highlight(s)	94	1 research highlight: • Drama
Engaging Families	99–100	9 suggestions
Questions for Reflection	100	10 questions
Other		
Dance (strand)	101–102	
1.0 Notice, Respond, and Engage (substrand)	103	
Vignettes and Teachable Moments	103	1 vignette
Interactions and Strategies	104–107	9 interactions and strategies
2.0 Develop Skills in Dance (substrand)	108	
Vignettes and Teachable Moments	108	1 vignette
Interactions and Strategies	109–110	5 interactions and strategies
3.0 Create, Invent, and Express Through Dance (substrand)	111	

Component	Page(s)	Notes
Vignettes and Teachable Moments	111	1 vignette
Interactions and Strategies	112–114	6 interactions and strategies
Research Highlight(s)	102	1 research highlight: • Dance
Engaging Families	115–116	8 suggestions
Questions for Reflection	116	6 questions
Other	106	Table 2.1 Elements of Dance

Appendix

The Foundations

Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

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2.0 Develop Skills in Visual Art *(Continued)*

At around 48 months of age	*At around 60 months of age*
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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Music

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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Drama

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

Dance

1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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2.0 Develop Skills in Dance

At around 48 months of age	*At around 60 months of age*
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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Guiding Principles for the Visual and Performing Arts Domain

Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
The arts are inclusive of all children.	Name:	Name:	Name:	Name:
The arts are a language that is common to all.	Name:	Name:	Name:	Name:
The arts promote dispositions for learning.	Name:	Name:	Name:	Name:
Children make their own meaning.	Name:	Name:	Name:	Name:
Children are capable of creating original art in all its forms.	Name:	Name:	Name:	Name:

Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
Children learn about human connections, beauty, and appreciation of the arts.	Name:	Name:	Name:	Name:
The child's work is play.	Name:	Name:	Name:	Name:
Children are active learners who thrive when challenged appropriately.	Name:	Name:	Name:	Name:
Arts experiences for preschoolers are more about process than product.	Name:	Name:	Name:	Name:
The arts reinforce the integrated nature of learning.	Name:	Name:	Name:	Name:

Principle	Visual Art Examples	Music Examples	Drama Examples	Dance Examples
Cultural competence is approached through art.	Name:	Name:	Name:	Name:
The arts are motivating and engaging for learners.	Name:	Name:	Name:	Name:
Art can nurture the nurturer.	Name:	Name:	Name:	Name:
The arts provide a unique means for families to interact.	Name:	Name:	Name:	Name:

Guiding Principles for the Visual and Performing Arts Domain

The arts are inclusive of all children. Visual and Performing Arts	The arts are inclusive of all children. Music	The arts are inclusive of all children. Drama	The arts are inclusive of all children. Dance
The arts are a language that is common to all. Visual and Performing Arts	The arts are a language that is common to all. Music	The arts are a language that is common to all. Drama	The arts are a language that is common to all. Dance
The arts promote dispositions for learning. Visual and Performing Arts	The arts promote dispositions for learning. Music	The arts promote dispositions for learning. Drama	The arts promote dispositions for learning. Dance
Children make their own meaning. Visual and Performing Arts	Children make their own meaning. Music	Children make their own meaning. Drama	Children make their own meaning. Dance
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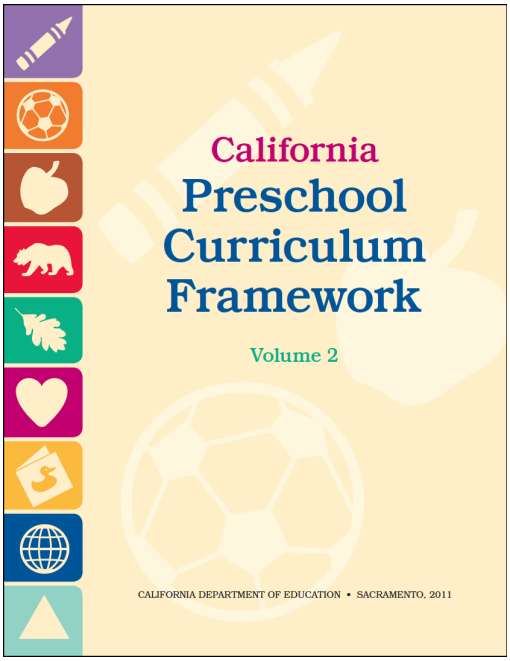
The arts provide a unique means for families to interact. Visual and Performing Arts	The arts provide a unique means for families to interact. Music	The arts provide a unique means for families to interact. Drama	The arts provide a unique means for families to interact. Dance



Visual and Performing Arts

The four disciplines defined, include:

- **Visual Art**: Products and processes of expression that use particular tools to create marks, colors, textures, and shapes of visual art.
- **Music**: Sounds selected and organized for expressive purposes; these sounds have pitch, tempo, rhythm, and tone.

(pages 28-31) *California Preschool Learning Foundations, Volume 2*

Visual and Performing Arts

- **Drama**: A participatory experience in which two or more children pretend to be someone else or someplace else. Drama, in the preschool classroom, is an experiential, play-based learning medium. Whereas theater is performance-oriented, drama is process-oriented and improvisational in nature.
- **Dance**: Movement selected and organized for aesthetic purposes or as a medium of expression, rather than for its function as work or play.

(pages 28-31) *California Preschool Learning Foundations, Volume 2*

Visual and Performing Arts

Strands - **Visual Art, Music, and Dance**

- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills
- Substrand 3.0 Create, Invent, and Express

Strand - **Drama**

- Substrand 1.0 Notice, Respond, and Engage
- Substrand 2.0 Develop Skills to Create, Invent, and Express Through Drama

(pages 48-49) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

California Preschool Curriculum Framework, Volume 2

- Much of children's development in the visual and performing arts during the preschool years occurs naturally.
- Many skills unfold through children's play and are closely intertwined with those in other areas of development.
- Children follow their own interests and engage in areas where they are experiencing increasing mastery.

Visual and Performing Arts

California Preschool Curriculum Framework, Volume 2

The role of the preschool teacher is to:

- Let children experiment by providing materials and opportunities, offer advice when requested, and provide scaffolding as appropriate.
- Support connections between the arts and other developmental areas
- Provide opportunities for children to grow and learn in relation to other developmental areas while practicing skills in the visual and performing arts.

Visual and Performing Arts

California Preschool Curriculum Framework, Volume 2

- Introduction to the chapter, pages 40–41
- Research highlights, pages 59, 71, 84, 94, or 102
- Glossary terms, pages 286–288

Note key points, ideas, and unfamiliar vocabulary.

Visual and Performing Arts

- Which key points stood out for you? Which vocabulary terms?
- Where was there similarity among the key points for the four disciplines? Where did you see differences?
- Where were strong links to other developmental areas highlighted?
- Which points do you want to keep in mind as you plan curriculum in visual art, music, drama, or dance for children? Why?

Visual and Performing Arts

Read "Organization of the Framework" (pages 9–11) in *California Preschool Curriculum Framework, Volume 2*.

- Note the key structural components described for a domain chapter.

Organization of the Visual and Performing Arts Domain

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Visual Art (strand)		
1.0 Notice, Respond, and Engage (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Develop Skills in Visual Art (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Create, Invent, and Express Through Visual Art (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

Visual and Performing Arts

- The foundations are the ***what:*** goal-like statements that describe ***what*** children typically learn and develop with optimal support.
- The curriculum framework is the ***how:*** provides guidance for ***how*** teachers can intentionally support this learning and development.

Visual and Performing Arts

- Which components or elements of the visual and performing arts chapter caught your attention?
- Which component did you want to spend more time reading about? Why?
- How can these components help you become more intentional in your teaching?
- How might you use this organizational guide as a reference in your work?

Visual and Performing Arts

Guiding Principles

- The arts are inclusive of all children.
- The arts are a language that is common to all.
- The arts promote dispositions for learning.
- Children make their own meaning.
- Children are capable of creating original art in all its forms

Visual and Performing Arts

Guiding Principles

- Children learn about human connections, beauty, and appreciation of the arts.
- The child's work is play.
- Children are active learners who thrive when challenged appropriately.
- Arts experiences for preschoolers are more about process than product.

Visual and Performing Arts

Guiding Principles

- The arts reinforce the integrated nature of learning.
- Cultural competence is approached through art.
- The arts are motivating and engaging for learners.
- Art can nurture the nurturer.
- The arts provide a unique means for families to interact.

Visual and Performing Arts

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- How did the examples of a principle for the four disciplines increase your understanding of the principle?
- Which three domain principles will be the most important ones for you to apply in your curriculum planning? Why?

- As you think about the rationale, organizational structure, and guiding principles of the visual and performing arts domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for the visual and performing arts?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this? What is a first step you could take to locate this support or information?
- What steps could you take to start applying the new idea or perspective?

Visual and Performing Arts

Review the discussion of the developmental sequence of children's drawing (pp. 56–57) and the list of the elements of dance for young children (p. 106).

- Look for more resources on one of these topics.
- Research whether there are similar developmental sequences or listing of elements for any of the four disciplines of the visual and performing arts.

Unit 2 – Visual and Performing Arts:
Key Topic 2: Getting to Know Environments and Materials That Support the Visual and Performing Arts

Focus of Unit 2 – Key Topic 2

Students become familiar with environmental arrangements and materials that can be used to support children's development in the visual and performing arts and have opportunities to explore ways they can be applied.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum–Field Experience

Instructional Methodologies

- Lecture
- Class discussion
- Class presentation
- Development of resource tool
- Interviews—teacher
- Observation—classroom
- Pairs work
- Small group work
- Reflective discussion—large group
- Individual reflection
- Photograph—observation and environments

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Professionalism

Unit 2 – Visual and Performing Arts:
Key Topic 2: Getting to Know Environments and Materials That Support the Visual and Performing Arts

Before You Start

This key topic provides students with an opportunity to become familiar with the environment and materials described in Chapter 2 of the *California Preschool Curriculum Framework, Volume 2* and to create two resource tools they can use in their teaching. The Active Learning component of this key topic also includes options for observing preschool programs and interviewing teachers.

The "Keeping it going" segment requires students to complete the handout provided with this key topic or create a similar one on blank paper. The number of copies of the handout will depend on how many of the 13 points regarding environments and materials each student is to complete and how many students are in the class. This handout is provided at the end of the key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative. If the alternative approach is chosen, 13 large sheets of chart paper, markers, and tape will be needed.

The "Taking it further" segment involves showing photographs of early care and education settings that illustrate the 13 recommendations for environments and materials that support children's learning in the visual and performing arts.

The "Deeper Understanding" segment suggests that students visit preschool programs and take photographs. Depending on students' awareness of preschool programs in their communities, it may be helpful to have a list of programs that students can visit. Because students will be creating a personal resource tool, observing the same classroom will work. Students might consider any preschool programs currently located on campus as an easy and resource-rich observation platform. If students have not visited many preschool programs, remind them to check with the program director about visiting and observation procedures.

If students don't have access to a camera or do not have photographic capability on their cell phones, students may form teams of two or three for the observations. Student groupings may prove beneficial regardless of access to photographic equipment.

Information Delivery

The 13 environments and materials on pages 45–48 of the *California Preschool Curriculum Framework, Volume 2* are the main content for this key topic.

Depending on the students' background, developing familiarity with the following topics in the framework may prove beneficial:

May be duplicated for educational purposes only.

California Preschool Curriculum Framework, Volume 2

Slides 2-6

- "Curriculum Planning" (pp. 14–19)
- *"The environment as curriculum: Interest areas to support children's play and child-initiated learning"* (pp. 17–19)
- "The Daily Schedule" (pp. 19–25)

This content could be delivered through lectures or assigned reading.

Active Learning

Getting it started
Ask the students to review the section on "Curriculum Planning" in the *California Preschool Curriculum Framework, Volume 2* (pp. 14–19), paying special attention to the section on the environment (pp. 17–19). Then hold a class discussion on key points that students identified from their reading.

Keeping it going
Ask the students to next review the section in the curriculum framework on "Environments and Materials" (pp. 45–48). Point out that there are 13 recommendations related to the environment and materials that support children's experiences and learning in the visual and performing arts.

Slide 7

Provide students with copies of Handout 1, included with this key topic, or ask them to create similar ones on a sheet of blank paper. The number of handouts that each student has will depend on how many of the 13 environment and materials recommendations the student works on. Explain that the handout will be used to describe how each of the environment and materials recommendations relates to the visual and performing arts. A recommendation is to be written in the oval, and an example of how the recommendation applies to one of the four disciplines is to be written in the appropriate shape. Point out that some of the recommendations are specific to one or more of the four disciplines while others may apply to all four.

Depending on the size of the class, faculty may decide to assign students to one or more of the 13 environment or materials recommendations. Students may also work in pairs or small groups if more than one student is assigned the same recommendation.

An alternative approach could be to hang 13 sheets of chart paper in the room. Head each paper with a brief summary of one of the 13 environments and materials recommendations; the rest of the paper could be divided into four quadrants. Label

each quadrant with one of the four strands: visual art, music, drama, and dance. One of the following two options could be used to complete the charts:

- Students individually move around the room and add at least one example to each chart.
- A small group of students could complete one chart and then move on to another chart to add more examples.

Taking it further
Next, show slides or photographs of early care and education settings. Ask students to look for additional examples of their assigned environment or materials recommendation and add them to their handout or chart paper.

Putting it together
Provide time for the students to share their examples or review the completed charts. The handouts could be peer-reviewed or students could verbally describe their examples.

Online Options

Upon instructor's recommendation, students may complete their handouts online and post them for peer review.

Reflection

Slides 8-10

Ask students to reflect on this topic by answering one of the following sets of questions. This could be done as a class discussion, or all students could note their individual answers in journals.

- As you think about the environment and materials needed to support children's experiences in the visual and performing arts, which recommendations stood out to you?
- Which ones were easier to find examples for? Which ones were more challenging? Why?
- Some of the suggestions for the environment and materials were described as basic. How would you ensure that these elements reflect the diversity of the children in your program and support all children—including those who are young dual language learners or have disabilities?
- For which discipline do you feel more confident in setting up the environment and providing appropriate materials? How could you find support or resources for the other disciplines?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Ask students to identify a preschool program that they can visit to observe and photograph the environment. Because the main purpose is to collect photographic samples of the environment and materials used to support the visual and performing arts, it is suggested that the students set up a time when the children are not present. This will also alleviate the need to secure photo releases. Depending on how accessible preschool programs are to the students, and how much time is given them to conduct the visits, students may benefit from visiting and photographing multiple classrooms. Faculty could give students the option of conducting the visits in pairs or groups of three.

The students are looking for examples of the environments and materials described on pages 45–48 of the *California Preschool Curriculum Framework, Volume 2*. Remind students to observe both the indoor and outdoor areas and that a specific area may address more than one of the 13 environments and materials.

Students could also interview the teacher to learn why the environment and materials were selected and arranged the way they are and how they support the children's exploration and development in visual art, music, drama, and dance.

After completing their observations and interviews, the students can create a resource tool using the photographs and notes. This resource tool could be a physical or digital scrapbook, whichever form would be most useful to the students' work with children.

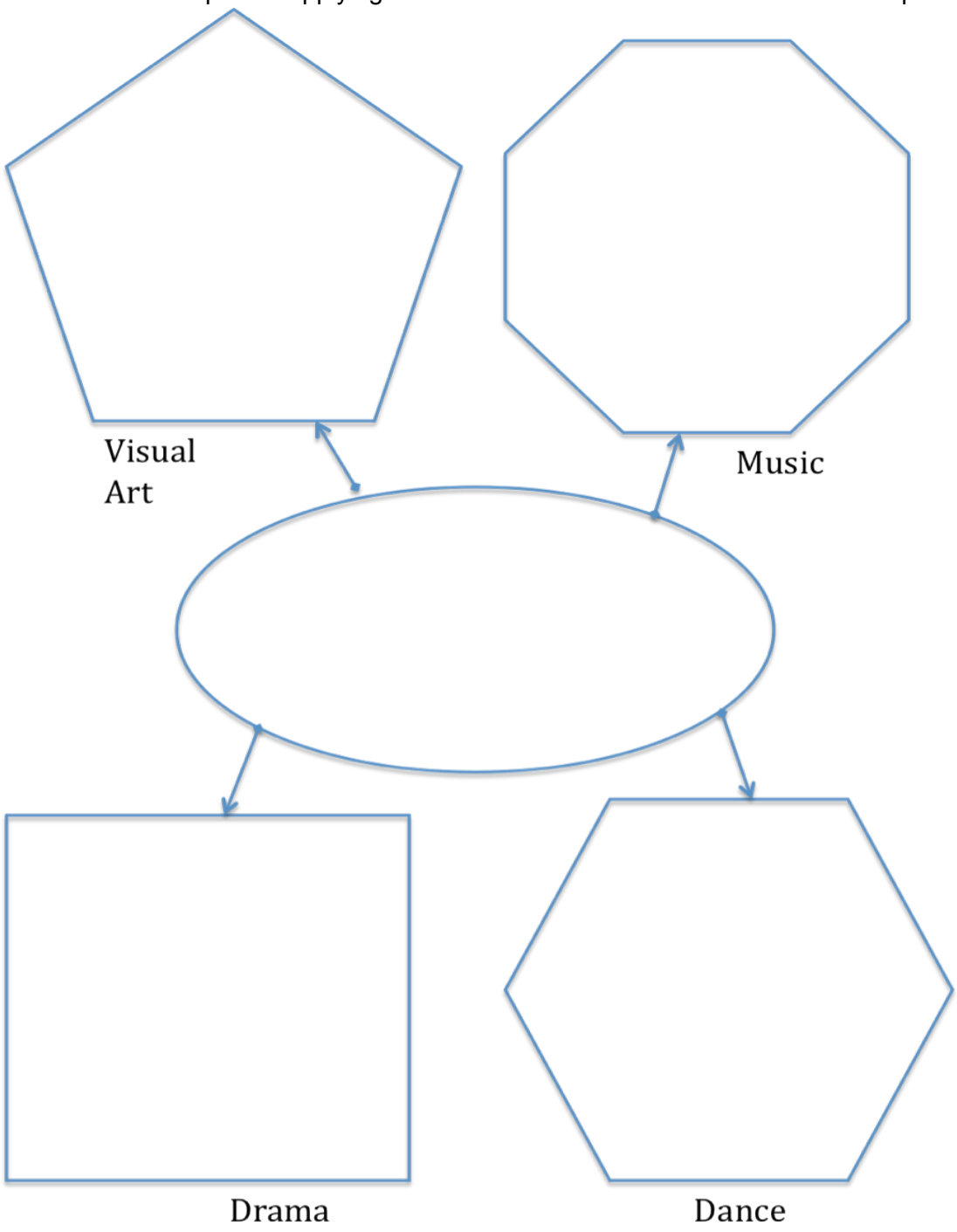
Online Options

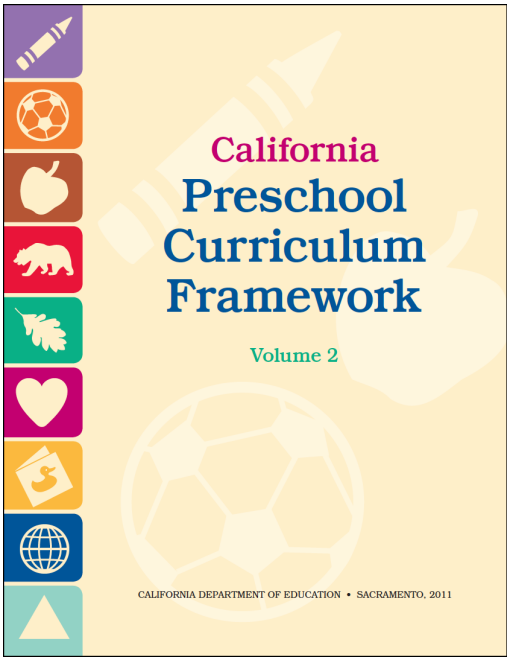
If students create digital scrapbooks of their classroom observations, these could be shared online.

May be duplicated for educational purposes only.

Getting to Know Environment and Materials That Support the Visual and Performing Arts

Directions: Write one of the environments and materials recommendations in the oval and then list examples of applying that recommendation in each of the four disciplines.





Materials for Supporting Visual and Performing Arts

(pages 45-48) *California Preschool Learning Foundations, Volume 2*

Dance and movement

- Space to move freely
- Music
- Costumes or items to create costumes

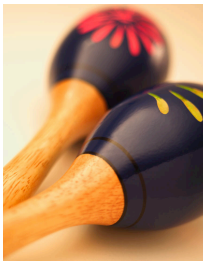
Dramatic play and drama

- Props
- Books
- Masks and costumes

Materials for Supporting Visual and Performing Arts

Visual arts

- Natural materials
- Art supplies (crayons, paints, paper, moldable dough, pencils)
- Flat places to draw and paint



Music

- Instruments
- Prerecorded music
- Generated rhythm and sound

Materials for Supporting Visual and Performing Arts

- Adaptive materials ensure accessibility for all children.
- Include materials, props, and costumes that reflect diverse cultural backgrounds, particularly those of children in the program.

Environments that Support Visual and Performing Arts

Considerations include:

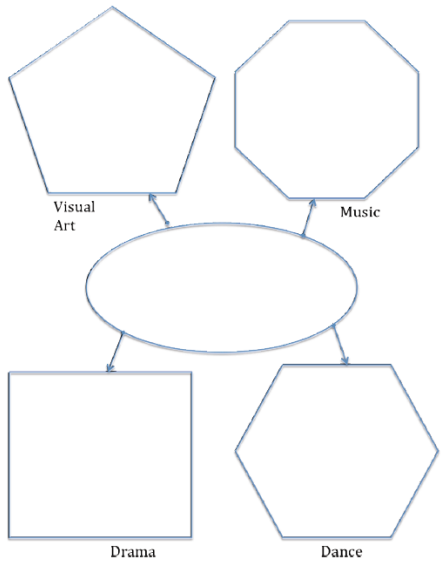
- The suitability, accessibility, safety, amount, and variety of materials.
- The aesthetics of the early childhood environment.
- Sufficient open space for movement, dance, and theater play.
- Support for children's drawing skills.

Environments that Support Visual and Performing Arts

- Indoor and outdoor environments for creating art.
- Art that is displayed at eye level of the children.
- A well-constructed environment for social and collaborative learning.

Getting to Know Environment and Materials That Support the Visual and Performing Arts

Directions: Write one of the environments and materials recommendations in the oval and then list examples of applying that recommendation in each of the four disciplines.



- As you think about the environment and materials needed to support children's experiences in the visual and performing arts, which recommendations stood out to you?
- Which ones were easier to find examples for? Which ones were more challenging? Why?

- Some of the suggestions for the environment and materials were described as *basic*. How would you ensure that these elements reflect the diversity of the children in your program and support all children—including those who are young dual language learners or have disabilities?
- For which discipline do you feel more confident in setting up the environment and providing appropriate materials? How could you find support or resources for the other disciplines?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 2 – Visual and Performing Arts:
Key Topic 3: Getting to Know Interactions and Strategies That Support the Visual and Performing Arts

Focus of Unit 2 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support children's development in the visual and performing arts.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Small group work
- Class presentation
- Peer review and feedback
- Reflective discussion—large group
- Categorizing
- Individual reflection
- Brainstorming—large group
- Interview community member
- Short report

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 key topics.

- Child Development and Learning
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Professionalism

Unit 2 – Visual and Performing Arts:
Key Topic 3: Getting to Know Interactions and Strategies That Support the Visual and Performing Arts

Before You Start

In this key topic, students become familiar with the interactions and strategies of individual substrands and think through how some of those interactions and strategies might be used by developing a vignette. Students also have an opportunity to learn about other strategies by interviewing professionals in the community who work with young children in the visual and performing arts.

There are 79 interactions and strategies in Chapter 2 of the *California Preschool Curriculum Framework, Volume 2*. As in Volume 1 of the *California Preschool Curriculum Framework*, these interactions and strategies are found after the vignettes presented in the substrands. The following table lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help you determine student groupings for the active learning experiences.

Note that while most of the substrands have fewer than 10 interactions and strategies, the "Notice, Respond, and Engage" substrand for the Music strand has 17 interactions and strategies. Instructors may want to review the number of interactions and strategies for each substrand prior to the class session in which they will be assigned.

In the "Getting it started" segment, students are asked to write a list of interactions and strategies on chart paper. The number of sheets will depend on the number of small groups and how the substrands are divided. Markers and tape will also be needed.

In the "Deeper Understanding" segment, students are asked to interview someone from the community who teaches visual arts, music, or dance to young children or someone who is involved with a children's theater. It may be helpful for instructors to first familiarize themselves with the professionals in their community.

Note to Faculty: Handout 1, included with this key topic, provides a full list of the interactions and strategies for this domain.

Table 1. Total number of vignettes, interactions, and strategies for the visual and performing arts domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	**Vignettes**	**Interactions and Strategies**
Strand: Visual Art (PCF, V2, pp. 50-62)	**4**	**14**
1.0 Notice, Respond, and Engage	2	3
2.0 Develop Skills in Visual Art	1	8
3.0 Create, Invent, and Express Through Visual Art	1	3
Strand: Music (PCF, V2 pp. 63-85)	**10**	**33**
1.0 Notice, Respond, and Engage	5	17
2.0 Develop Skills in Music	3	10
3.0 Create, Invent, and Express Through Music	2	6
Strand: Drama (PCF, V2 pp. 86-100)	**3**	**12**
1.0 Notice, Respond, and Engage	1	4
2.0 Develop Skills, Create, Invent, and Express Through Drama	2	8
Strand: Dance (PCF, V2 pp. 101-116)	**3**	**20**
1.0 Notice, Respond, and Engage	1	9
2.0 Develop Skills in Dance	1	5
3.0 Create, Invent, and Express Through Visual Art	1	6

Source: California Preschool Curriculum Framework, Volume 2

Information Delivery

As an introduction or review of the visual and performing arts domain, the following information from the *California Learning Foundations, Volume 2* and the *California Preschool Curriculum Framework, Volume 2* may be used:

California Preschool Learning Foundations, Volume 2

- Discussion of the visual and performing arts strands (pp. 1–4)
- Review of the research for each strand (pp. 22–27)
- Glossary for the visual and performing arts domain (pp. 28–30)

California Preschool Curriculum Framework, Volume 2

- Introduction to Chapter 2, "Visual and Performing Arts" (pp. 40–41)
- Discussion of the visual and performing arts strands (pp. 50, 63, 86–87, and 101–102)
- Research highlights (pp. 59, 71, 84, 94, and 102)

Active Learning

Slide 2

Getting it started

If students are not familiar with the organizational structure of the vignettes, teachable moments, and interactions and strategies in the curriculum framework, ask them to review the description found on pages 9–11 of the *California Preschool Curriculum Framework, Volume 2*. It may also be helpful to look at one of the substrands and point out the vignettes, teachable moments, and the interactions and strategies that follow each vignette.

Discuss what is meant by the terms "interactions," "strategies," and "teachable moments" and how they relate to each other. Be sure to point out that the strategies and interactions in the substrands are samples and not meant to be complete lists of teaching approaches. As stated on page 10 of the *California Preschool Curriculum Framework, Volume 2*, the strategies are ". . . starting points, or springboards, for teachers as they plan and implement their own strategies."

Next ask students to form small groups and assign each group a substrand. Depending on the number of students, instructors may have some teams work on part of a substrand or more than one substrand. Students are then to review the vignette(s) and teachable moment(s) and list the interactions and strategies from their substrand on a piece of chart paper. Suggest that

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students paraphrase each interaction and strategy into a few key words.

Keeping it going

Ask each group to develop a brief vignette in which some of the interactions and strategies from the group's substrand are used. If any of the students are currently working in early care and education programs, encourage them to think of situations they've observed. Each group should also prepare to make a presentation of its vignette to the rest of the class. This presentation could be a skit or demonstration; students may also choose to share the vignette verbally or as a written document.

Online Options

Instead of doing oral or role-playing presentations of their vignettes, students could write up their vignettes and post them online. Other students could then read the vignettes and identify the interactions and strategies used as well as additional ones that might be incorporated.

Taking it further

Before presenting their vignette, the team identifies their substrand and posts a list of interactions and strategies. After the team presents its vignette, students are requested to identify which interactions and strategies from the posted list were observed in the vignette. Also ask students if there were other interactions or strategies from other substrands that might be used.

Slides 3-4

Putting it together

After all the vignettes have been presented and discussed, ask students to focus again on the lists of interactions and strategies posted around the room. The students are then requested to identify interactions and strategies that seem to apply to all strands and those that seem specific to its strand. Instructors may choose to have the students work in their small groups again but review a different substrand. Then ask each group to mark on the chart the interactions and strategies that could cross all strands and those that are specific to the strand. You could use a colored marker or a symbol to indicate the two categories.

Note: Handout 1, included with this key topic, provides a full list of the interactions and strategies for this domain.

After all the charts have been labeled, conduct a large group discussion on these questions:

- What do you notice about the two groupings of interactions and strategies?
- Are there some strands or substrands where there are more interactions and strategies that could apply to other strands and substrands? Which ones?
- Why do you think these more general interactions and strategies were included in specific substrands?
- How could you use the more general interactions and strategies from one strand/substrand when planning curriculum in another strand or substrand?

Reflection

Slides 5-6

Conclude this learning experience by asking students to respond to the following questions:

- Which interactions and strategies from the visual and performing arts substrands stood out for you?
- Which ones were familiar to you? What were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What are some key messages that surfaced from the interactions and strategies in your substrand?
- What is one thing you will take from today to use in supporting young children's learning in the visual and performing arts?

Students could write their responses in a journal or submit them if the students do the reflection individually.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?

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- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Students may gain additional ideas about strategies for helping children develop skills and concepts in the visual and performing arts from community members who teach children. Ask students to identify and interview someone involved in children's theater or who teaches music, dance, or visual arts to young children. Many local parks and recreation departments and community centers offer a variety of classes for young children and their families.

It may be helpful to brainstorm a list of people at a class session and then have students select someone to interview. Depending on the number of resource people and the number of students, the interviews could be done by students individually, in pairs, or in small groups. If students do the interviews in groups, instructors may choose to ask each student to write an individual summary of the interview or let the group do a joint one.

When preparing their interview questions and writing up their summaries, students should keep in mind the interactions and strategies for the related strand. They should then write about what similarities or differences there are in the approaches used by the interviewee and what new ideas they could use in their curriculum planning for the visual and performing arts.

Getting to Know Interactions and Strategies That Support the Visual and Performing Arts

Strand: Visual Art		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Visual Art**	**Substrand: Create, Invent, and Express Through Visual Art**
Encourage engagement with art at all levels.	Provide children simply with a means and place to make marks (e.g., a crayon and paper), and they will begin with the same basic images.	Support exploration and discovery.
Provide opportunities for children to reflect on their own work and sometimes their own actions, through communication with peers and the teacher, and to reflect on the works of peers in encouraging and positive ways.	Encourage communication around shape and form to aid children's drawing skills.	Give children the time and space needed to explore creativity.
Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them.	Help children acquire painting skills through practice with the tools.	Provide a comfortable environment in which children can practice art.
	Stimulate children's interest in color and application of paint through other forms of painting.	
	Create opportunities for children to work with dough, clay, or wet sand.	
	Provide only the *malleable* material, without tools, during children's initial explorations of sculpting so that children have a chance to explore through touch.	

Strand: Visual Art		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Visual Art**	**Substrand: Create, Invent, and Express Through Visual Art**
	Communicate to a group of linguistically and culturally diverse children through sculpture techniques by using nonverbal methods.	
	Introduce tools after observing that children have had many 'hands-on" opportunities to explore clay and dough sculpture.	

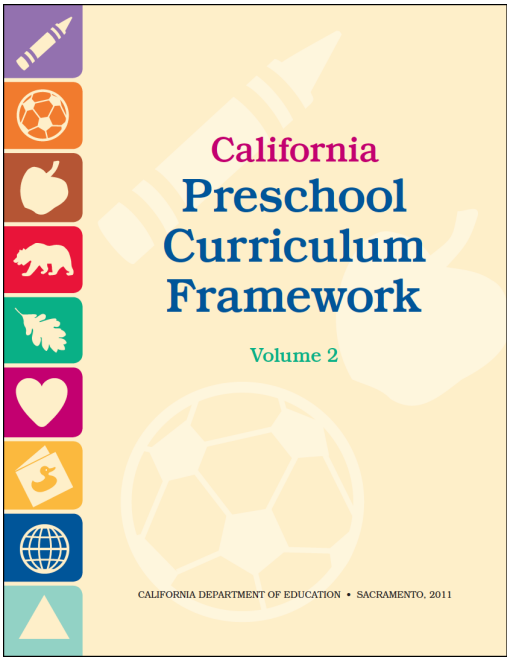
Strand: Music		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Music**	**Substrand: Create, Invent, and Express Through Music**
Find ways to expose children to music being conducted and performed.	Dramatize poetry and nursery rhymes as a fun way to explore and develop vocal inflection and pitch capabilities in the young singer.	Encourage children to invent accompaniments with musical instruments.
Provide children with an opportunity to conduct the group by singing or playing instruments.	Encourage children to be playful and spontaneous when singing—they often sing made-up songs as they play alone or with other children.	Provide opportunities for independent and group play through musical play kits, which can be stored in a music area.
Provide a conductor's listening and play area.	Provide children with opportunities to hear songs about animals and make animal sounds.	Display child-notated compositions.
Invite live musicians for the children to conduct; encourage the child conductor to stop and start, go faster and slower, and give arm gestures for louder and softer sounds.	Use songs that have movements or gestures that accompany the words.	Have the children draw pictures of songs.
Include storybooks on conductors and orchestras, such as Richard Scarry's *Best Storybook Ever!* or *Berlioz, the Bear* by Jan Brett.	Minimize use of recorded music when the goal is singing.	Use musical forms that allow for structured musical play or freely spontaneous musical responses.
Extend learning about different ways to lead a music group.	Make instruments for outdoor musical play.	Integrate child-improvised music dues with books, poems, and creative movement activities.

Strand: Music		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Music**	**Substrand: Create, Invent, and Express Through Music**
Make connections between home and activities in the preschool program.	Incorporate free-and-move games as a fun, simple way to help children develop control of the body in space and to learn and practice fundamental locomotor movements.	
Provide music areas where children can experience instruments or musical activities as individuals or in a small group.	Invite young children to move through instrumental program music, or music that "tells a story."	
Make instruments with the children, such as rain sticks, shakers, and drums.	Engage children in movement through danceable storybooks and help them learn basic steps and musical styles of dance.	
Incorporate books related to music.	Create music forts.	
Incorporate chant games and songs related to sound production.		
Encourage children to create simple rhythm patterns.		

Strand: Music		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Music**	**Substrand: Create, Invent, and Express Through Music**
Set up a "Science of Sound" area where children can explore and experiment with building sounds.		
Invite local professional musicians or family members to demonstrate and talk about their instruments and the sounds made.		
Incorporate the use of Web sites or children's music and other age-appropriate software (if available), to engage children's interest in sound.		
Include a variety of songs that related to a particular topic area.		
Use music storybooks and connect to related topics.		

Strand: Dance		
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills in Dance**	**Substrand: Create, Invent, and Express Through Dance**
Help children to become enthusiastic participants in learning dance.	Establish spatial boundaries.	Incorporate dance with literary development.
Warm up!	Plan movement activities appropriate for various developmental stages and skill levels.	Use props.
Be aware of cultural norms that may influence children's participation.	Encourage variety in children's movement.	Use play.
Create learning environments and routines.	Teach rhythm using traditional movement games.	Provide costumes and music to inspire improvisational movement.
Use children's prior knowledge.	Use the "echo" as a helpful rhythm exercise.	Use dance to communicate feelings.
Structure learning activities so children are active participants.	Establish spatial boundaries.	Use movement to introduce and reinforce concepts from other domains.
Introduce the learning of a dance skill by using imagery.		
Draw on children's interests in dance making.		

Strand: Drama	
Substrand: Notice, Respond, and Engage	**Substrand: Develop Skills to Create, Invent, and Express Through Drama**
Use a drama-based vocabulary.	Observe role play.
Encourage the proper use of drama-based vocabulary.	Step in or model when needed.
Encourage and model the expression of interests and preferences.	Model and note appropriate ways of using drama materials.
Scaffold and encourage children during and after participation in drama to build their understanding and use of plot.	Provide adaptations to support the participation of children with disabilities or other special needs.
	Use costumes, props, and scenery to inspire dramatic play and drama.
	Facilitate children's engagement in drama by first discussing expectations.
	Move in and out of role.
	Encourage and allow initiative.



Visual and Performing Arts

- Interactions
- Strategies
- Teachable Moments

Visual and Performing Arts

- What do you notice about the two groupings of interactions and strategies?
- Are there some strands or substrands where there are more interactions and strategies that could apply to other strands and substrands? Which ones?

Visual and Performing Arts

- Why do you think these more general interactions and strategies were included in specific substrands?
- How could you use the more general interactions and strategies from one strand/substrand when planning curriculum in another strand or substrand?

- Which interactions and strategies stood out for you?
- Which ones were familiar? What were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What are some key messages from the interactions and strategies in your substrand?
- What is one thing you will take from today to use in supporting young children's learning in the visual and performing arts?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 2 – Visual and Performing Arts:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus of Unit 2 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children's development in the visual and performing arts. Students also explore methods for approaching these three topics.

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 key topic. 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
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs

- Reflective discussion – large group
- Panel or guest speaker
- Categorizing (categorize I & Ss that focus on individualizing specifically)
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism

Unit 2 – Visual and Performing Arts:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

If students have done the Getting Ready for the Unit and Connecting to Experience topic of this unit, remind students of the range of experiences they had with the visual and performing arts as young children. Likewise the children in their programs will also have a wide range of familiarity and experience with visual art, music, drama, and dance. An important factor in planning curriculum for individual children is to be aware of and consider: children's unique temperaments, interests, and abilities; cultural and linguistic backgrounds; family beliefs, values, and structures; socioeconomic background; and neighborhood and community environments and resources.

To help students think about how they can address these considerations in curriculum planning, this key topic includes three subtopics: universal design, individualization, and family partnerships. Each subtopic includes content from Chapter 2, Visual and Performing Arts, of the *California Preschool Curriculum Framework, Volume 2* and a set of active learning experiences.

Note: The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have an active Individualized Education Plan (IEP). For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design**. As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

  A different perspective could also be added to the presentation by inviting an artist or performer with a disability to share his or her story, especially the person's early childhood years and what supports helped the person become an artist or performer.

Handout 1, which lists where universal design strategies can be found in the visual and performing arts domain of the *California Preschool Curriculum Framework, Volume 2*, is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization.** Handouts 2, 3, 4, and 5 are provided for this subtopic that students can use when considering how the interactions and strategies in the visual and performing arts domain address individualizing for children. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 6, a list of family engagement suggestions from the visual and performing arts chapter. Handout 6 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

  Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the physical development and health domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

Information Delivery

Content regarding the diversity of California's preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may ask students to become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:

- California's Preschool Children (pp. 3–5)
- Overarching principle: "Family and community partnerships create meaningful connections" (pp. 7–8)
- Overarching principle: "Individualization of learning includes all children" (p. 8)

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- Overarching principle: "Responsiveness to culture and language supports children's learning" (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)

Active Learning

Slides 2-4

Subtopic 1: Universal Design

Getting it started

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2.* Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share adaptations they have observed or used.

Next, explain to students that there are examples or strategies of universal design principles in the introduction, environments and materials, a teachable moment, and interactions and strategies in Chapter 2 of the *California Preschool Curriculum Framework, Volume 2*, "Visual and Performing Arts." Handout 1, included with this key topic, is a summary list of where these examples can be found. Ask students to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*. There are approximately 13 strategies, suggestions, or examples. It will be helpful to review these with students so that they have a sense of what these look like in the text. Also ask students to review the "Suggested Arts Materials" on page 122 of the curriculum framework.

Slide 4

Keeping it going

Although most of the examples from the visual and performing arts chapter of the *California Preschool Curriculum Framework, Volume 2* are described for a specific strand, the adaptations may be applicable to other strands. The next step in this learning experience is to ask students to identify ways the adaptations they found in the curriculum framework could be used in one or more of the four disciplines or strands: visual art, music, drama, and dance. Depending on class size, students may form four or eight small groups. Assign one or two groups to each discipline.

Ask each small group to review all the examples of universal design and discuss if and how an adaptation might be used in the group's assigned strand. For example, an interaction and

strategy on page 95 under the substrand "Develop Skills to Create, Invent, and Express Through Drama" suggests preteaching "for children who need more time to learn or retain information." The teacher would introduce a new theme in the dramatic play area individually to the child before sharing it with the whole class. The same preteaching approach could include showing a child a new art medium, teaching a child the motions to a new song, or how to use a new prop in moving to music.

Taking it further

The students could then create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.

Online Options

Subtopic 1: Students could list online examples of how the universal design adaptations and ideas can be used in the four strands. Individual students could be assigned a strand to consider, and students would review other students' lists prior to the class when the visual representation is to be created. Groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.

Slides 5-6

Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all four visual and performing arts disciplines?

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- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the visual and performing arts?

Another approach

Slides 7-8

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel presentation can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* and is presented here, with modifications, for easy reference.

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in all activities and learning experiences of the visual and performing arts. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2,* and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to visual art, music, drama, and dance activities in a preschool program.

After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?

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- What are you most confident about in supporting the development of children with disabilities in the four visual and performing arts disciplines?

- What new or different perspectives do you have? How has this presentation been helpful?

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the visual and performing arts curriculum?

Subtopic 2: Individualizing

Getting it started

Slide 9

Begin this subtopic by having a class discussion on the diversity of young children and families in California's preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled "California's Preschool Children" on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, "Individualization of learning includes all children," on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: ". . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . ."

Keeping it going

If students are not familiar with the interactions and strategies for the visual and performing arts strand, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this instructional guide unit. The "Getting it started" segment provides an opportunity for students to review the interactions and strategies and to learn how the vignettes, teachable moments, and interactions and strategies are related.

If students have already done some exploration of the interactions and strategies, point out that some of them directly emphasize considering children's individual and family characteristics. An example is the strategy in the Visual Art

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substrand on page 53 of the *California Preschool Curriculum Framework, Volume 2*: "Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them." Another example in the Drama substrand is on page 104 of the *California Preschool Curriculum Framework, Volume 2*: "Be aware of cultural norms that may influence children's participation."

Ask students to review the rest of the interactions and strategies and identify those they feel also specifically focus on individualizing the curriculum for children. Depending on the size of the class, instructors may ask the students to do this work in pairs or small groups. In Key Topic 3 of this instructional guide unit, Handout 1 lists interactions and strategies by strand and substrand. The handout may help the instructors to decide how many pairs or groups and which strand or substrand(s) to assign to each grouping. Also, Handouts 2, 3, 4, and 5, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization within each of the four disciplines: visual art, music, dance, drama. Because of the unequal number of interactions and strategies among the strands, instructors may have each group of students work on just part of a handout.

Taking it further

After students have completed their lists, ask them to review the interactions and strategies in their assigned strand/substrand(s) again. During this review, ask them to consider what implications for individualizing are addressed in some of the other strategies that are not on their lists. Ask them to add the strategy and considerations to their lists.

For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy "Help children to become enthusiastic participants in learning dance," from page 104 in the *California Preschool Curriculum Framework, Volume 2*? What considerations regarding children's interests or language experiences should teachers think about when using the strategy "Include a variety of songs that related to a particular topic area," from page 71 in the *California Preschool Curriculum Framework, Volume 2*?

Putting it together

Slide 10

Provide an opportunity for each group to share a few interactions and strategies from their lists. Ensure that each group points out one interaction or strategy from their first and second reviews of the strategies.

Provide an opportunity for each group to share a few interactions and strategies from their lists. Ensure that each group points out one interaction or strategy from their first and second reviews of the strategies.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?
- Do you think it would be more difficult for you to individualize the curriculum in one of the visual and performing arts strands or substrands than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Online Options

Subtopic 2: Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send to the instructors their individual responses to the discussion questions.

Subtopic 3: Family Partnerships

Slide 11

Getting it started

Begin this subtopic by asking students to review the fifth overarching principle: "Family and community partnerships create meaningful connections" on pages 7-8 in the *California Preschool Curriculum Framework, Volume 2.* Also refer to pages 3-5, which describe the children in California preschools and their families. This could be a review, if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also, ask students if there are some challenges in developing these partnerships and possible ways to address them.

Keeping it going

If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions at the

end of each strand for involving families. If students have not previously reviewed these suggestions, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for both examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

Taking it further

Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Visual Art strand is to encourage parents to draw, paint, or do sculpture with their children at home. Teachers might want to think about the availability of art materials in the families' homes, families' understanding of what children learn through visual art, and whether families might emphasize a product—what the child's drawing or painting looks like—instead of the process of creating the drawing or painting.

Ask students to form teams of two or three. Each team is to pick a slip of paper that has one of the suggestions for engaging families and read it to the class; Handout 6 has a list of the suggestions that can be cut into separate strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any considerations, one of the other teams can ask to try. This team then has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

Putting it together

Conclude the subtopic with a class discussion on the following questions:

Slide 12

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about visual art, music, drama, and dance?

- Which ones seem especially important based on your experiences with families?

- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in the visual and performing arts?

Another approach

Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families. There are 27 suggestions in the visual and performing arts domain, so instructors may want to assign to students specific suggestions for consideration. Ask students to prepare enough copies of their lists for the entire class. Then ask the students to review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

Online Options

Subtopic 3: Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students would then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

Reflection

Slide 13

Reflection questions are provided for each subtopic as suggestions for class discussion.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?

- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?

- How might you apply a new idea or perspective to your work now or in the future?

May be duplicated for educational purposes only.

- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Slides 14-16

Instructors may wish to offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are participating in the visual and performing arts curriculum, (2) develop additional strategies for individualizing the visual and performing arts curriculum, or (3) involve families in their children's development in the visual and performing arts. Instructors may also suggest to students that they focus on one of the four disciplines or strands instead of trying to cover all four.

A resource could be: a professional, such as a preschool teacher, an early childhood special educator, or an art/dance/music/drama teacher; a parent or other family member; a Web site; an organization; a research article; or a book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review "Resources for Teachers of Children with Disabilities or Other Special Needs," in Appendix D of the *California Preschool Curriculum Framework, Volume 1,* on pages 319–322. Another resource could be interviewing or reading about an artist or performer who has a disability, paying special attention to the person's early childhood years and anything or anyone that supported the person's interest and engagement in the chosen art discipline. Also, organizations that focus on the arts and people with disabilities may provide additional information on locating a person to be interviewed.

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.

Universal Design Strategies

Page	Strand/Substrand	Type
	Chapter introduction	
46		Environment and materials
48		Environment and materials
	Strand: Visual Art	
58	Substrand 3.0 – Create, Invent, and Express Through Visual Art	Introduction
	Strand: Music	
66	Substrand 1.0 – Notice, Respond, and Engage	Interaction and strategy
78	Substrand 2.0 – Develop Skills in Music	Interaction and strategy
	Strand: Drama	
87	Introduction	
89	Substrand 1.0: Notice, Respond, and Engage	Interaction and strategy
91	Substrand 2.0 – Develop Skills to Create, Invent, and Express Through Drama	Introduction
95	Substrand 2.0 – Develop Skills to Create, Invent, and Express Through Drama	Interaction and strategy
	Strand: Dance	
103-104	Substrand 1.0: Notice, Respond, and Engage	Teachable moment
107	Substrand 1.0: Notice, Respond, and Engage	Interaction and strategy
110	Substrand 2.0 – Develop Skills in Dance	Interaction and strategy
114	Substrand 3.0 – Create, Invent, and Express Through Dance	Interaction and strategy
122	"Adaptive Material" column in "Suggested Arts Materials" table	

Individualizing within the Visual Art Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Notice, Respond, and Engage		
Encourage engagement with art at all levels.		
Provide opportunities for children to reflect on their own work and sometimes their own actions, through communication with peers and the teacher, and to reflect on the works of peers in encouraging and positive ways.		
Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them.		
Substrand: Develop Skills in Visual Art		
Provide children simply with a means and place to make marks (e.g., a crayon and paper), and they will begin with the same basic images.		
Encourage communication around shape and form to aid children's drawing skills.		
Help children acquire painting skills through practice with the tools.		
Stimulate children's interest in color and application of paint through other forms of painting.		
Create opportunities for children to work with dough, clay, or wet sand.		
Provide only the *malleable* material, without tools, during children's initial explorations of sculpting so that children have a chance to explore through touch.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Communicate to a group of linguistically and culturally diverse children through sculpture techniques by using nonverbal methods.		
Introduce tools after observing that children have had many 'hands-on" opportunities to explore clay and dough sculpture.		
Substrand: Create, Invent, and Express Through Visual Art		
Support exploration and discovery.		
Give children the time and space needed to explore creativity.		
Provide a comfortable environment in which children can practice art.		

Individualizing within the Music Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Notice, Respond, and Engage		
Find ways to expose children to music being conducted and performed.		
Provide children with an opportunity to conduct the group by singing or playing instruments.		
Provide a conductor's listening and play area.		
Invite live musicians for the children to conduct; encourage the child conductor to stop and start, go faster and slower, and give arm gestures for louder and softer sounds.		
Include storybooks on conductors and orchestras, such as Richard Scarry's *Best Storybook Ever!* or *Berlioz, the Bear* by Jan Brett.		
Extend learning about different ways to lead a music group.		
Make connections between home and activities in the preschool program.		
Provide music areas where children can experience instruments or musical activities as individuals or in a small group.		
Make instruments with the children, such as rain sticks, shakers, and drums.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Incorporate books related to music.		
Incorporate chant games and songs related to sound production.		
Encourage children to create simple rhythm patterns.		
Set up a "Science of Sound" area where children can explore and experiment with building sounds.		
Invite local professional musicians or family members to demonstrate and talk about their instruments and the sounds made.		
Incorporate the use of Web sites or children's music and other age-appropriate software (if available), to engage children's interest in sound.		
Include a variety of songs that related to a particular topic area.		
Use music storybooks and connect to related topics.		
Substrand: Develop Skills in Music		
Dramatize poetry and nursery rhymes as a fun way to explore and develop vocal inflection and pitch capabilities in the young singer.		
Encourage children to be playful and spontaneous when singing—they often sing made-up songs as they play alone or with other children.		
Provide children with opportunities to hear songs about animals and make animal sounds.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Use songs that have movements or gestures that accompany the words.		
Minimize use of recorded music when the goal is singing.		
Make instruments for outdoor musical play.		
Invite young children to move through instrumental program music, or music that "tells a story."		
Engage children in movement through danceable storybooks and help them learn basic steps and musical styles of dance.		
Create music forts.		
Substrand: Create, Invent, and Express Through Music		
Encourage children to invent accompaniments with musical instruments.		
Provide opportunities for independent and group play through musical play kits, which can be stored in a music area.		
Display child-notated compositions.		
Have the children draw pictures of songs.		
Use musical forms that allow for structured musical play or freely spontaneous musical responses.		
Integrate child-improvised music cues with books, poems, and creative movement activities.		

Individualizing within the Dance Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Notice, Respond, and Engage		
Help children to become enthusiastic participants in learning dance.		
Warm up!		
Be aware of cultural norms that may influence children's participation.		
Create learning environments and routines.		
Use children's prior knowledge.		
Structure learning activities so children are active participants.		
Introduce the learning of a dance skill by using imagery.		
Draw on children's interests in dance making.		
Incorporate dances that can be performed without moving the entire body.		
Substrand: Develop Skills in Dance		
Establish spatial boundaries.		
Plan movement activities appropriate for various developmental stages and skill levels.		
Encourage variety in children's movement.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Teach rhythm using traditional movement games.		
Use the "echo" as a helpful rhythm exercise.		
Substrand: Create, Invent, and Express Through Dance		
Integrate dance with literacy development.		
Use props.		
Use play.		
Provide costumes and music to inspire improvisational movement.		
Use dance to communicate feelings.		
Use movement to introduce and reinforce concepts from other domains.		

Individualizing within the Drama Strand

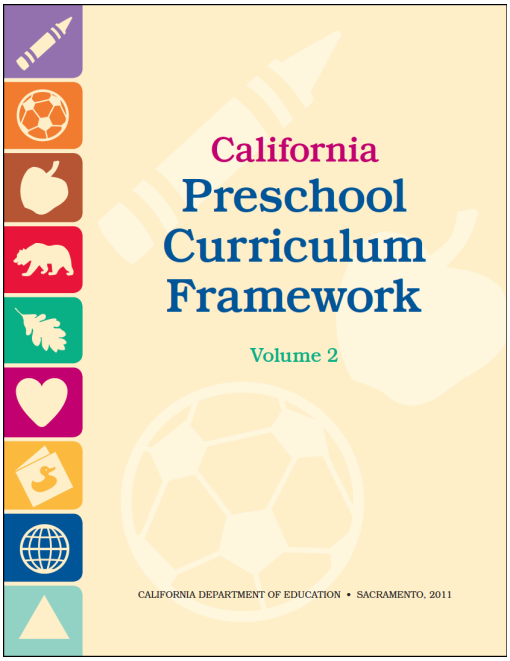
Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Notice, Respond, and Engage		
Use a drama-based vocabulary.		
Encourage the proper use of drama-based vocabulary.		
Encourage and model the expression of interests and preferences.		
Scaffold and encourage children during and after participation in drama to build their understanding and use of plot.		
Substrand: Develop Skills to Create, Invent, and Express Through Drama		
Observe role play.		
Step in or model when needed.		
Model and note appropriate ways of using drama materials.		
Provide adaptations to support the participation of children with disabilities or other special needs.		
Use costumes, props, and scenery to inspire dramatic play and drama.		
Facilitate children's engagement in drama by first discussing expectations.		
Move in and out of role.		
Encourage and allow initiative.		

Family Partnerships Handout

Try drawing, painting, and sculpture with the child at home.
Notice and talk about works of art seen in the environment (or at home) when spending time with the child.
Notice and talk about shapes and colors in works of art and in the environment.
Bring the child to an art museum or areas in the community with public displays of art, such as murals or mosaics and sculptures in parks.
Be open-minded and encouraging about works of art that are sent home from the preschool setting.
Ask parents to bring art from home, and respect and be open to what the different families bring.
Often, families may be unaware of the important role they play in their children's music education. From the child's birth, families are usually the best providers of music and musical engagement in the home. The family setting is where generations of songs are passed along and preserved.
Encourage children to bring their favorite songs and music from home. These selections can bridge and invite participation in other music activities.
Whether singing to the child, playing personal music instruments, listening to the music in the home and car, encouraging the child to sing, taking the child to community concerts, or attending family-child music classes, it is often the family who provides the child with enriched musical opportunities. Therefore, the teacher's role is to inform families of the benefits of music
Teachers can advocate greater family involvement. They send song sheets home with the child, share information about a community concert, invite families to come to the preschool program and play music instruments, present small music "informance" presentations for families, and simply talk about the child's interest and participation in music activities.

Share with families through verbal communication, a newsletter, or other means what their children are doing in drama in the classroom and let families know that the teachers would like to hear about the child's dramatic play at home if the families are willing to share, with the understanding that some families may not value dramatic play.
Invite families to the classroom, care center, or other location to watch or participate (if families feel comfortable doing so) in a variety of dramatic experiences with their children.
Include family members in drama, when appropriate.
Value the diverse histories and traditions of which children are a part. Encourage families to share their oral traditions with the children.
Teachers can suggest to families the following strategy and idea: Embrace dramatic play at home. Provide materials that can be used as props and costumes that children can use in their own creative play. Space and time are also needed for play.
Teachers can suggest to families the following strategy and idea: Incorporate dramatic play into a variety of activities, such as reading books or going on family outings.
Teachers can suggest to families the following strategy and idea: Consider taking on a role from the child's favorite story and engaging the child in dramatic play.
Teachers can suggest to families the following strategy and idea: Encourage the child to reflect on episodes of dramatic play. This will help the child develop self-awareness and thoughtfully consider his actions and choices.
Teachers can suggest to families the following strategy and idea: Donate to the class items that can be utilized in dramatic play and drama, such as used kitchen appliances, fabric remnants, or outgrown clothes. Consider donating items that reflect your home culture and items that the child may enjoy sharing with his or her peers.
Invite parents to the preschool program for a parent-child dance event.

Families can turn on music at home and move with their children. Encourage families to establish regular dance times during their daily routines at home.
A family member can partner with a child in simple acrobatic movements, such as lifting her up and down, directing her to walk up mom's or dad's legs, or suspending a child in the "airplane," an action in which the adult is on the ground with the child's belly balanced on his or her feet.
Tap or clap to the rhythm of songs and encourage children to do the same.
Simple dances can be incorporated into daily routines: A hugging dance can send a child off to school; a swinging dance may be performed walking down the sidewalk; and a rocking dance while waiting in the doctor's office makes the time fly.
Take advantage of community dance offerings.
Provide materials and environments for siblings to play movement games.
Families can share their dance traditions with the school.



Visual and Performing Arts

Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.

(page 14) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(page 14) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

- Look for universal design principles in the introduction, environments and materials, teachable moments, and interactions and strategies (Chapter 2).
- Identify how the adaptations you found in the curriculum framework could be used in one or more of the four disciplines or strands:
  - Visual art
  - Music
  - Drama
  - Dance

Visual and Performing Arts

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all four visual and performing arts disciplines?

Visual and Performing Arts

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the visual and performing arts?

Visual and Performing Arts

- What information from the presenter stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the four visual and performing arts disciplines?
- What new or different perspectives do you have? How has this presentation been helpful?

Visual and Performing Arts

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the visual and performing arts curriculum?

Visual and Performing Arts

"Individualization of learning includes all children."

(page 8) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

- What stands out from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum? What was more challenging?
- Do you think it would be more difficult to individualize the curriculum in one of the visual and performing arts strands or substrands than the others? Which one and why?
- What first step can you take to find resources or support in individualizing the curriculum for that strand or substrand?

Visual and Performing Arts

"Family and community partnerships create meaningful connections."

(pages 7-8) *California Preschool Curriculum Framework, Volume 2*

Visual and Performing Arts

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about visual art, music, drama, and dance?
- Which ones seem especially important?
- What are some steps you would take to find out about families' experiences, culture, beliefs, and interests in the visual and performing arts?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Visual and Performing Arts

Identify 2 resources that will help you:

- Ensure that children with disabilities are participating in the visual and performing arts curriculum.
- Develop additional strategies for individualizing the visual and performing arts curriculum.
- Involve families in their children's development in the visual and performing arts.

Visual and Performing Arts

Possible resources

- Research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* (as a starting point)
- Professional, such as a preschool teacher or an early childhood special educator
- Art/dance/music/drama teacher
- Parent or other family member
- Web site
- Relevant organization
- Research article or a book

Visual and Performing Arts

Possible universal design resources

- "Resources for Teachers of Children with Disabilities or Other Special Needs," in Appendix D of the *California Preschool Curriculum Framework, Volume 1*, pages 319–322.
- Interview or book about an artist or performer who has a disability, paying special attention to the person's early childhood years and anything or anyone that supported the person's interest and engagement in the chosen art discipline.
- Organizations that focus on the arts and people with disabilities

Unit 2 – Visual and Performing Arts:
Key Topic 5: Exploring the Research Highlights of the Visual and Performing Arts Domain

Focus of Unit 2 – Key Topic 5

Students become familiar with the research highlights related to the visual and performing arts domain by identifying the source articles for the research highlights.

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 key topic. 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
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Small group work
- Short report
- Development of resource tool
- Reflective discussion—large group
- Individual reflection
- Book report
- Literature Review

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 2 – Visual and Performing Arts:
Key Topic 5: Exploring the Research Highlights of the Visual and Performing Arts Domain

Before You Start

There are five research highlights in the visual and performing arts domain chapter of the *California Preschool Curriculum Framework, Volume 2*—two in the Music strand and one each in the Visual Art, Drama, and Dance strands. The research highlights may serve to stimulate students' interest in research as well as provide new, more in-depth, or additional information about some content in the chapter.

If students are not familiar with reading research articles, the research highlights can serve as an introduction. It is important for students to understand that there is a research base for the information provided in the curriculum framework and that the findings from research have direct implications for their work as teachers. Students, in their roles as teachers, may also use the research highlights to explain to parents why certain materials are used, why the classroom environment is set up a particular way, and why certain practices are used to help children's development in the visual and performing arts.

In this key topic, students first review the five research highlights and identify one they wish to further explore. Students then find additional articles related to the research highlight and write brief summaries of those articles. In the "Deeper Understanding" segment, students write a book review of a book related to a research highlight of particular interest.

Information Delivery

The following research highlights from the visual and performing arts domain of the *California Preschool Curriculum Framework, Volume 2* are used in this key topic:

Slide 2

- Visual Art (p. 59)
- Music and the Brain (p. 71)
- Music (p. 84)
- Drama (p. 94)
- Dance (p. 102)

Active Learning

Getting it started
Begin this key topic by discussing with students how research in the visual and performing arts has increased our understanding

of (1) how the visual and performing arts contribute to other areas of children's development and learning, and (2) what children's development in each of the four disciplines—visual art, music, drama, and dance—looks like and can be supported through intentional teaching. The five research highlights in the visual and performing arts chapter of the *California Preschool Curriculum Framework, Volume 2* represent both spheres of research.

Have students read the research highlights in the four strands and note key points or questions that arise for them. It is suggested that students do this reading individually so that they have a sampling of research in each discipline. The highlights are also relatively short.

Keeping it going
Next conduct a class discussion on their reading. The following questions could be used to guide the discussion:

Slide 3

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from any of the research highlights possibly change the way you would plan learning experiences in any of the visual and performing arts for children? What questions came up for you?
- Which highlight do you want to further explore?

Taking it further
Ask the students to group themselves according to the research highlight they selected for additional exploration. Depending on the size of the class and the number of students for each highlight, instructors may opt to have students form multiple groups for one or more highlights.

Ask students to locate the references listed in their research highlight and identify other articles or resources that are related to the theme of the research highlight. It is suggested that the total number of articles or resources for each group equal the number of students in the group. Thus, each student is responsible for finding and reviewing one article. The group as a whole could work together to identify the new resources.

Putting it together
Each student then writes up one of the articles or resources, including the following information:

Slide 4

- Title and author(s)

- Publication information
- Brief summary of the article
- Key points that relate to the theme of the research highlight
- Take-away message for the student

Online Options

As students from each small group search for the articles related to their research highlight, they could post the articles found for their group. The students could agree to have one student be the lead, and this student would be responsible for ensuring that each group member has an article to review.

If possible, compile the students' articles for each research highlight and make them available to all the students.

Reflection

Slides 5-6

Ask students to reflect on this learning experience by responding to these questions individually or in a class discussion:

- What did you do to find additional articles or resources related to your chosen research highlight?
- What was easy about the process? What was more challenging?
- What do you think is the importance of doing this kind of work? How will it impact your practice as a teacher in planning curriculum for the visual and performing arts?
- What action ideas has this work with the research highlights triggered for you?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?

May be duplicated for educational purposes only.

- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

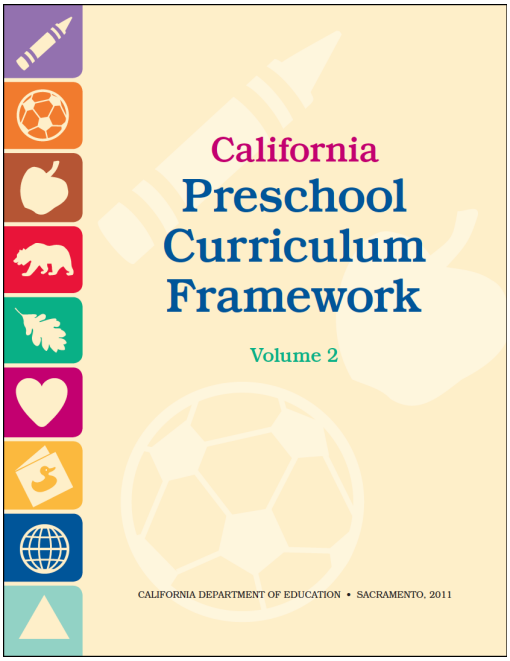
Deeper Understanding

Ask students to select one of the ideas that interests them from their work with the research highlights in the visual and performing arts chapter of the *California Preschool Curriculum Framework, Volume 2*. Students could then to review the endnotes and bibliography to find a book on that topic. Students may also find a book from other sources, such as recommendations from an instructor, bibliography or reference list in an article, or internet search.

Students are to prepare a book review using either a format of the instructors' choosing or one that incorporates some of the following elements*:

- Full citation for the book
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book
- Student's evaluation of the book as a resource for understanding children's acquisition of skills and knowledge related to the visual and performing arts and/or planning curriculum around the visual and performing arts

*Book review elements are based on the description for writing book reviews from the Purdue Online Writing Lab – 2012. http://owl.english.purdue.edu/owl/resource/704/1/



Visual and Performing Arts

Research Highlights

- Visual Art (p. 59)
- Music and the Brain (p. 71)
- Music (p. 84)
- Drama (p. 94)
- Dance (p. 102)

California Preschool Curriculum Framework, Volume 2

Visual and Performing Arts

Research Highlights

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from any of the research highlights possibly change the way you would plan learning experiences in any of the visual and performing arts for children? What questions came up for you?
- Which highlight do you want to further explore?

Visual and Performing Arts

Conduct a written review of a related article and include:

- Title and author(s)
- Publication information
- Brief summary of the article
- Key points that relate to the theme of the research highlight
- Take-away message

- What did you do to find additional articles or resources related to your chosen research highlight?
- What was easy about the process? What was more challenging?
- What do you think is the importance of doing this kind of work? How will it impact your practice as a teacher in planning curriculum for the visual and performing arts?
- What action ideas has this work with the research highlights triggered for you?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 3 – Physical Development:
Getting Ready for the Unit and Connecting to Experience

Focus of Getting Ready for Unit 3

Students think about their roles in planning curriculum related to physical development by reflecting on their own early experiences with physical activities and connecting these experiences to those of the children they will teach.

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 key topic. 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
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Brainstorming
- Reflection—personal
- Pairs work and pairs discussion
- Small group work
- Class discussion
- Creation of a visual representation
- Individual reflection

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 3 – Physical Development:
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Slide 7

Chapter 3 of the *California Preschool Curriculum Framework, Volume 2* begins with the following statements on page 132:

> "Young children learn best by *doing*. Active physical play supports preschool children's brain development and is a primary means for them to explore and discover their world.
>
> Physical activities enhance all aspects of development, including cognitive, emotional, social, as well as physical.
>
> Active physical play also has clear benefits for children's health and fitness.
>
> All children, no matter their ability levels or backgrounds, benefit from engaging in physical activities."

Preschool teachers have an important role in planning curriculum that promotes and supports children's active physical play and their physical development. Therefore, it is important that students become familiar with the concepts and skills described in the physical development foundations of the *California Preschool Learning Foundations, Volume 2*.

If students have not had an opportunity to explore these foundations, instructors may want to begin this unit with one of the learning experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*:

- Learning Experience 3: Piecing Together the Physical Development Domain Content Puzzle (pp. 151–161) provides an opportunity for the students to review the strands, substrands, and foundations as well as how they are organized.
- Learning Experience 5: Exploring the Content of the Physical Development Domain Through Vocabulary (pp. 171–179) helps students become familiar with the specific terminology related to movement, motor skills, concepts, and active physical play.

- Learning Experience 6: Exploring the Research and Rationale for the Physical Development Domain (pp. 180–185) allows students to learn more about the importance of physical activity and development for young children.

Students can also learn about some of the basic concepts of the physical development domain in the following introductory material from the *California Preschool Curriculum Framework, Volume 2*:

- Introduction to Chapter 3 (pp. 132–133)
- Introduction to the Fundamental Movement Skills strand (p. 139)
- Introduction to the substrands on Balance, Locomotor Skills, and Manipulative Skills (pp. 140, 147–148, and 156–157)
- Introduction to the Perceptual-Motor Skills and Movement Concepts strand (pp. 176–177)
- Introduction to the substrands on Body Awareness, Spatial Awareness, and Directional Awareness (pp. 178, 181, and 186)
- Introduction to the Active Physical Play strand (p. 192)
- Introduction to the substrands on Active Participation, Cardiovascular Endurance, and Muscular Strength, Muscular Endurance, and Flexibility (pp. 193, 199, and 202)

Like the other domains in Volumes 1 and 2 of the *California Preschool Curriculum Framework*, the physical development domain is organized by the same strands and substrands of its counterpart—Volume 2 of the *California Preschool Learning Foundations*. And also like the other domains in the *California Preschool Curriculum Framework, Volumes 1 and 2*, the physical development domain includes these elements: guiding principles at the domain level; strategies for engaging families and reflection questions at the strand level; and vignettes, teachable moments, and interactions and strategies at the substrand level. Research highlights are at both the domain and strand levels. However, there is one difference from the other domains—the physical development domain has a list of environmental factors instead of environments and materials. These factors are at the domain level.

Motivator and Connection to Experience

Before You Start

This learning experience provides an opportunity for students to reflect on their current physical activities, when and how they learned or began to do them, and what influences their personal experiences might have on their approaches to physical development as teachers. It is important to be aware that some students may not see themselves as very active nor currently doing anything that they feel is physical activity. If so, instructors may choose to revise the instructions to ask students to list past activities and/or current ones.

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Students may also feel that physical activities mean some kind of individual or team sports. Remind them that walking, running or jogging, gardening or performing other yard work, cleaning house, practicing yoga, doing weight training, using aerobic machines, shoveling snow, pushing a stroller, washing a car, and carrying out jobs that involve extensive standing or walking are also types of physical activity.

Students may think that young children's physical development primarily occurs naturally and that the preschool teacher's role is simply to provide adequate outdoor free playtime. Students may not be aware of the connections between children's active physical play and brain development and how physical activities support children's cognitive, emotional, and social development. The many ways that teachers can help children learn and master new physical skills may also be new information for some students.

It may be useful to begin this learning experience by having students review some of the introductory material in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2* that describes the importance of active physical play and the teacher's role. Specific sections are suggested in the "Information Delivery" section

One of the environmental factors for the physical domain unit suggests that a teacher's role in providing quality instruction in physical development may at times include actively joining in physical play with the children. Depending on many factors and experiences, students may feel comfortable or uncomfortable with this concept. Their own current fitness levels and interests and engagement in physical activities may impact how they plan and support the physical play of children in their preschool programs. It will be important to be aware of the possible diverse responses by students to this concept and plan ways to address them in any class discussions.

Information Delivery

Slides 1-8

The following introductory sections of the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* may help students become more aware of several important key aspects of active physical play and physical development:

- Introduction to Chapter 3 (pp. 132–133)
- Introduction to the Fundamental Movement Skills strand (p. 139)
- Introduction to the Perceptual-Motor Skills and Movement Concepts strand (pp. 176–177)
- Introduction to the Active Physical Play strand (p. 192)

This information may be summarized and presented in a short lecture, or instructors may choose to ask students to read these pages prior to class.

Active Learning

Getting it started

Ask students to choose a partner and brainstorm all the physical activities they currently do. Students may choose to do their own lists individually first and then share them. By doing the brainstorm together, students may help their partners identify additional activities they might not think of on their own. Each student then picks two activities they like the most or that they do the most.

Keeping it going

Each student then thinks back to when they learned each activity, how they learned it, any remembrances of doing it as a young child, and why it's a favorite or why they do it frequently.

Taking it further

Next have students take turns sharing one of their favorite or most frequent activities with the class. As each student takes a turn, students with the same or very similar activity join the others to form a group. If a student's first choice does not match any of the others, see if the second choice does. Continue until all the students are in a group. If a group is much larger than the others, instructors may want to have the students divide into two groups.

Students then compare their activity background stories in their groups and identify common themes and differences. Ask them to pay particular attention to any childhood memories: learning from a parent, older sibling, relative, friend, or other adult; doing the activity with other children; feeling proud of being able to do the activity; going to an event about that activity; and getting better at the activity. Also ask the students to think about how they as teachers might someday be part of children's memories of learning or doing physical activities.

Online Options

Students could brainstorm their lists individually and then post their favorite or most frequent activity online with the background story. The small groups could then be determined prior to coming class.

Putting it together

Conclude the class session by asking each group to share some highlights from their discussions.

Slide 9

- What were some common themes that emerged? What were some unique occurrences?
- What surprised you from a classmate's story? What seemed really familiar to you?

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- Why do you think it's useful to reflect on your own experiences with physical activities when fostering young children's physical development and active play?

- What is something from your own current or past experience with physical activities that you want to share with young children?

Another approach

Slide 10

Instead of brainstorming their current physical activites, students brainstorm activities they did as young children. Students could then write a favorite childhood activity on large Post-it® Notes or half sheets of 8 ½" x 11" paper. Suggest that they illustrate their activity as well.

Students then post their activities on the wall to form a quilt; the idea of a quilt is taken from an activity developed by participants at the Faculty Initiative Project 2012 Seminar at American River College on March 9, 2012.

After the quilt is completed, give students a few minutes to read all the activities in the quilt. Then have a class discussion in which students volunteer to tell a story or share a memory about their favorite childhood activities.

Conclude the discussion by asking students to respond to the following questions:

- What did you notice about the quilt?

  What surprised you from a classmate's story? What seemed really familiar to you?

- What were some common themes that emerged?

- Why do you think it's useful to reflect on your own childhood experiences with physical activities when fostering young children's physical development and active play?

- What is something from your childhood experiences or current physical activities that you want to share with young children?

Reflection

Slide 11

Students may also answer the reflective questions suggested in the "Putting it together" section or "Another approach" section individually.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

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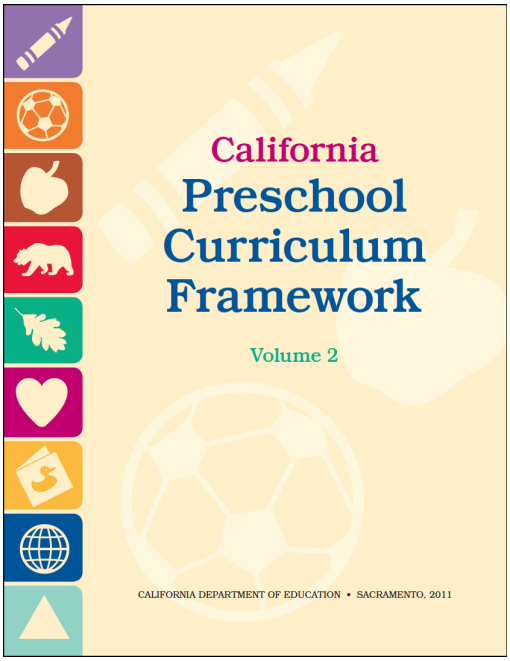

Physical Development

The physical development domain in the *California Preschool Curriculum Framework, Volume 2* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 2*
- A guide for teachers in planning curriculum that supports physical development
- Organized with the same strands and substrands as the foundations.

Physical Development

The strands defined, include:

- **Fundamental Movement Skills**: foundational motor skills, such as balance, locomotion, and manipulation, that form the building blocks for participation in more complex and specialized movement skills, including those in sports, games, and dance

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

- **Perceptual Motor Skills and Movement Concepts**: focuses on the development of body awareness, spatial awareness, and directional awareness; the process of receiving, interpreting, and using information from all the body's senses
- **Active Physical Play**: promotes children's health and physical fitness by increasing their levels of active participation, cardiovascular endurance, muscular strength and endurance, and flexibility

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills

Substrand 1.0 Balance

Substrand 2.0 Locomotor Skills

Substrand 3.0 Manipulative Skills
(fine and gross motor)

Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular Endurance, and Flexibility

Physical Development

The physical development domain in the *California Preschool Curriculum Framework, Volume 2* contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection

Physical Development

"Young children learn best by *doing*. Active physical play supports preschool children's brain development and is a primary means for them to explore and discover their world.

Physical activities enhance all aspects of development, including cognitive, emotional, social, as well as physical.

Active physical play also has clear benefits for children's health and fitness.

All children, no matter their ability levels or backgrounds, benefit from engaging in physical activities."

Page 132, *California Preschool Curriculum Framework, Volume 2*

Physical Development

- What were some common themes that emerged? What were some unique occurrences?
- What surprised you from a classmate's story? What seemed really familiar to you?
- Why do you think it's useful to reflect on your own experiences with physical activities when fostering young children's physical development and active play?
- What is something from your own current or past experience with physical activities that you want to share with young children?

Physical Development

- What did you notice about the quilt?
- What surprised you from a classmate's story? What seemed really familiar to you?
- What were some common themes that emerged?
- Why do you think it's useful to reflect on your own childhood experiences with physical activities when fostering young children's physical development and active play?
- What is something from your childhood experiences or current physical activities that you want to share with young children?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 3 – Physical Development:
Key Topic 1: Organization and Rationale of the Physical Development Domain

Focus of Unit 3 – Key Topic 1

Students explore the rationale for including the physical development domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

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 key topic. 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

- Note-taking outline
- Pairs work and discussion in pairs
- Class presentation
- Development of a resource tool
- Class discussion
- Creation of a visual representation
- Peer review and feedback
- Reflection—individual

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- Reflective discussion—large group
- Small group work
- Video observation
- Short paper

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism

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Unit 3 – Physical Development:
Key Topic 1: Organization and Rationale of the Physical Development Domain

Before You Start

This key topic, like its counterparts in Units 2 and 4 of this instructional guide, has three main content areas or subtopics: rationale for the domain, organization of the domain, and key principles for the domain. Each subtopic has a set of active learning experiences that will guide students in becoming familiar with the main elements of the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* and where to locate these elements in the framework. More detailed exploration of these main elements is covered in the four other key topics of this domain.

If students already understand the organizational structure of a domain, instructors may choose to omit Subtopic 2, the organization of the domain. Instructors omitting Subtopic 2 may then work primarily with Subtopics 1 and 3, the rationale and guiding principles of the domain. Each subtopic can also be covered during separate class sessions.

The "Questions for Reflection" at the end of each strand in the *California Preschool Curriculum Framework, Volume 2* prompt students to consider their practices as preschool teachers as related to the content of the strand. The reflective questions found in the active learning and reflection sections throughout this instructional guide provide opportunities for students to reflect on (1) the content of the active learning experiences in the key topics and (2) how they might apply this knowledge in their work.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Rationale for the Physical Development Domain.** The active learning experiences involve groups of students developing presentations about some of the content. Instructors may want to consider doing this subtopic over more than one class session so that students have ample time to review the content and work on their presentations. One suggestion is to ask students to do the reading, initial discussion, and preliminary preparations for their presentations in one or part of one class session. Students could then finalize their presentations outside of class and make their presentation at a second class session. An alternative is to ask students to do the reading prior to class and then allocate the entire class session to the small group discussion and preparation followed by the actual presentations.

- **Subtopic 2: Organization of the Physical Development Domain.** Handout 1, "Organization of the Physical Development Domain," is meant for student completion. Handout 2, a completed version of Handout 1, is designed for instructor reference. Handout 3 is a copy of pages 108-110 from the Appendix in

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the *California Preschool Learning Foundations, Volume 2*; all handouts are provided at the end of this key topic. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Guiding Principles for the Physical Development Domain**. For this subtopic, students are asked to make posters of the guiding principles. If students work on the posters in class, materials for the posters such as large paper, markers, scissors, tape, and glue will be needed. Ask students to view clips of children engaging in active physical play.

Information Delivery

Students are encouraged to review the physical development foundations in the *California Preschool Learning Foundations, Volume 2.* There may be many new or relatively unfamiliar terms for students in the physical development domain, so the glossary is also suggested reading.

California Preschool Learning Foundations, Volume 2:

- Introduction to the chapter (pp. 37–45)
- Bibliographic Notes (pp. 58–60)
- Glossary for physical development domain (pp. 61–63)

Information from the following sections will be used in the first subtopic.

Slides 2-6

***California Preschool Curriculum Framework, Volume 2*:**

- Introduction (p. 132)
- Research highlights (pp. 133, 137, 148, 170, 198, 204)
- Overview of Fundamental Movement Skills strand and substrands (pp. 139, 140, 147–148, 156–157)
- Overview of Perceptual-Motor Skills and Movement Concepts strand and substrands (pp. 176–177, 178, 181, 186)
- Overview of Active Physical Play strand and substrands (pp. 192, 193, 199, 202)
- Glossary for physical development in the (pp. 288–290)

The 12 guiding principles of the physical development domain in the *California Preschool Curriculum Framework, Volume 2* will be reviewed in the third subtopic:

- Guiding Principles (pp. 133–135)

Active Learning

Subtopic 1: Rationale for the Physical Development Domain

Getting it started
Begin this subtopic by asking students to read the content from the *California Preschool Curriculum Framework, Volume 2* identified in the "Information Delivery" section. Remind students that new words or concepts may be found in the glossaries of both the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2.* : Ask students to list major themes of the physical development domain and key points from their reading that define or illustrate the major themes.

Keeping it going
Instructors could divide the class into pairs or small groups of no more than three or four students wherein students could then discuss their themes and key points and look for similarities and differences.

Online Options

Subtopic 1: Students could post the major themes and key points from their reading online prior to the small group discussions in class. Students would be responsible for reading these and comparing them to their own.

Taking it further
Students could benefit from developing a presentation of one major theme and its key points. Encourage students to be creative in how they present their information. They can create a visual representation such as a chart, drawing, large puzzle, mock Web page, blog, pamphlet, brochure, or fact sheet. Other ideas include a short game, panel discussion, simulated podcast, list of Tweets, or students could role-play a teacher's explanation to parents how their children's physical development impacts other developmental areas.

If a group chooses to create a visual representation, one or more members of the group should also plan to describe it to the class. Before students begin to develop their presentations, clarify how much time is allotted for each one.

Putting it together
Each group presents its materials; allow time for the other students to ask questions and provide feedback on the presentation. Encourage the students to comment on how the presentation helped them understand the content, any aspects of the presentation that were particularly compelling, and a few ideas for strengthening the presentation.

Slides 7-12

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Instructors may also wish to provide feedback on the key points of the presentation to ensure that students have identified and shared the important concepts explained in the physical development domain of the *California Preschool Curriculum Framework, Volume 2*. These could include the following themes:

- Importance of minimizing children's waiting and watching and maximizing their active participation and doing, which is how most children learn best
- Role of physical play in all areas of children's development—cognitive, emotional, social, and physical
- Role of physical play in children's physical and mental health, as well as physical fitness
- Importance of the preschool years for children's physical development
- Role of preschool programs in "providing well-designed, regular, and frequent opportunities for physical play," as described on page 132 in the *California Preschool Curriculum Framework, Volume 2*
- Need for balance between children's self-initiated and self-directed physical activities and teacher guidance and encouragement to help children learn new skills
- Value of teachers as role models
- Need for teachers to provide to children developmentally appropriate instruction, feedback, and encouragement as well as time for children to practice and progress in their physical development
- Importance of collaborating with families and community members in fostering children's physical development
- Benefits of children's developing active lifestyles for their entire lives
- Individual developmental differences, experiences, learning styles, languages, communication methods, cultures, and special needs among children that impact their physical development and learning new skills
- Developmental nature of movement skills and concepts

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- Importance and benefits of providing opportunities for children to do active physical play in the natural world
- Influence of the environment on children's physical development
- Research findings regarding crucial levels of physical activity that children should meet to fully develop and be healthy

Subtopic 2: Organization of the Physical Development Domain

Getting it started
Begin this subtopic by asking students to read pages 9-11, an overview of the organizational structure of the *California Preschool Curriculum Framework, Volume, 2.* Students could focus especially on the section of the domain chapter's components on pages 10–11, and familiarize themselves with the main elements of each domain chapter.

Keeping it going
Next, provide students Handout 1, "Organization of the Physical Development Domain." Review the handout with them, and ask them to note the similarities between the handout and their understanding of the domain chapter's structure.
Note: Handout 2, a completed version of Handout 1, is designed for instructor reference.

Explain that the students' task is to complete the handout so that it can serve as an expanded table of contents and reference for them in their continuing work with the physical development domain of the curriculum framework. Students could review Chapter 3, "Physical Development" (pp. 131-224) as well as the glossary (pp. 288-290) of the *California Preschool Curriculum Framework, Volume, 2.* Students could then indicate on Handout 1 the page number(s) of each component. Suggest that adding notes in the far right column may help them remember more detailed information about that component.

Slides 13-16

Taking it further
After the students have completed Handout 1, ask them if they have any comments or observations. Suggest that as students learn more about the content of the domain, such as the specific interactions and strategies, they may want to add more notes about a strategy they want to try.

If students are familiar with any of the other domains in Volumes 1 or 2 of the *California Preschool Curriculum Framework*, they may have noticed that "planning learning opportunities" is sometimes used instead of or in addition to "teachable

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moments" after a vignette. Discuss with students what they see as differences between these two elements.
Note: Instructors may review page 11 of the *California Preschool Curriculum Framework, Volume, 2* for more details regarding these strategic elements.

If no students comment regarding the sample developmental sequences in this domain of the *California Preschool Curriculum Framework, Volume, 2*, instructors may want to point them out:

- Developmental Sequence of Hopping (p. 147)
- Developmental Sequence of Throwing (p. 159)
- Developmental Sequence of Cutting (p. 166)
- Developmental Sequence of Spatial Awareness (p. 181)
- Developmental Sequence of Directional Awareness (p. 186)
- Sample Developmental Sequence of Running (p. 212)
- Sample Developmental Sequence of Jumping (p. 212)
- Sample Developmental Sequence of Hopping (p. 213)
- Sample Developmental Sequence of Skipping (p. 213)
- Sample Developmental Sequence of Catching (p. 214)
- Sample Developmental Sequence of Throwing (p. 214)
- Sample Developmental Sequence of Kicking (p. 215)
- Sample Developmental Sequence of Striking (p. 215)

Students who are not as familiar with physical development may find these helpful.

Then ask students to review the Appendix on pages 108–110 of the *California Preschool Learning Foundations, Volume 2*. The Appendix is a summary of the strands, substrands, and foundations of the physical development domain. This summary can also be found at the end of this key topic as Handout 3.

Ask the students what they notice when comparing their completed Handout 1 with Handout 3, the summary of the physical development foundations. Ensure students understand the parallel organization between the learning foundations and the curriculum framework. It will be important to point out that

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the foundations are the ***what*** and the curriculum framework is the ***how***. The foundations are the ***what:*** goal-like statements that describe ***what*** children typically learn and develop with optimal support. The curriculum framework is the ***how:*** provides guidance for ***how*** teachers can intentionally support this learning and development. While discussing the relationship of the two publications, it would also be a good time to remind students that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.

Slide 17

Putting it together
The following questions are provided as discussion points for concluding the work on this subtopic:

- Which components or elements of the physical development chapter caught your attention?
- Which other components might you want to learn more about?
- Why are these components interesting to you?
- What is a next step you will take to learn more about one or more components from Handout 1?

Online Options

Subtopic 2: Students complete the handout and post their responses to the reflective questions for this subtopic online.

Subtopic 3: Guiding Principles for the Physical Development Domain

Slides 18-20

Getting it started
Begin this subtopic by asking students to read the 12 guiding principles for the physical development domain on pages 133–135 of the *California Preschool Curriculum Framework, Volume, 2*. Ask students to list any new concepts or vocabulary terms.

Keeping it going
Then spend a few minutes discussing each principle to ensure that students have a beginning understanding of each one. If there are no examples for a principle, ask students if they can think of examples. Encourage students who have experience in preschool programs to share ways their programs have implemented a principle. Also ask students to define any unfamiliar vocabulary terms through a search of the glossary and/or additional class discussion.

Taking it further
Ask students to plan for a family night at an early care and

education program on the topic of children's physical development. The program director wants to have some posters around the room that illustrate the guiding principles. Ask each student to choose a principle and create a simple poster. Instructors may let students self-select their principles or may put the numbers 1–12 in a hat and ask students to choose a number. Depending on the size of the class, instructors may opt to have students work in pairs or small groups to create the posters.

Slide 21

Putting it together

Provide time for students to move around the class to view all the posters.

Conclude this subtopic with a class discussion of these questions:

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- Which principle do you think would be most challenging for you to apply? Why?
- What is a first step you could take in finding supports or resources to help you better understand this principle and implement it?

Another approach

If instructors have video clips of children's active physical play in different preschool programs, show them to the students and ask them to find examples of the physical development domain's guiding principles in action. Because students may not be thoroughly familiar with all the principles, instructors may ask specific students to focus on identifying examples of just a few principles. Depending on the number of students in your class, one or more students may be assigned a specific number of principles.

Online Options

Subtopic 3: If instructors have video clips, post the clips online and ask students to view the clips and list the domain principles they observe being implemented. Students could then post their lists for instructor review or for class discussion.

After viewing each clip, ask the students to point out any examples of the principles they observed.

Reflection

Slides 22-23

Two sets of reflective questions are offered for this key topic. The first set provides students with an opportunity to think about all three subtopics of the physical development domain:

- As you think about the rationale, organizational structure, and guiding principles of the physical development domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for children's physical development?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Slides 24-25

Pages 216 and 217 of the *California Preschool Curriculum Framework, Volume, 2* list these teacher resources:

- *Appropriate Practices in Movement Programs for Young Children Ages 3–5: A Position Statement of the National Association for Sport and Physical Education*. This document has a copyright date of 2000, and there is an updated 3rd edition published in 2009.

- *Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, Second Edition*, published in 2009 by the National Association for Sport and Physical Education.

Ask students to review the position statement and *Active Start* to compare the guidelines in those publications with the guiding principles in the physical development domain of the *California Preschool Curriculum Framework, Volume, 2*. Ask students to summarize the similarities and differences between the guidelines and principles and describe how each can inform their curriculum planning for physical development and active physical play.

Students could present their individual reviews and summaries through a class discussion or individually written papers.

Organization of the Physical Development Domain

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2.* Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Component	Page(s)	Notes
Guiding Principles		
Environmental Factors		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Fundamental Movement Skills (strand)		
1.0 Balance (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
2.0 Locomotor Skills (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
3.0 Manipulative Skills (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		

May be duplicated for educational purposes only.

Component	Page(s)	Notes
Engaging Families		
Questions for Reflection		
Other		
Perceptual-Motor Skills and Movement Concepts (strand)		
1.0 Body Awareness (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
2.0 Spatial Awareness (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
3.0 Directional Awareness (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

May be duplicated for educational purposes only.

Active Physical Play (strand)		
1.0 Active Participation (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
2.0 Cardiovascular Endurance (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)		
Vignettes, Teachable Moments, and/or Planning Learning Opportunities		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		

Organization of the Physical Development Domain

Instructor Reference

Indicate the pages where each component can be found in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2.* Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 12 guiding principles in this domain or that there are two vignettes in the first substrand of the Fundamental Movement Skills strand.

Component	Page(s)	Notes
Guiding Principles	133–135	12 guiding principles
Environmental Factors	136–137	This component in the other Volume 2 domains is called "Environments and Materials."
Summary of the Strands and Substrands	138	
Teacher Resources	278–279	
Glossary	288–290	
Other	133, 137, 212–215	• Research Highlight: Physical Activities Enhance Young Children's Brain Development • Research Highlight: Must Young Children Sit Still in Order to Learn? • Selected Developmental Sequences

Component	Page(s)	Notes
Fundamental Movement Skills (strand)	139	
1.0 Balance (substrand)	140	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	140–141, 144–145	2 vignettes
Interactions and Strategies	142–144, 146	11 interactions and strategies
2.0 Locomotor Skills (substrand)	147–148	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	148–149	1 vignette
Interactions and Strategies	150–155	13 interactions and strategies
3.0 Manipulative Skills (substrand)	156–157	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	157–158, 163, 164	3 vignettes
Interactions and Strategies	159–163, 165–170	28 interactions and strategies
Research Highlight(s)	148, 170, 172	• Locomotor Skills • Development of Handedness in Children • Beyond the Five Senses
Engaging Families	173–174	11 suggestions
Questions for Reflection	175	6 questions
Other	147, 150, 159, 166	• Figure 3.1 Developmental Sequence of Hopping • Figure 3.1 Locomotor Movement Patterns • Figure 3.3 Developmental Sequence of Throwing • Figure 3.4 Developmental Sequence of Cutting

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Component	Page(s)	Notes
Perceptual-Motor Skills and Movement Concepts (strand)	176–177	
1.0 Body Awareness (substrand)	178	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	178	1 vignette
Interactions and Strategies	179–180	11 interactions and strategies
2.0 Spatial Awareness (substrand)	181	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	181–182	2 vignettes
Interactions and Strategies	183–185	17 interactions and strategies
3.0 Directional Awareness (substrand)	186	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	186–187	1 vignette
Interactions and Strategies	187–189	12 interactions and strategies
Research Highlight(s)		None
Engaging Families	190–191	5 suggestions
Questions for Reflection	191	7 questions
Other	181, 186	• Developmental Sequence of Spatial Awareness • Developmental Sequence of Directional Awareness

Component	Page(s)	Notes
Active Physical Play (strand)	192	
1.0 Active Participation (substrand)	193	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	193–195	2 vignettes
Interactions and Strategies	196–198	9 interactions and strategies
2.0 Cardiovascular Endurance (substrand)	199	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	199	1 vignette
Interactions and Strategies	200–201	8 interactions and strategies
3.0 Muscular Strength, Muscular Endurance, and Flexibility (substrand)	202	
Vignettes, Teachable Moments, and/or Planning Learning Opportunities	202	1 vignette
Interactions and Strategies	204–205	7 interactions and strategies
Research Highlight(s)	198, 204	• Does Increasing Children's Physical Activity Really Make a Difference? • Strength Training for Young Children: Is It Okay?
Engaging Families	207–209	8 suggestions
Questions for Reflection	209	7 questions
Other	204	Figure 3.5 (illustration of the safety grip)

Physical Development

Fundamental Movement Skills

1.0 Balance

At around 48 months of age	*At around 60 months of age*
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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3.0 Manipulative Skills

At around 48 months of age	*At around 60 months of age*
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.

3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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3.0 Directional Awareness *(Continued)*

At around 48 months of age	*At around 60 months of age*
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

Active Physical Play

1.0 Active Participation

At around 48 months of age	*At around 60 months of age*
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.

3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

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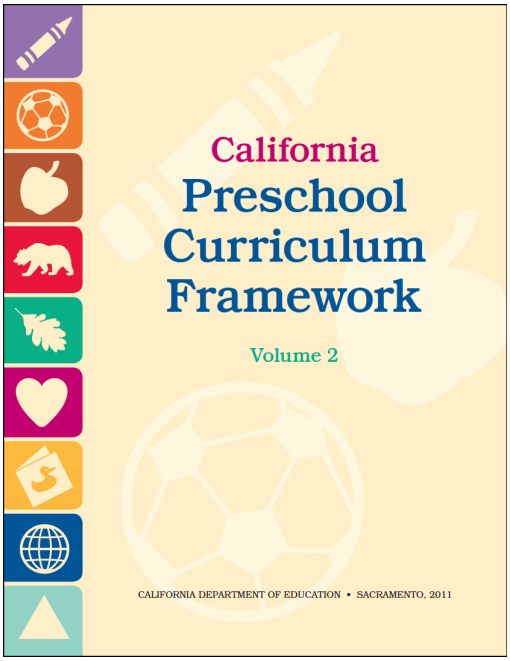

Physical Development

The strands defined, include:

- **Fundamental Movement Skills**: foundational motor skills, such as balance, locomotion, and manipulation, that form the building blocks for participation in more complex and specialized movement skills, including those in sports, games, and dance

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

- **Perceptual Motor Skills and Movement Concepts**: focuses on the development of body awareness, spatial awareness, and directional awareness; the process of receiving, interpreting, and using information from all the body's senses
- **Active Physical Play**: promotes children's health and physical fitness by increasing their levels of active participation, cardiovascular endurance, muscular strength and endurance, and flexibility

(page 138) *California Preschool Learning Foundations, Volume 2*

Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills

Substrand 1.0 Balance

Substrand 2.0 Locomotor Skills

Substrand 3.0 Manipulative Skills (fine and gross motor)

Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular Endurance, and Flexibility

Physical Development

California Preschool Curriculum Framework, Volume 2:

- Introduction (p. 132)
- Research highlights (beginning on page 133)
- Overview of Fundamental Movement Skills (pp. 139, 140, 147–148, 156–157)
- Overview of Perceptual-Motor Skills and Movement Concepts (pp. 176–177, 178, 181, 186)
- Overview of Active Physical Play (pp. 192, 193, 199, 202)
- Glossary (pp. 288–290)

Physical Development

Develop a presentation of one major theme and its key points.

Possible ideas:

- Create a visual representation, such as a chart, drawing, large puzzle, mock Web page, blog, pamphlet, brochure, or fact sheet.
- Create a short game, panel discussion, simulated podcast, or list of Tweets.
- Role-play a teacher explaining to parents how their children's physical development impacts other developmental areas.

Physical Development

Key themes

- Importance of minimizing children's waiting and watching and maximizing their active participation and doing, which is how most children learn best
- Role of physical play in all areas of children's development—cognitive, emotional, social, and physical
- Role of physical play in children's physical and mental health, as well as physical fitness

Physical Development

Key themes

- Importance of the preschool years for children's physical development
- Preschool programs "providing well-designed, regular, and frequent opportunities for physical play," as described on page 132 in the *California Preschool Curriculum Framework, Volume 2*
- Need for balance between children's self-initiated and self-directed physical activities and teacher guidance and encouragement to help children learn new skills

Physical Development

Key themes

- Value of teachers as role models
- Need for teachers to provide to children developmentally appropriate instruction, feedback, and encouragement as well as time for children to practice and progress in their physical development
- Importance of collaborating with families and community members in fostering children's physical development

Physical Development

Key themes

- Benefits of children's developing active lifestyles for their entire lives
- Individual developmental differences, experiences, learning styles, languages, communication methods, cultures, and special needs among children that impact their physical development and learning new skills
- Developmental nature of movement skills and concepts

Physical Development

Key themes

- Importance and benefits of providing opportunities for children to do active physical play in the natural world
- Influence of the environment on children's physical development
- Research findings regarding crucial levels of physical activity that children should meet to fully develop and be healthy

Physical Development

"planning learning opportunities"

"teachable moments"

Physical Development

Sample Developmental Sequence of Jumping

Exploring level

Child brings arms back on takeoff

Legs do not completely extend

Body bends

Small vertical jump

DEVELOPING

Child brings arms sideways on the takeoff

Arms do a complete circle at takeoff

Body leans forward and jumps forward

Body and legs flexed during flight phase

Lands on hands and feet

Inconsistency

TRANSITION

Integration level

Child swings arms forward over head

Body gets extended during the flight phase, jump is diagonal

Lands on feet

Consistency

Designed by Clersida Garcia and illustrated by Xuyen Garcia, 2010.

Physical Development

Sample Developmental Sequence of Throwing

DEVELOPING

Exploring level

Child is stationary and usually brings arm up, flexed or extended, and throws down with arm action only

Child begins to homo-laterally step

Arm windup upward and moves down during the throw

Arm moves upward during windup and sideways during the throw, sometimes body rotates (block rotation of body)

Homo-laterally steps and may maintain straddle position for several throws

Homo-lateral and contra-lateral steps (inconsistency). Throws facing target.

Big step is contra-lateral most of the time; side faces target.

Integration level

Arm windup down; back below waist.

Throw showing arm lag, lower body rotates first, then upper body (sequential rotation)

Consistency

TRANSITION

Designed by Clersida Garcia and illustrated by Xuyen Garcia, 2010.

Physical Development

The foundations are the ***what:***

goal-like statements that describe ***what*** children typically learn and develop with optimal support.

The curriculum framework is the ***how:***

provides guidance for ***how*** teachers can intentionally support this learning and development.

Physical Development

- Which components or elements of the physical development chapter caught your attention?
- Which other components might you want to learn more about?
- Why are these components interesting to you?
- What is a next step you will take to learn more about one or more components from Handout 1?

Physical Development

Guiding Principles

- Developmentally appropriate movement programs accommodate a variety of individual differences among children.
- Children often learn best through maximum active participation.
- The physical safety of children's play environments should be of paramount importance at all times.
- Family members working as partners with teachers are key to enriching the physical development of children.

Physical Development

Guiding Principles

- Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity.
- Children are multisensory learners with unique learning styles.
- To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies.
- Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time.

Physical Development

Guiding Principles

- Children benefit from ample opportunities to practice new physical skills.
- Children benefit from integrated learning activities across the curriculum.
- Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children's fitness and health.
- Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children's home language using familiar communication methods.

Physical Development

- Which domain principle(s) stood out for you?
- Which ones were familiar to you? Which ones were concepts that you had not considered before?
- Which principle do you think would be most challenging for you to apply? Why?
- What is a first step you could take in finding supports or resources to help you better understand this principle and implement it?

- As you think about the rationale, organizational structure, and guiding principles of the physical development domain, what aspects stand out for you?
- What concepts or information resonated the most strongly with you? Why?
- What was useful in helping you understand this overview of the domain?
- How will you use the resource tools that you developed in your curriculum planning for children's physical development?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Physical Development

Pages 216 and 217 of the *California Preschool Curriculum Framework, Volume, 2* list these teacher resources:

Appropriate Practices in Movement Programs for Young Children Ages 3–5: A Position Statement of the National Association for Sport and Physical Education.

Active Start: A Statement of Physical Activity Guidelines for Children From Birth to Age 5, Second Edition, published in 2009 by the National Association for Sport and Physical Education.

Physical Development

- Review the position statement and *Active Start.*
- Compare the guidelines in those publications with the guiding principles in the physical development domain of the *California Preschool Curriculum Framework, Volume, 2*.
- Summarize the similarities and differences between the guidelines and principles.
- Describe how each informs your curriculum planning for physical development and active physical play.

Unit 3 – Physical Development:
Key Topic 2: Getting to Know Environmental Factors That Support Physical Development

Focus of Unit 3 – Key Topic 2

Students become familiar with environmental factors that can be used to support children's physical development and have opportunities to explore some ways these factors can be applied.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Categorizing
- Note-taking outline
- Guest speaker
- Class discussion
- Reflective discussion—large group
- Small group work
- Interview—teacher
- Observation—classroom
- Class presentation

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- Individual reflection
- Literature review
- Short paper

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism

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Unit 3 – Physical Development:
Key Topic 2: Getting to Know Environmental Factors That Support Physical Development

Before You Start

The environmental factors described in the physical development domain refer to both the physical environment of the preschool program and teacher actions that contribute to the environment. This section differs slightly from the environments and materials sections found in other domains of Volumes 1 and 2 of the *California Preschool Curriculum Framework*. Whereas those domains contain specific items about materials, there are not distinct items related to materials in the list of environmental factors in the physical development domain. Some equipment and materials are suggested within some of the environmental factors; others can be found in the interactions and strategies for each substrand.

This learning experience focuses on having a preschool teacher as a guest speaker for the class. The purpose of the presentation is to provide students with concrete examples of how the teacher has addressed the seven environmental factors in the physical development domain. Students prepare some interview questions for the guest speaker that can be shared with the speaker prior to the presentation. Also, the guest speaker should be provided with a copy of the *California Preschool Curriculum Framework, Volume 2* to become familiar with the environmental factors.

Encourage the guest speaker to bring photos or slides of his or her classroom—both indoor and outdoor areas—that are used for active physical play and physical development activities; these photos or slides should illustrate one or more of the environmental factors. Also ask the speaker to be prepared to describe any adaptations that ensure the participation of children with disabilities or children who may be young dual language learners.

This learning experience is presented as part of two class sessions but could be done in one class session. If instructors plan just one session, students could do the reading and develop their key points and questions prior to class. Then the class could develop the questions before the guest speaker arrives. If instructors plan this over two sessions, the “Getting it started” and “Keeping it going” segments could be done in addition to other work.

An alternative approach would be to have students visit a preschool program and interview the teacher. These observations and interviews could be done individually or in small groups. It is suggested that the students prepare some questions as a full class. If instructors choose to have students conduct interviews, it may be helpful to remind them to first find out what the protocol is for observations at that preschool program.

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Information Delivery

Slides 2-4

The seven environmental factors on pages 136–137 of the *California Preschool Curriculum Framework, Volume 2* are the main content for this key topic.

Depending on the students' background, instructors may also want them to become familiar with these topics in the framework:

- *"The environment as curriculum: Interest areas to support children's play and child-initiated learning"* (pp. 17–19)
- "The Daily Schedule" (pp. 19–25)

Active Learning

Slides 2-4

Getting it started
Begin by having students review the environmental factors described on pages 136–137 of the *California Preschool Curriculum Framework, Volume 2*. Ask them to note key points for each factor and any questions about how the factor would look in practice. Point out to students how the section on environmental factors differs from the environments and materials sections in other chapters of Volumes 1 and 2 of the *California Preschool Curriculum Framework*. This review could be done by students individually, in pairs, or in small groups.

Keeping it going
Then explain to the class that a guest speaker will be at the next class session to share how she or he implements the environmental factors. Invite students to share the questions they generated. Similar questions could be grouped together and summarized in an overarching question. Depending on the number of questions identified, instructors may ask students to come to agreement on the top five to eight.

Online Options

Students could post interview questions online and review the other students' questions prior to the class session. Then the full class could decide which questions to ask the guest speaker or to use in their interviews.

Taking it further
At the next session, ask the guest speaker to make their presentation. In addition to having the speaker respond to the prepared questions, encourage students to ask additional questions suggested by the presentation.

Putting it together
After the speaker leaves, ask the students to reflect on the presentation by discussing these questions:

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Slides 5-6

- Which environmental factor and example described by our guest speaker stood out for you?
- How did the presentation help you better understand some of the environmental factors that can support children's physical development and active physical play? Which ones?
- What are some new or different perspectives to the environmental factors because of this presentation?
- What are three examples from the presentation that you want to use when planning active physical play environments for young children?

Online Options

If students interview teachers, the interview summaries could be posted online. Students would then review their peers' summaries and write responses to the reflective questions individually or be prepared to discuss the questions in class.

Another approach

Students could interview a teacher instead of having a guest speaker**.** Depending on students' access to preschool programs and teachers, instructors may suggest that small groups of students interview a teacher together. The whole class could develop the questions that each student or group of students would use.

If an observation of part of the preschool program day is possible before the interview, ask students to look for examples of one or more of the environmental factors. These observations could inform their interview with the teacher. If an observation while the children are present is not feasible, suggest to students that they ask the teacher to give them a tour of the classroom and explain the daily schedule.

Students would then share summaries or highlights of their observations and interviews at a class session. The summaries could also include responses to the reflective questions in the "Putting it together" section, or instructors could again use those questions for a class discussion about the students' interviews.

Reflection

The two sets of reflective questions offered for this key topic could be used as a class discussion or for students to respond to individually in journals or another written format. This first set focuses on the work done specifically on the environmental

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Slides 7-8

factors for the physical development domain:

- Which concepts and examples about the environmental factors from your reading or the presentation (or interview) stood out for you?
- Which environmental factors do you think you could easily address? Which ones might be more challenging? Why?
- What should you keep in mind regarding the environmental factors in a preschool when thinking about your city or community—the cultural, linguistic, and socioeconomic diversity of the children and families?
- What skills as a teacher would you like to improve so that you can better implement or address the environmental factors to support children's physical development?

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Remind students that the teacher resources (pp. 216–218), endnotes (pp. 219–221), and bibliography (pp. 222–224) of the chapter on physical development in the *California Preschool Curriculum Framework, Volume 2* list books, articles, Web sites, and organizations that provide additional information on environmental considerations for young children's physical development and active physical play. Ask students to review these pages as a starting point for a literature review on the topic of environmental factors. They could then identify three

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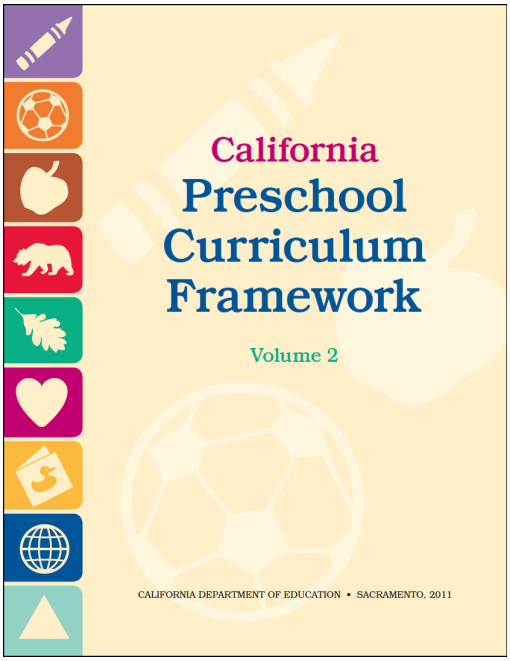
resources and write a one-page summary of each resource. Instructors may wish to suggest that the following information is included in each summary:

- Full citation for the resource
- Description of the resource
- Key points or concepts related to environmental considerations in planning curriculum for all children's physical development and active play
- Linkage between the key points and one or more of the seven environmental factors described on pages 136-137 in the *California Preschool Curriculum Framework, Volume 2.*



Physical Development

Environmental Factors

- Teachers promote optimal physical development when they provide children with positive encouragement and quality instruction.
- The immediate physical environment is a powerful influence on children's physical development.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Physical Development

Environmental Factors

- Indoor and outdoor play environments should include a variety of appropriately sized equipment that promotes both gross and fine motor development.
- Learning is most meaningful when the environment and materials reflect and accommodate children's individual interests, backgrounds, and present abilities.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Physical Development

Environmental Factors

- Take time to build safety into both indoor and outdoor play environments.
- Movement experiences should include exploration, discovery, and appreciation of the natural environment.
- Thoughtfully designed movement experiences, guided by adults, support children's physical development.

(page 136-137) *California Preschool Learning Foundations, Volume 2*

Physical Development

- Which environmental factor and example described by our guest speaker stood out for you?
- How did the presentation help you better understand some of the environmental factors that can support children's physical development and active physical play? Which ones?

Physical Development

- What are some new or different perspectives to the environmental factors because of this presentation?

- What are three examples from the presentation that you want to use when planning active physical play environments for young children?

- Which concepts and examples about the environmental factors stood out for you?
- Which environmental factors do you think you could easily address? Which ones might be more challenging? Why?
- What should you keep in mind regarding the environmental factors in a preschool when thinking about your city or community—the cultural, linguistic, and socioeconomic diversity of the children and families?
- What skills as a teacher would you like to improve so that you can better implement or address the environmental factors to support children's physical development?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Unit 3 – Physical Development:
Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Focus of Unit 3 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support children's physical development.

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 key topic. See Apendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Categorizing
- Class discussion
- Creation of a visual representation
- Reflective discussion—large group
- Individual reflection
- Development of resource tool
- Literature Review

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 key topics.

- Child Development and Learning
- Relationships, Interactions, and Guidance
- Learning Environments and Curriculum
- Professionalism

Unit 3 – Physical Development:
Key Topic 3: Getting to Know Interactions and Strategies That Support Physical Development

Before You Start

In this key topic, students become familiar with the interactions and strategies first as they apply to that substrand. Students then sort the interactions and strategies into different categories and explore how the interactions and strategies can be used more broadly across other substrands and strands. Finally, students have an opportunity to review other resources on physical development and put together a beginning resource tool of strategies that can be used in their curriculum planning for physical development.

There are 116 interactions and strategies in Chapter 3 of the *California Preschool Curriculum Framework, Volume 2*. As in Volume 1 of the *California Preschool Curriculum Framework*, these interactions and strategies are found after the vignettes presented in the substrands. The following table lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help instructors to determine student groupings for the active learning experiences.

Note that the number of interactions and strategies for each substrand varies, most ranging from 7 to 13. However, the spatial awareness and manipulative skills substrands have 17 and 28 respectively. Instructors may want to review the number of interactions and strategies for each substrand prior to the class session in which small groups of students are assigned certain substrands.

In the “Getting it started” segment, students form small groups and summarize the interactions and strategies in a substrand on shapes cut out of colored paper. It is suggested that paper in three colors is provided—one color per strand. Markers will also be needed in colors that are dark enough to be read on the colored paper.

In the “Putting it together” segment, students create mobiles of the interactions and strategies. Materials to make the mobiles could include heavy thread, chopsticks, paper clips, scissors, glue, and tape.

Note to Faculty: Handout 1, included with this key topic, provides a full list of the interactions and strategies for this domain.

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Table 2. Total number of vignettes, interactions, and strategies for the physical development domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	**Vignettes**	**Interactions and Strategies**
Strand: Fundamental Movement Skills (pp. 139-175)	**6**	**52**
1.0 Balance	2	11
2.0 Locomotor Skills	1	13
3.0 Manipulative Skills	3	28
Strand: Perceptual-Motor Skills and Movement Concepts (pp. 176-191)	**4**	**40**
1.0 Body Awareness	1	11
2.0 Spatial Awareness	2	17
3.0 Directional Awareness	1	12
Strand: Active Physical Play (pp. 192-210)	**4**	**24**
1.0 Active Participation	2	9
2.0 Cardiovascular Endurance	1	8
3.0 Muscular Strength, Muscular Endurance, and Flexibility	1	7

Source: California Preschool Curriculum Framework, Volume 2

Information Delivery

As students begin work on this key topic, the following information from the *California Learning Foundations, Volume 2* and the *California Preschool Curriculum Framework, Volume 2* may be helpful as an introduction or review of the physical development domain.

Slides 2-4

California Preschool Learning Foundations, Volume 2

- Discussion of the physical development strands (pp. 37–45)
- Review of the research for each strand (pp. 58–60)
- Glossary for the physical development domain (pp. 61–63)

California Preschool Curriculum Framework, Volume 2

- Introduction to physical development and the role of preschool programs (pp. 132–133)
- Discussion of the physical development strands (pp. 139, 176–177, and 192)
- Research highlights (pp. 133, 137, 148, 170, 172, 198, and 204)

Active Learning

Getting it started

If students are not already familiar with the organizational structure of the *California Preschool Curriculum Framework, Volume 2,* it is suggested that they begin this key topic by reading pages 9–11 of the framework. Key Topic 1 in Units 2, 3, and 4 of this instructional guide also provide learning experiences that will help students understand the structure of each domain chapter in the *California Preschool Curriculum Framework, Volume 2*.

Introduce this key topic by explaining that students will be examining interactions and strategies in the *California Preschool Curriculum Framework, Volume 2* that support children's physical development. Review with students the format in each substrand: one or more vignettes followed by teachable moments and/or opportunities to plan learning and interactions and strategies related to the vignette.

Slides 4-5

Next ask students to form small groups; each group will focus on one or more substrands or a part of a substrand. The number of small groups and their assignments will depend on the size of the class. Provide each group of students with several sheets of paper in the color of their strand.

The following are the directions for their small group work:

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- Ask students to review the vignettes, teachable moments, and opportunities for planning learning, as well as interactions and strategies for their assigned substrand.

- Students decide on a shape for their substrand—one that is large enough to write a few words that capture the key idea of each interaction or strategy and is simple to make. Students cut the paper into that shape—one shape per interaction or strategy.

- Students then summarize each interaction and strategy into five to seven words and write each on one of the shapes.

Keeping it going

Slide 6

Next lead a discussion of the possible different categories into which the interactions and strategies might be sorted. It may be helpful to start by suggesting the following categories and either provide or ask students to identify one of the interactions or strategies as an example:

Category (symbol)	Interaction or Strategy
Language/communication (L)	Use body-parts vocabulary (Perceptual-Motor Skills and Movement Concepts/Body Awareness)
Family/culture (F)	Provide opportunities that include diverse cultural themes (Fundamental Movement Skills/Balance)
Environments and materials (E)	Create an activity environment that is nurturing and supportive and allows likely success (Physical Play/Active Participation)
Developmental (D)	Promote progressive development of leg strength (Fundamental Movement Skills/Locomotor Skills)
Music, singing, and dancing (M)	Promote cardiovascular endurance through dance and rhythmic activities (Physical Play/Cardiovascular Endurance)

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Repetition/daily routine (R)	Promote cardiovascular endurance through repeated muscular endurance activities (Physical Play/Muscular Strength, Muscular Endurance, and Flexibility)
Individualizing (I)	Adapt movement experiences as needed for children with physical disabilities (Perceptual-Motor Skills and Movement Concepts/ Directional Awareness)
Teacher support (T)	Promote children's ability to manipulate objects by feel (Fundamental Movement Skills/Manipulative Skills)
Social-emotional (S)	Provide pushing and pulling games with peers (Perceptual-Motor Skills and Movement Concepts/Spatial Awareness)

Instructors and the class may opt to add to this list, delete any portion, or develop a different set of categories. Whichever option is chosen, guide the students toward agreement regarding the categories before proceeding to the next step in this learning experience.

Slide 6

Taking it further
Each group then reviews its list and identifies into which of the different categories each interaction or strategy falls.

The students then write on the shape that corresponds to their strategy or interaction the letter that symbolizes the category, i.e., "S on the shape of Perceptual-Motor Skills and Movement Concepts/Spatial Awareness).

Online Options

Students could agree on the different categories by voting online and proposing the deletion or addition of categories. One student or the instructor could be responsible for tallying the votes and posting the final categories. Students could then individually sort the interactions and strategies for an assigned substrand into the different categories and post their categorizations online. Students in the same small group could review their partners' groupings so they are prepared to finalize them in the class session.

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If the students are unable to identify a category for an interaction or strategy, suggest that they come up with a new category.

Putting it together

Slide 7

First ask the groups if they identified any new categories. Discuss the new categories and ask if any other groups would like to also use that category. If so, provide a few minutes for groups to revise their labeling on their interactions or strategies.

Then ask students to place all the interactions and strategies of the same category into a pile no matter which strand/substrand they are from. Count the number of categories and have the students regroup into the same number of small groups. Each group takes a pile of the colored shapes and creates a mobile with the shapes, adding one larger shape with the name of the category.

After the groups have hung or shared their mobiles, ask the students to discuss these questions:

- What do you notice about the mobiles?
- Where are there similarities among them? Where are there differences?
- What do the different colors in each mobile suggest to you? What about the number of pieces in each mobile?
- What did you learn about the interactions and strategies from creating these mobiles?

Reflection

Conclude this learning experience by asking students to respond to the following questions:

- Which interactions and strategies from the physical development substrands stood out for you?
- Which ones were familiar to you? Which were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What are some key messages that surfaced from the interactions and strategies in your substrand?

Slides 8-9

What is one thing you will take from today to use in supporting young children's physical development?

Students could write their responses in a journal or submit them if instructors decide to have the students do the reflection individually.

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This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Slide 10

There are several physical development resources in the teacher resources and bibliography of Chapter 3 in the *California Preschool Curriculum Framework, Volume 2* that contain strategies for promoting young children's active physical play and physical development. One example is *Developmental Physical Education for All Children* (Fourth edition) by David. L. Gallahue and Frances Cleland-Donnelly. This book includes some teacher tips that could be compared with the interactions and strategies.

Another example is *Appropriate Practices in Movement Programs for Young Children Ages 3–5*, a position statement by the National Association for Sport and Physical Education (NASPE). This document contains five premises and instructional strategies presented as appropriate or inappropriate practices.

Ask students to select one of the three physical development strands and create a resource list of instructional strategies for that strand. Students should review enough resources to identify strategies for each substrand and cite the source for each strategy. Students can format their lists in any way that will be useful for them in their work with children.

Online Options

Student could post their resource lists online so that all students have lists for all three strands.

Getting to Know Interactions and Strategies That Support Physical Development

Strand: Fundamental Movement Skills		
Substrand: Balance	**Substrand: Locomotor Skills**	**Substrand: Manipulative Skills**
Design spaces and activities to develop balance following a developmental progression.	Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.	Observe developmental sequences of fundamental manipulative skills.
Provide opportunities that include diverse cultural themes.	Promote progressive development of leg strength.	Vary the focus of the manipulative skills.
Incorporate balance activities into the children's world.	Promote progressive development of balance.	Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.
Provide opportunities for activities that include both active movements and still body positions.	Promote and be aware of the progressive development of coordination of locomotor skills.	Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.
Challenge children's balance abilities by asking questions.	Encourage practice of locomotor movements in both indoor and outdoor environments.	Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.
Encourage persistence during challenging balance tasks.	Use vivid visual information and visual aids that communicate to children in simple ways how to move.	Create developmental activities that provide a sense of success.
Post pictures of balance positions and balance activities.	Use music, songs, rhymes, and stories to provide rhythmic patterns.	Provide opportunities for repeated practice in a safe environment.

Strand: Fundamental Movement Skills		
Substrand: Balance	**Substrand: Locomotor Skills**	**Substrand: Manipulative Skills**
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.	Plan meaningful, purposeful, and connected locomotor activities and games.	Understand gender-based expectations of the children's culture when teaching manipulative skills.
Provide a variety of sensory cues that facilitate a multisensory learning.	Create picture cards representing different ways to move related to children's cultural background.	Provide plenty of encouragement.
Modify balance activities to increase participation by children with disabilities and special needs.	Create culturally diverse scenarios for practicing locomotor skills.	Create manipulative activities that provide automatic feedback and a sense of accomplishment.
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.	Encourage persistence during challenging locomotor skills.	Learn about children's cultural context for fine motor activities.
	Provide appropriate challenges for children with special needs.	Learn about families' values related to fine motor activities.
	Express enthusiasm for locomotor skills.	Learn about children's prior experiences and personal interests related to fine motor activities.
		Focus on the quality of movement rather than the end product.
		Provide clear, specific feedback to facilitate children's problem-solving process.
		Provide a variety of tools and media to promote participation.

Strand: Fundamental Movement Skills		
Substrand: Balance	**Substrand: Locomotor Skills**	**Substrand: Manipulative Skills**
		Design meaningful fine motor activities by incorporating children's diverse backgrounds.
		Provide adaptations to support participation of children with disabilities or other special needs.
		Promote children's ability to manipulate objects by feel.
		Provide opportunities for children to engage in fine motor activities in a variety of positions.
		Promote optimal postural support during challenging fine motor activities.
		Positions materials vertically.
		Engage children in "heavy work" activities to develop trunk and shoulder muscles.
		Provide resistive activities to develop hand strength.
		Provide activities to develop hand precision.
		Assist children with proper fit and positioning of scissors.
		Provide a variety of media for cutting with scissors.
		Be aware of children's handedness when providing assistance with fine motor activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	**Substrand: Spatial Awareness**	**Substrand: Directional Awareness**
Use multisensory teaching strategies to reinforce children's learning.	Set up obstacle courses.	Provide opportunities for child-initiated play in areas with open space.
Use body-parts vocabulary in the child's home language.	Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.	Provide safe environments in which children can climb up and down.
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.	Provide games for children to explore changing the size of their bodies.	Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.	Play games that allow children to move around with objects balanced on different parts of their body.	Design activities for children to practice moving alongside or in a line with other people.
Introduce body-parts vocabulary during structured group games.	Provide pushing and pulling games with peers.	Play games that require children to coordinate moving with others to manage a physical object or prop.
Engage children in singing and movement activities to teach body parts.	Play games that require two to three children to work together to transport a large, lightweight object.	Provide opportunities for children to move and use their bodies with force.
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.	Use dancing and musical games to promote the development of spatial awareness and body control.	Provide opportunities for children to move and use their bodies lightly.
Provide opportunities for dress-up play.	Use positional-concepts vocabulary within the natural context of daily routines.	Engage children in two-handed play activities.

Strand: Perceptual-Motor Skills and Movement Concepts		
Substrand: Body Awareness	**Substrand: Spatial Awareness**	**Substrand: Directional Awareness**
Provide opportunities for children to see external representations of their bodies.	Have children participate in cleanup routines by putting away toys.	Position drawing activities vertically.
Provide constructional play for children to build or put together body parts.	Engage children in helper roles by performing "heavy work" activities.	Provide parent-play activities to reinforce directional concepts.
Ask children to describe their drawings of people.	Narrate of ask questions about children's play using positional-concepts vocabulary in English and the child's home language.	Use the child's home language for introducing directional-concepts vocabulary.
	Engage children in songs and rhymes with body movements or spatial concepts.	Adapt movement experiences as needed for children with physical disabilities.
	Reinforce spatial concepts when reading or looking at books.	
	Use props or play objects to guide children in positioning their bodies.	
	Use the child's home language to introduce spatial-concepts vocabulary.	
	Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.	
	Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.	

Strand: Active Physical Play		
Substrand: Active Participation	**Substrand: Cardiovascular Endurance**	**Substrand: Muscular Strength, Muscular Endurance, and Flexibility**
Provide ample opportunities for children to engage daily in active play.	Design the physical setting of the play environment to encourage moderate or vigorous physical activity.	Encourage the development of muscular strength and endurance through building activities that involve performing "work" repeatedly.
Create inviting activity environments in which children can be physically active.	Engage children of all ability levels in activities that promote increased cardiovascular endurance.	Promote cardiovascular endurance through repeated muscular endurance activities.
Help children identify appropriate places for different type of physical activity.	Promote increased cardiovascular endurance through chasing and fleeing activities.	Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.
Create an activity environment that is nurturing and supportive and allows likely success.	Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.	Allow for supervised risk taking.
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.	Use imagery as an effective tool in promoting moderate to vigorous physical activity.	Engage children in the setup of the play space and the return of materials to their original space.
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.	Provide positive encouragement for participation.	Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.
Recognize and take into account any environmental constraints.	Promote increased physical activity through story plays.	Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children's physical fitness.

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Strand: Active Physical Play		
Substrand: Active Participation	**Substrand: Cardiovascular Endurance**	**Substrand: Muscular Strength, Muscular Endurance, and Flexibility**
Encourage physical exploration through play equipment and materials.	Promote cardiovascular endurance through dance and rhythmic activities.	
Respect differences in children's temperament and find creative ways to engage all children in active physical play.		

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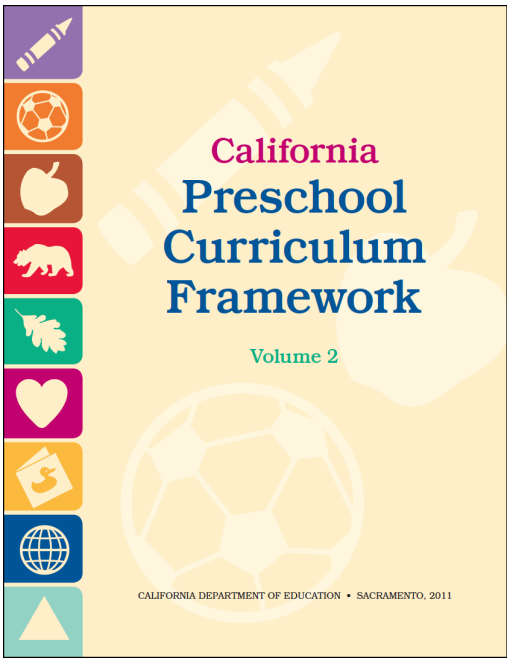

Physical Development

Summary of the Strands and Substrands

Fundamental Movement Skills

Substrand 1.0 Balance

Substrand 2.0 Locomotor Skills

Substrand 3.0 Manipulative Skills

(Non-locomotor)

Physical Development

Perceptual-Motor Skills and Movement Concepts

Substrand 1.0 Body Awareness

Substrand 2.0 Spatial Awareness

Substrand 3.0 Directional Awareness

Active Physical Play

Substrand 1.0 Active Participation

Substrand 2.0 Cardiovascular Endurance

Substrand 3.0 Muscular Strength, Muscular Endurance, and Flexibility

Physical Development

- Interactions
- Strategies
- Teachable Moments

Physical Development

1. Review the vignettes, teachable moments, opportunities for planning learning, interactions, and strategies for your substrand.
2. Get the color of paper assigned to your strand.
3. Decide on a simple shape for your substrand.
4. Cut the paper into that shape; use one shape per interaction or strategy.
   - The shape should be large enough to write the key idea of each interaction or strategy.
5. Summarize each interaction and strategy into 5-7 words and write each on one of the shapes.

Physical Development

What possible categories might the interactions and strategies be sorted?

- Language/communication (L)
- Family/culture (F)
- Environments and materials (E)
- Developmental (D)
- Music, singing, and dancing (M)
- Repetition/daily routine (R)
- Individualizing (I)
- Teacher support (T)
- Social-emotional (S)

Physical Development

- What do you notice about the mobiles?
- Where are there similarities among them? Where are there differences?
- What do the different colors in each mobile suggest to you? What about the number of pieces in each mobile?
- What did you learn about the interactions and strategies from creating these mobiles?

- Which interactions and strategies related to physical development stood out for you?
- Which ones were familiar? Which were new strategies?
- Which interactions or strategies might be particularly useful with children who are dual language learners? With children who have disabilities?
- What key messages surfaced from the interactions and strategies in your substrand?
- What one thing from today will you use in supporting young children's physical development?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Physical Development

- Select one of the 3 physical development strands and create a resource list of instructional strategies for that strand.
- Identify strategies for each substrand.
- Cite the source for each strategy.

Unit 3 – Physical Development:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus of Unit 3 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children's physical development. Students also explore methods for approaching these three topics.

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 key topic. 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
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs
- Reflective discussion – large group

- Panel or guest speaker
- Categorizing (categorize I & Ss that focus on individualizing specifically)
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism

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Unit 3 – Physical Development:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

Children come to preschool to engage in active play with a very wide range of movement skills and understanding of movement concepts and abilities. This diversity has many reasons, such as individual developmental and fitness levels, prior experiences, family and cultural values and practices, neighborhood safety and community resources, socioeconomic influences on opportunities, and the presence of disabilities or special needs. Because some teachers assume that children's physical development occurs naturally, they may not be as aware of the importance of curriculum planning for physical development and active physical play.

This key topic engages students in three subtopics that will help them better understand the importance of planning curriculum that considers the diversity of children's physical development and the teacher's role. The three subtopics are universal design, individualization, and family partnerships.

Note: The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have active Individualized Education Plans (IEP)**.** For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of the active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design**. As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

  Handout 1, which lists where universal design strategies can be found in the physical development domain of the *California Preschool Curriculum Framework, Volume 2* is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization.** Handouts 2, 3, and 4 are provided for this subtopic that students can use when considering how the interactions and strategies in the physical development domain address individualizing for children. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.
- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 5, a list of family engagement suggestions from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2.* Handout 5 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

  Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the visual and performing arts and health domains. Slight modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

Information Delivery

Content regarding the diversity of California's preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may choose to have students become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:

- California's Preschool Children (pp. 3–5)
- Overarching principle: "Family and community partnerships create meaningful connections" (pp. 7–8)
- Overarching principle: "Individualization of learning includes all children" (p. 8)
- Overarching principle: "Responsiveness to culture and language supports children's learning" (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)

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Active Learning

Subtopic 1: Universal Design

Getting it started

Slides 2-4

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2.* Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share adaptations they have observed or used.

Next, explain to students that there is information about children with special needs and examples or strategies of universal design principles in the introduction, guiding principles, environmental factors, descriptions of planning learning opportunities and teachable moments, a vignette, and interactions and strategies in Chapter 3 of the *Californiai Preschool Curriculum Framework, Volume 2*, "Physical Development." Handout 1, included with this key topic, is a summary list of where these strategies, suggestions, or examples can be found. Ask students to to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*. There are approximately 35 strategies, suggestions, or examples. It will be helpful to review some of these with students so that they have a sense of what these look like in the text.

Keeping it going

Slide 4

Although many of the examples from the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* are described for a specific strand and substrand, the adaptations may be applicable to other strands or substrands. The next step in this learning experience is to have students identify ways the adaptations they found in the curricumlum framework could be used in one or more of the three strands—Fundamental Movement Skills, Perceptual-Motor Skills and Movement Concepts, and Active Physical Play—and their substrands. Depending on class size, students may form three or six small groups. Assign one or two groups to each strand.

Ask each small group to review all the examples and discuss if and how an adaptation might be used in the group's assigned strand. For example, an interaction and strategy on page 179 of the *California Preschool Curriculum Framework, Volume 2* under the substrand Body Awareness of the Perceptual-Motor Skills and Movement Concepts strand suggests this strategy: "Use alternative communication methods, as appropriate, to teach body-parts vocabulary. Some children with special needs may communicate by using sign language, picture

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communication systems, or other augmentative communication methods. Incorporate the child's familiar communication method when introducing body-parts vocabulary."

The same approach could apply to introducing positional-, spatial-, or directional-concepts vocabulary; giving directions for balance and locomotor skills activities; describing how to perform a manipulative skill; teaching the names of equipment and tools; and explaining how to use a piece of outdoor play equipment.

Taking it further

Slides 5-7

The students could then create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.

Online Options

Subtopic 1: Students could list online examples of how the universal design adaptations and ideas can be used in the three strands. Individual students could be assigned a strand to consider, and students could review other students' lists prior to the class when the visual representation is to be created. Upon instructor's recommendation, groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.

Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three strands?

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities engage in active physical play, learn movement skills and concepts, and develop physically?

Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1,* a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1,* and is presented here, with modifications, for easy reference.

Slides 8-9

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in active physical play and supporting their physical development. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2,* and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to physical development activities in a preschool program.

After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?

- What are you most confident about in supporting the development of children with disabilities in the three physical development strands?

- What new or different perspectives do you have? How has this presentation been helpful?

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the physical development curriculum?

Subtopic 2: Individualizing

Slides 10-11

Getting it started
Begin this subtopic by having a class discussion on the diversity of young children and families in California's preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled "California's Preschool Children" on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, "Individualization of learning includes all children," on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: ". . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . ." Remind students that universal design is one way of supporting the needs of individual children. It is not something separate from individualizing.

Keeping it going
If students are not familiar with the interactions and strategies for the physical development domain, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this unit to introduce the interactions and strategies. The "Getting it started" segment provides an opportunity for students to review the interactions and strategies, as well as to learn how the vignettes, teachable moments, planning learning opportunities, and interactions and strategies are related.

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If students have already done some exploration of the interactions and strategies, point out that some of them directly emphasize considering children's individual and family characteristics. An example is the strategy in the Active Participation substrand on page 198 of the *California Preschool Curriculum Framework, Volume 2*: "Respect differences in children's temperament and find creative ways to engage all children in active physical play." Another example in the Manipulative Skills substrand is on page 166 of the *California Preschool Curriculum Framework, Volume 2*: "Learn about children's prior experiences and pesonal interests related to fine motor activities."

Ask students to review the rest of the interactions and strategies and identify those they feel also focus specifically on individualizing the curriculum for children. Depending on class size, instructors may ask the students to do this work in pairs or small groups. In Key Topic 3 of this instructional guide unit, Handout 1 lists interactions and strategies by strand and substrand. The handout may help instructors to decide how many pairs or groups and which strand or substrand(s) to assign to each grouping.

Also, Handouts 2, 3, and 4, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization. Because of the unequal number of interactions and strategies among the strands, instructors may have each group of students work on just part of a handout.

Taking it further

After students have completed their lists, ask them to review the interactions and strategies in their assigned strand/substrand(s) again. During this review, ask them to consider what implications for individualizing are addressed in some of the other strategies that are not on their lists. Ask them to add the strategy and considerations to their lists.

For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy on page 161 of the *California Preschool Curriculum Framework, Volume 2* "Create developmental activities that provide a sense of success?" What considerations regarding children's interests or language experiences should teachers think about when using the strategy on page 153 of the *California Preschool Curriculum Framework, Volume 2* "Use music, songs, rhymes, and stories to provide rhythmic patterns?"

Putting it together
Provide an opportunity for each group to share a few interactions and strategies from their lists. Be sure that each group points out one interaction or strategy from their first and second reviews of the strategies.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?
- Do you think it would be more difficult for you to individualize the curriculum in one of the physical development strands or substrands than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Online Options

Subtopic 2: Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send to the instructors their individual responses to the discussion questions.

Subtopic 3: Family Partnerships

Slide 12

Getting it started
Begin this subtopic by asking students to review pages 7-8 of the *California Preschool Curriculum Framework, Volume 2* for the fifth overarching principle: "Family and community partnerships create meaningful connections." Also refer to the section on pages 3-5 in the curriculum framework that describes the children in California preschools and their families. This could be a review if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also ask students if there are some challenges in developing these partnerships and possible ways to address them.

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Keeping it going
If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions for involving families at the end of each strand. If students have not reviewed these suggestions before, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for both examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

Taking it further
Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Active Physical Play strand is that children must wear proper clothing for indoor and outdoor family activities. Teachers might want to think about the ability of families to provide this clothing, families' values about the importance of physical play for their children, families' values about their children's appearance, and families' interests in and practices around indoor and outdoor activities.

Ask students to form teams of two or three. Each team could pick a slip of paper that has one of the suggestions for engaging families and read it to the class; Handout 5 provides a list of the suggestions that could be cut into separate strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any considerations, one of the other teams can ask to try. This team then has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

Putting it together
Conclude the subtopic with a class discussion on the following questions:

Slide 13

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about children's physical development and active physical play?

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- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in children's physical development and active physical play?

Another approach
Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families. There are 24 suggestions in the physical development domain, so instructors may want to assign to students specific suggestions for consideration. Ask students to prepare enough copies of their lists for the entire class. Then ask the students to review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

Online Options

Subtopic 3: Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students would then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

Reflection

Slide 14

Reflection questions are provided for each subtopic as suggestions for class discussion.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?

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- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Deeper Understanding

Slide 15

Instructors may wish to offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are engaging in active physical play and developing movement skills and concepts, (2) develop additional strategies for individualizing the physical development curriculum, or (3) involve families in their children's active physical play and physical development. Instructors may also suggest to students that they focus on one of the three strands.

A resource could be: a professional—such as a preschool teacher or an early childhood special educator, parent or other family member, Web site, organization, research article, or book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review pages 319-322 of Appendix D in the *California Preschool Curriculum Framework, Volume 1,* "Resources for Teachers of Children with Disabilities or Other Special Needs."

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.

Universal Design Strategies

Page	Strand/Substrand	Type
Chapter introduction		
133		Guiding principles
134		Guiding principles
135		Guiding principles
136		Environmental factors
137		Environmental factors
Strand: Fundamental Movement Skills		
141	Substrand 1.0 – Balance	Planning Learning Opportunities
143	Substrand 1.0 – Balance	Interactions and strategies
146	Substrand 1.0 – Balance	Interactions and strategies
149	Substrand 2.0 – Locomotor Skills	Teachable moment
151	Substrand 2.0 – Locomotor Skills	Interactions and strategies
152	Substrand 2.0 – Locomotor Skills	Interactions and strategies
154	Substrand 2.0 – Locomotor Skills	Interactions and strategies
155	Substrand 2.0 – Locomotor Skills	Interactions and strategies
160	Substrand 3.0 – Manipulative Skills	Interactions and strategies
161	Substrand 3.0 – Manipulative Skills	Interactions and strategies
167	Substrand 3.0 – Manipulative Skills	Interactions and strategies
168	Substrand 3.0 – Manipulative Skills	Interactions and strategies
169	Substrand 3.0 – Manipulative Skills	Interactions and strategies
170	Substrand 3.0 – Manipulative Skills	Interactions and strategies

Page	Strand/Substrand	Type
Strand: Perceptual-Motor Skills and Movement Concepts		
179	Substrand 1.0 – Body Awareness	Interactions and strategies
184	Substrand 2.0 – Spatial Awareness	Interactions and strategies
185	Substrand 2.0 – Spatial Awareness	Interactions and strategies
188	Substrand 3.0 – Directional Awareness	Interactions and strategies
189	Substrand 3.0 – Directional Awareness	Interactions and strategies
190	Bringing It All Together	Vignette
Strand: Active Physical Play		
194-195	Substrand 1.0: Active Participation	Planning Learning Opportunities
200	Substrand 2.0 – Cardiovascular Endurance	Interactions and strategies
202	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Introduction
205	Substrand 3.0 – Muscular Strength, Muscular Endurance, and Flexibility	Interactions and strategies

Individualizing within the Fundamental Movement Skills Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Balance		
Design spaces and activities to develop balance following a developmental progression.		
Provide opportunities that include diverse cultural themes.		
Incorporate balance activities into the children's world.		
Provide opportunities for activities that include both active movements and still body positions.		
Challenge children's balance abilities by asking questions.		
Encourage persistence during challenging balance tasks.		
Post pictures of balance positions and balance activities.		
Design the environment so children combine balance skills with fundamental movement skills and movement concepts.		
Provide a variety of sensory cues that facilitate a multisensory learning.		
Modify balance activities to increase participation by children with disabilities and special needs.		
Use visual aids, foot and handprints, and objects on the floor to promote balancing skills.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Locomotor Skills		
Observe and analyze children's locomotor skills to facilitate planning for learning opportunities.		
Promote progressive development of leg strength.		
Promote progressive development of balance.		
Promote and be aware of the progressive development of coordination of locomotor skills.		
Encourage practice of locomotor movements in both indoor and outdoor environments.		
Use vivid visual information and visual aids that communicate to children in simple ways how to move.		
Use music, songs, rhymes, and stories to provide rhythmic patterns.		
Plan meaningful, purposeful, and connected locomotor activities and games.		
Create picture cards representing different ways to move related to children's cultural background.		
Create culturally diverse scenarios for practicing locomotor skills.		
Encourage persistence during challenging locomotor skills.		
Provide appropriate challenges for children with special needs.		
Express enthusiasm for locomotor skills.		

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Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Manipulative Skills		
Observe developmental sequences of fundamental manipulative skills.		
Vary the focus of the manipulative skills.		
Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems.		
Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts.		
Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching.		
Create developmental activities that provide a sense of success.		
Provide opportunities for repeated practice in a safe environment.		
Understand gender-based expectations of the children's culture when teaching manipulative skills.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Provide plenty of encouragement.		
Create manipulative activities that provide automatic feedback and a sense of accomplishment.		
Learn about children's cultural context for fine motor activities.		
Learn about families' values related to fine motor activities.		
Learn about children's prior experiences and personal interests related to fine motor activities.		
Focus on the quality of movement rather than the end product.		
Provide clear, specific feedback to facilitate children's problem-solving process.		
Provide a variety of tools and media to promote participation.		
Design meaningful fine motor activities by incorporating children's diverse backgrounds.		
Provide adaptations to support participation of children with disabilities or other special needs.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote children's ability to manipulate objects by feel.		
Provide opportunities for children to engage in fine motor activities in a variety of positions.		
Promote optimal postural support during challenging fine motor activities.		
Position materials vertically.		
Engage children in "heavy work" activities to develop trunk and shoulder muscles.		
Provide resistive activities to develop hand strength.		
Provide activities to develop hand precision.		
Assist children with proper fit and positioning of scissors.		
Provide a variety of media for cutting with scissors.		
Be aware of children's handedness when providing assistance with fine motor activities.		

Individualizing within the Perceptual-Motor Skills and Movement Concepts Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Body Awareness		
Use multisensory teaching strategies to reinforce children's learning.		
Use body-parts vocabulary in the child's home language.		
Use alternative communication methods, as appropriate, to teach body-parts vocabulary.		
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play.		
Introduce body-parts vocabulary during structured group games.		
Engage children in singing and movement activities to teach body parts.		
Encourage children to identify and describe body parts in books or in pictures of themselves and family members.		
Provide opportunities for dress-up play.		
Provide opportunities for children to see external representations of their bodies.		
Provide constructional play for children to build or put together body parts.		
Ask children to describe their drawings of people.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Spatial Awareness		
Set up obstacle courses.		
Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low.		
Provide games for children to explore changing the size of their bodies.		
Play games that allow children to move around with objects balanced on different parts of their body.		
Provide pushing and pulling games with peers.		
Play games that require two to three children to work together to transport a large, lightweight object.		
Use dancing and musical games to promote the development of spatial awareness and body control.		
Use positional-concepts vocabulary within the natural context of daily routines.		
Have children participate in cleanup routines by putting away toys.		

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Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Engage children in helper roles by performing “heavy work” activities.		
Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language.		
Engage children in songs and rhymes with body movements or spatial concepts.		
Reinforce spatial concepts when reading or looking at books.		
Use props or play objects to guide children in positioning their bodies.		
Use the child’s home language to introduce spatial-concepts vocabulary.		
Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts.		
Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges.		
Substrand: Directional Awareness		
Provide opportunities for child-initiated play in areas with open space.		
Provide safe environments in which children can climb up and down.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games.		
Design activities for children to practice moving alongside or in a line with other people.		
Play games that require children to coordinate moving with others to manage a physical object or prop.		
Provide opportunities for children to move and use their bodies with force.		
Provide opportunities for children to move and use their bodies lightly.		
Engage children in two-handed play activities.		
Position drawing activities vertically.		
Provide parent-play activities to reinforce directional concepts.		
Use the child's home language for introducing directional-concepts vocabulary.		
Adapt movement experiences as needed for children with physical disabilities.		

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Individualizing within the Active Physical Play Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Active Participation		
Provide ample opportunities for children to engage daily in active play.		
Create inviting activity environments in which children can be physically active.		
Help children identify appropriate places for different type of physical activity.		
Create an activity environment that is nurturing and supportive and allows likely success.		
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity.		
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children.		
Recognize and take into account any environmental constraints.		
Encourage physical exploration through play equipment and materials.		
Respect differences in children's temperament and find creative ways to engage all children in active physical play.		
Substrand: Cardiovascular Endurance		
Design the physical setting of the play environment to encourage moderate or vigorous physical activity.		
Engage children of all ability levels in activities that promote increased cardiovascular endurance.		
Promote increased cardiovascular endurance through chasing and fleeing activities.		

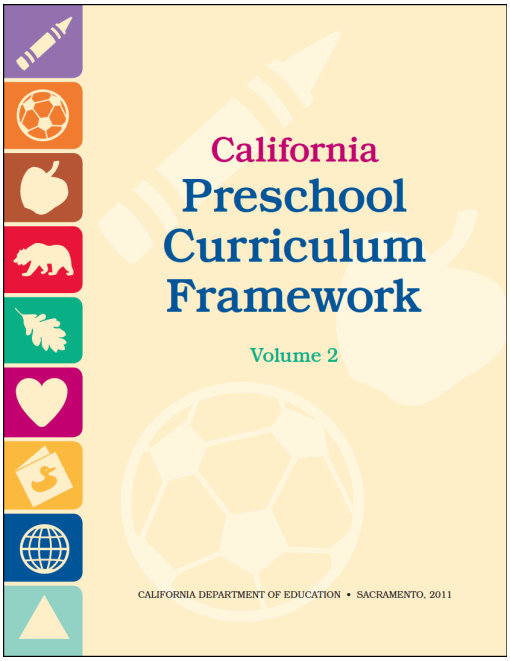
Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking.		
Use imagery as an effective tool in promoting moderate to vigorous physical activity.		
Provide positive encouragement for participation.		
Promote increased physical activity through story plays.		
Promote cardiovascular endurance through dance and rhythmic activities.		
Substrand: Muscular Strength, Muscular Endurance, and Flexibility		
Encourage the development of muscular strength and endurance through building activities that involve performing "work" repeatedly.		
Promote cardiovascular endurance through repeated muscular endurance activities.		
Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging.		
Allow for supervised risk taking.		
Engage children in the setup of the play space and the return of materials to their original space.		
Promote increased joint flexibility through animal walks, nursery rhymes, and story plays.		
Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children's physical fitness.		

Family Partnerships Handout

Create a newsletter to be given to parents and family members periodically. Photos of their children, pictures, and documents in the family's home language about what their children are learning about fundamental movement skills can be included.
Provide suggestions for activities that will support children's continuous fundamental motor skill development. Be specific about how.
Ask parents and family members about the kind of balance, locomotor, and manipulative activities they did when they were young children. They can write them down or verbally communicate with the teachers and their children.
Encourage parents and family members to ask their children about the movement skills the children are learning at their preschool.
Inform parents about the importance of having their children wear comfortable clothes and shoes so they can move easily and freely during physical development activities.
Ask children to show their parents and family members the movements they are learning at their preschool.
Have a parents' "Show and Tell Day" where children show and tell parents their favorite fundamental movement skills.
Ask children to identify the movement skills of the athletes in sport games family members are watching and then demonstrate those skills.
Suggest ways for children to help around the home and at the same time practice their fundamental movement skills. Examples include matching and rolling their socks and tossing them from a short distance into the laundry basket or drawer.
Encourage parents and family members to provide time for children to perform independent daily living activities, such as brushing teeth or getting dressed.

Encourage parents and family members to take their children outside to safe, open spaces and play areas where they can use fundamental movement skills.
Encourage children to use words or signs to identify or describe their body parts when they are completing personal-care activities such as getting dressed or bathing.
Provide opportunities for children to interact with adults and help around the home with activities such as putting away their toys, putting away groceries, sorting laundry, or bringing dirty dishes to the kitchen.
When out in the community, such as at the park or grocery store, communicate with children about objects in the environment.
When looking at books or pictures together, talk about how the characters are positioned and how they are moving their bodies.
When children are playing, ask them to describe what they are doing with their bodies.
Create an "Activity Recall Chart" to be used in the classroom first, then at home. To begin, teachers can use photocopied pages from a date book or daily planner, and colorful letters creatively drawn as an *S, M,* and *V* by the children in class as they learn about the differences in the levels of physical activity in which they can participate: ***S**edentary, **M**oderate, and **V**igorous.* It will be helpful to first try this activity in the classroom and then introduce it later at a family night for possible use at home. First, as a classroom activity help children chart their physical activities over the course of a school day. Young children will need help to recall their activities and how long they lasted. Classify each activity as ***S*** (*sedentary physical activities*, such as story or nap time); ***M*** (*moderate physical activities*, such as playing in the sandbox or doing other fine motor activities); or ***V*** (*vigorous physical activities*: such as climbing stairs, riding a tricycle, running, or engaging in rough-and-tumble play). Later, as a family activity, use the same letters drawn in school: colored stickers (e.g., red for sedentary, white for moderate, blue for vigorous) or animal stickers (hibernating animals such as bears for sedentary, cuddly animals such as koalas for moderate, speedy animals such as jaguars for vigorous). At the end of the 24-hour period, family members total up the number of each letter (*S, M, V*), color (*red, white, blue*), or animal (*bears, koalas, jaguars*) representing physical activities. Be sure to take time to discuss what you can do as a family to put more moderate to vigorous activity into your day and why it is important.

Have a “Family Dance Party.”
Model healthy behavior.
Take an adventure walk to school. Children in a neighborhood preschool program can become part of an adult-led Walk to School Day. Although it is not recommended that young children walk to school unaccompanied by a responsible adult, they can take part in an adult-led adventure walk. With an adult in the lead and one in the back, turn your walk to school into a journey by “train.” The adults are the engine and caboose, and the children are the freight cars in between. Take time to stress safety by obeying traffic signs, crossing only at designated areas, and looking both ways before crossing streets.
Develop a list of “can do” family rules for active physical play.
Take part in family rough-and-tumble play that respects the rights and wishes of all.
Proper clothing for indoor and outdoor family activities is a must.
Make a FITT activity chart. At a family meeting, discuss the different types of activities that each family member likes; emphasize activities that get the heart pumping and muscles working. Try to the follow the FITT principles: **F** stands for *Frequency* (how many times the activity is performed each week); **I** stands for *Intensity* (how hard one plays). **T** stands for *Type* (of activity). And the second **T** stands for *Time* or *duration* (length of time of the activity). Make a weekly chart with the names of each family member and the physical play activities each one wants to engage in (e.g., walking, running, playing an active game, tricycling). Put a check mark or star by each activity in which the family member participates during the week. At the end of the week, discuss what everyone did and whether the four FITT principles were followed.



Physical Development

Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.

(page 14) *California Preschool Curriculum Framework, Volume 2*

Physical Development

Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(page 14) *California Preschool Curriculum Framework, Volume 2*

Physical Development

- Look for universal design principles in the guiding principles, environmental factors, descriptions of planning learning opportunities and teachable moments, vignettes, and interactions and strategies (Chapter 3).
- Identify how the adaptations you found in the curriculum framework could be used in one or more of the three strands and their substrands:
  - Fundamental Movement Skills
  - Perceptual-Motor Skills and Movement Concepts
  - Active Physical Play

Physical Development

- Create a visual representation to show the adaptations you have identified for your strand.
- Show examples of each of the three elements of universal design:
  - multiple means of representation
  - multiple means of engagement
  - multiple means of expression

Physical Development

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three strands?

Physical Development

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities engage in active physical play, learn movement skills and concepts, and develop physically?

Physical Development

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the three physical development strands?
- What new or different perspectives do you have? How has this presentation been helpful?

Physical Development

- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the physical development curriculum?

Physical Development

"Individualization of learning includes all children."

(page 8) *California Preschool Curriculum Framework, Volume 2*

Physical Development

- What stands from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum? What was more challenging?
- Do you think it would be more difficult to individualize the curriculum in one of the visual and performing arts strands or substrands than the others? Which one and why?
- What first step can you take to find more resources or support in individualizing the curriculum for that strand or substrand?

Physical Development

"Family and community partnerships create meaningful connections."

(pages 7-8) *California Preschool Curriculum Framework, Volume 2*

Physical Development

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about children's physical development and active physical play?
- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests in children's physical development and active physical play?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Physical Development

- Identify two resources that will help you:
  - Ensure that children with disabilities are engaging in active physical play and developing movement skills and concepts.
  - Develop additional strategies for individualizing the physical development curriculum.
  - Involve families in their children's active physical play and physical development.
- Write a paper on each resource, summarizing what you learned and how you can use the information in your work.

Unit 3 – Physical Development:
Key Topic 5: Exploring the Research Highlights of the Physical Development Domain

Focus of Unit 3 – Key Topic 5

Students become familiar with the research highlights related to the physical development domain by examining the source articles for the research highlights.

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 key topic. 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

- Class discussion
- Small group work
- Short paper
- Creation of a visual representation
- Class presentation
- Reflective discussion—large group
- Individual reflection
- Development of resource tool
- Literature review

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 key topics.

- Child Development and Learning
- Learning Environments and Curriculum
- Observation, Screening, Assessment, and Documentation
- Professionalism

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Unit 3 – Physical Development:
Key Topic 5: Exploring the Research Highlights of the Physical Development Domain

Before You Start

There are seven research highlights in the physical development domain chapter of the *California Preschool Curriculum Framework, Volume 2*. Some of the highlights address themes that are threaded throughout the domain while others provide information related to a specific component such as an interaction or strategy. All provide an opportunity for students to become more engaged in a particular topic and could encourage further reading on that topic.

The research highlights may be an introduction to the research base of the physical development domain in the *California Preschool Curriculum Framework, Volume 2*. By becoming more familiar with this research base, students will increase their understanding of how research influences and impacts their work as preschool teachers. Students may also find research—and these research highlights in particular—helpful in explaining to parents why the physical development curriculum is designed the way it is and how it will support their children's growth and learning in many developmental areas.

In this key topic, students begin their work by reviewing and discussing the seven research highlights. They then choose one research highlight that is particularly interesting to them and form a group with other students who selected the same highlight. The students locate the references in the research highlight and create a poster for a class poster session.

Some students may be unfamiliar with poster sessions at conferences; it might be helpful to share examples. Remind students that their posters need not be as elaborate or as in-depth as the shared examples, but should demonstrate the main theme(s) of their chosen research highlight and the research that supports it. One resource for explaining poster sessions is provided in the "Information Delivery" section.

Information Delivery

The following research highlights from the physical development domain of the *California Preschool Curriculum Framework, Volume 2* are used in this key topic:

Slide 2

- Physical Activities Enhance Young Children's Brain Development (p. 133)
- Must Young Children Sit Still in Order to Learn? (p. 137)

May be duplicated for educational purposes only.

California Preschool Curriculum Framework, Volume 2

- Locomotor Skills (p. 148)
- Development of Handedness in Children (p. 170)
- Beyond the Five Senses (p. 172)
- Does Increasing Children's Physical Activity Really Make a Difference? (p. 198)
- Strength Training for Young Children: Is It Okay? (p. 204)

Students are asked to create a poster similar to the kinds that are presented in poster sessions at conferences. Faculty may choose to describe a poster session or refer students to the definition and summary from the Colorado State University's Writing Studio—Writing@CSU – 2012. http://writing.colostate.edu/guides/guide.cfm?guideid=78

Active Learning

Slides 2-4

Getting it started

Begin this key topic by discussing with students how research in the different aspects of physical development has increased our understanding of (1) how children's physical development and active physical play relate to other areas of children's development and learning, and (2) what children's physical development looks like and how intentional teaching supports this development. The seven research highlights in the physical development chapter of the *California Preschool Curriculum Framework, Volume 2* represent both areas of research.

Ask students to read the research highlights in the three strands and list key points or questions that arise for them. It is suggested that students do this reading individually so that they become familiar with the research in each of the three strands:

- Fundamental Movement Skills
- Perceptual-Motor Skills and Movement Concepts
- Active Physical Play.

Keeping it going

Next, conduct a class discussion on the students' reading. The following questions could be used to guide the discussion:

- What caught your attention in these research highlights?

Online Options

Ask students to read the research highlights outside of class and post their responses to these four questions.

- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Taking it further

Ask the students to group themselves according to the research highlight they selected for additional exploration. Depending on class size and the number of students for each highlight, forming multiple exploratory groups for one or more highlights could prove beneficial.

Slide 5

Ask students to locate the references listed in their research highlight and write a brief summary of each reference. They can then use the research highlight and their summaries to create an informational poster similar to the type found in poster sessions at conferences. The posters could include both text and graphics. If students do not have experience creating this type of poster, it may be helpful to show them a sample or describe the purpose and key elements; posters should demonstrate the main theme(s) of their chosen research highlight and the research that supports it. Because these posters will require time for planning and assembly, consider providing sufficient time for completion.

Online Options

Ask students to group themselves according to the research highlight they selected for additional exploration. Students can plan how to write summaries of the reference(s) for each highlight. These groups can then go on to develop their accompanying posters.

Putting it together

Hold a poster session during a class session. Students from each group can take turns remaining with the poster to describe it and answer questions from the other students. Using an informal timer system could ensure that all students have adequate time to see and reflect upon all the posters.

Slide 6

Conclude the poster session with a class discussion on the following questions:

- Which elements from the posters caught your attention?
- What was the most challenging part of creating your poster?
- What did you learn from creating a poster?
- How could you use posters to explain to family members some of the research highlights that describe children's physical development?

Reflection

The following questions provide students an opportunity to think about the content of the research highlights:

- Which facts from the research highlights do you remember?
- Which ones were the most intriguing to you?
- How does an understanding of the research help you in your curriculum planning around children's physical development and active physical play?
- Which research highlight other than the one you selected do you want to explore further?

Slides 7-8

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

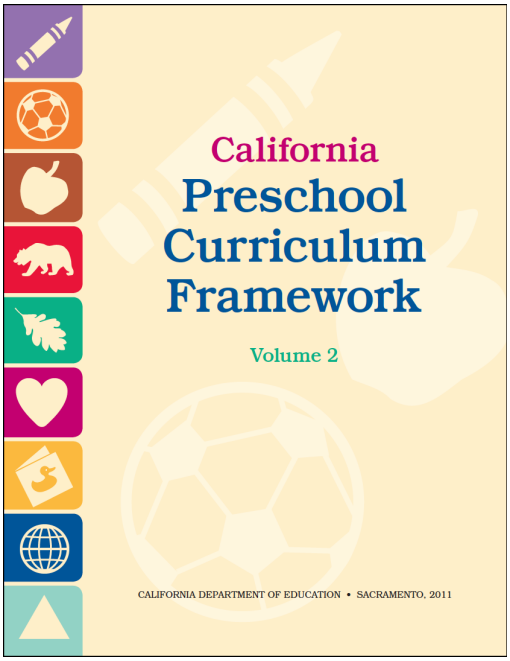
Deeper Understanding

Some of the endnotes refer to research journals related to physical development. Ask students to review the endnotes or bibliography to identify these.

Slide 9

Students could then choose one journal and find two articles related to some aspect of young children's physical development that are not listed in the *California Preschool Curriculum Framework, Volume 2*.

Students then could write a brief summary of the articles, including a full journal citation. Compile the students' summaries so that each student has a complete annotated bibliography of these additional research articles.



Physical Development

Research Highlights

- Physical Activities Enhance Young Children's Brain Development (p. 133)
- Must Young Children Sit Still in Order to Learn? (p. 137)
- Locomotor Skills (p. 148)
- Development of Handedness in Children (p. 170)
- Beyond the Five Senses (p. 172)
- Does Increasing Children's Physical Activity Really Make a Difference? (p. 198)
- Strength Training for Young Children: Is It Okay? (p. 204)

Physical Development

Research Highlights

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Physical Development

Research Highlights

- What caught your attention in these research highlights?
- What was something new or surprising that you learned?
- How does the information from the research highlights change the way you plan learning experiences for children's physical development? What questions came up for you?
- Which highlight do you want to explore further?

Physical Development

Research Highlights

- Locate the references listed in the research highlight.
- Write a brief summary of each reference.
- Create an informational poster.
  - Include text and graphics.
  - Demonstrate the main themes of your research highlight and the research that supports it.

Physical Development

- Which elements from the posters caught your attention?
- What was the most challenging part of creating your poster?
- What did you learn from creating a poster?
- How could you use posters to explain to family members some of the research highlights that describe children's physical development?

- Which facts from the research highlights do you remember?
- Which ones were the most intriguing to you?
- How does an understanding of the research help you in your curriculum planning around children's physical development and active physical play?
- Which research highlight other than the one you selected do you want to explore further?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What first step could you take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Physical Development

- Review the endnotes or bibliography to identify research journals related to physical development.
- Choose a journal and find two articles related to some aspect of young children's physical development that are not listed in the *California Preschool Curriculum Framework, Volume 2*.
- Write a brief summary of the articles, including a full journal citation.

Unit 4 – Health:
Getting Ready for the Unit and Connecting to Experience

Focus of Getting Ready for Unit 4

Students think about their roles as teachers in planning curriculum related to health, safety, and nutrition. Through reflecting on their own early experiences in learning health, safety, and nutrition practices in their families and communities, students connect these experiences to those of the children they will teach.

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 key topic. 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
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Personal reflection
- Pairs work and discussion in pairs
- Small group work
- Class discussion
- Individual reflection

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 4 – Health:
Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

Slides 2-6

The health domain in the *California Preschool Curriculum Framework, Volume 2* provides resources for early care and education professionals to support the development of healthy lifestyles in preschool children.

The domain consists of three strands: Health Habits, Safety, and Nutrition. Each strand is further organized into substrands. These are summarized on page 232 of the curriculum framework. There is also, on pages 290–293 of the framework, a glossary of health-related terms that will be found in the domain. Because many of these terms are unique to this domain, it is highly recommended that faculty be familiar with these terms before beginning to introduce students to this domain.

It will be important to make students aware of the relationship of this *California Preschool Curriculum Framework, Volume 2* to the foundations in the *California Preschool Learning Foundations, Volume 2*. The foundations are goal-like statements that describe **what** children—at 48 and 60 months of age—typically learn and develop with optimal support. The curriculum framework provides guidance for **how** teachers can intentionally support this learning and development in young children. In Key Topic 1 of this domain, students are specifically introduced to the parallel content of the foundations and the curriculum frameworks, and, as students explore the organization of the domain, it will be important to stress that the curriculum does not provide specific suggestions for children to achieve specific foundations. It is crucial that instructors be familiar with the health foundations and understand their relationship to the curriculum.

Several features of this domain are especially important in early care and education. First, the importance of addressing health in the early years is emphasized. Lifelong habits and attitudes can be shaped as young children are guided to develop health-promoting, safe behaviors, and nutritional choices. However, there is a wide range of family and community priorities and preferences in these choices, and this range must be recognized and respected. Family and community preferences, habits, and values will be important mediators of the content of this domain. It is up to early care and education professionals to partner with families and caregivers to understand the practices of home and how the health-promoting habits of this domain can fit with those practices. Specific ways of doing this are suggested in the curriculum

framework on pages 31–34, as well as in Key Topic 4 of this domain.

Next, health-promoting habits can be integrated into attention to the other domains of the *California Preschool Curriculum Frameworks, Volumes 1 and 2,* but health-promoting habits also are instilled as children are intentionally taught about health, safety, and nutrition. Intentional teaching of health habits, safety, and nutrition is addressed in Key Topic 3 of this domain. Integration across domains is specifically addressed in Unit 5 of this instructional guide and on pages 15–17 of the *California Preschool Curriculum Framework, Volume 2*.

Finally, young dual language learners will benefit from intentional support as they learn the practices and vocabulary of this domain. Key Topic 3 of Unit 5 in this instructional guide is devoted solely to working with young dual language learners across the three domains in *California Preschool Curriculum Framework, Volume 2*. This is also addressed in the introduction to the curriculum framework on pages 11–14, "English-Language Development and Learning in All Domains." It is important that instructors become familiar with the information on these pages, as well as the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the English-language development domain foundations in the *California Preschool Learning Foundations, Volume 1*.

This information should inform all work with young dual language learners as health, safety, and nutrition are addressed. Instructors might want students to become familiar with these pages through reading or lecture before beginning the key topics for this domain in this instructional guide.

Motivator and Connection to Experience

Before You Start

Health is a topic that is particularly likely to bring early care and education professionals in touch with diverse family and community practices. Children come to preschool with a variety of skills and habits relating to health, safety, and nutrition. To explore some of what this might look like in their own lives, students are asked to think about the health, safety, and nutrition habits they remember from their family experiences.

For a more in-depth exploration of student's habits related to health, safety, and nutrition, there is a self-assessment that can be found in Learning Experience 1 of the health domain in the *Instructional Guide for the California Preschool Learning Foundations, Volume 2*. This self-assessment could be used here as well.

Maintaining a fun and informal atmosphere will provide a safe place for students to explore the diverse health habits of individuals and families.

Active Learning

Getting it started
Remind students that we all have learned health, safety, and nutrition habits in our families and communities of origin. The discussion that follows will allow us to explore some of the similarities and differences in those habits.

Slides 7-10

Instructors could utilize the following questions, asking pairs of students to talk about how they, as children, learned health habits, noting similarities and differences. Instructors could ask students to consider either one set of questions at a time or the full range of questions.

What do students remember about each of the following areas:

1. Handwashing -
   What were your family's handwashing practices? Do you remember seeing your parents or siblings washing their hands at specific times? Were there specific times, such as right before meals, when you or your family members were reminded to wash hands?

2. Brushing teeth -
   How often and when were you taught to brush your teeth? Were you reminded by your family or others to floss?

3. Mealtime -
   Did your family eat meals together? Which ones? Around a table or special place? How was food put onto plates? Individually and then brought to the table? Served at the table? From shared dishes? Did the family eat from shared dishes?

   What were some foods that your family enjoyed together? What were some special foods that were related to holidays or celebrations?

4. Safety -
   Are there safety rules that you remember from when you were a child? Were these rules from your family or from school?

   What were you taught about crossing streets? Electrical outlets? Using appliances? What do you remember learning about staying safe while participating in sports?

Keeping it going
After about 10–15 minutes, ask student groups to pair into groups of four. Ask students to share the similarities and differences from their initial pairings. Enlarging the discussion should illuminate even more similarities and differences within groups. Again, ask students to note significant differences and similarities within the larger pairing's responses. If too few differences have emerged, ask students to consider the different ways their friends, families, and children might experience these health-related habits.

Putting it together
Reconvene as a whole group, and discuss what was discovered. Review each question, and give each group of four an opportunity to respond with the similarities and differences they discovered.

This can be charted, either with chart paper for each question or electronically. However, the value of this learning experience is realized as a conversation, wherein students recognize that there are differences in the way we carry out some of our most basic activities.

Reflection

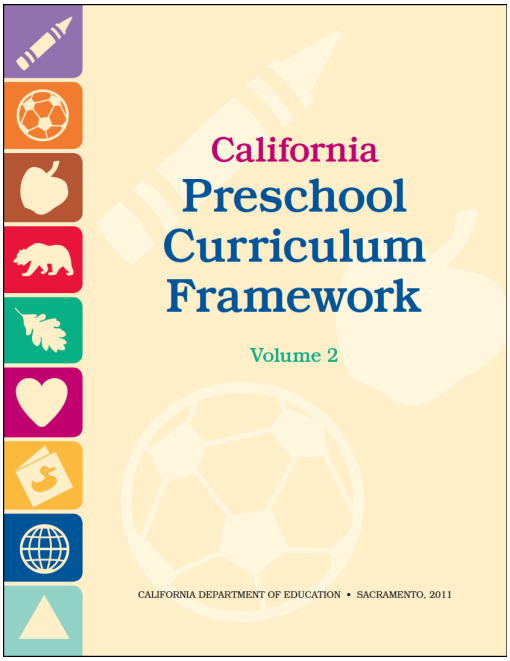
Slide 11

The questions for reflection below can be used as a whole group experience, as a journaling experience, or as an online response.

Online Options

Students could post their responses to the reflection questions online for either instructor and/or class review.

- What did you hear that you had not known or thought about?
- How did this help you understand your own health, safety, and nutrition habits?
- What did you learn about how family influences might impact how children build health-promoting habits?
- How will this influence your approach to teaching health, safety, and nutrition to young children?



Health

The health domain in the *California Preschool Curriculum Framework, Volume 2* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 2*.
- A guide for teachers in planning curriculum that supports physical development.
- Organized with the same strands and substrands as the foundations.

Health

The strands include:

- **Health Habits:** focuses on basic hygiene, oral health, knowledge of wellness, and safety in the sun. Learning occurs primarily in the context of the children's daily routines
- **Safety:** promotes children's safety awareness. It addresses children's ability to follow safety rules, emergency routines, and transportation and pedestrian safety rules
- **Nutrition:** focuses on children developing healthy eating habits

Health

Health Habits

Substrand 1.0 Basic Hygiene
Substrand 2.0 Oral Health
Substrand 3.0 Knowledge of Wellness
Substrand 4.0 Sun Safety

Safety

Substrand 1.0 Injury Prevention

Health

Nutrition

Substrand 1.0 Nutrition Knowledge

Substrand 2.0 Nutrition Choices

Substrand 3.0 Self-Regulation of Eating

Health

The health development domain in the *California Preschool Curriculum Framework, Volume 2* contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection

Health

Handwashing

- What were your family's handwashing practices?
- Do you remember seeing your parents or siblings washing their hands at specific times?
- Were there specific times, such as right before meals, when you or your family members were reminded to wash hands?

Health

Brushing teeth

- How often and when were you taught to brush your teeth?
- Were you reminded by your family or others to floss?

Health

Mealtime

- Did your family eat meals together? Which ones? Around a table or special place?
- How was food put onto plates? Individually and then brought to the table? Served at the table? Did the family eat from shared dishes?
- What were some foods that your family enjoyed together?
- What were some special foods that were related to holidays or celebrations?

Health

Safety

- Are there safety rules that you remember from when you were a child? Were these rules from your family or from school?
- What were you taught about crossing streets? Electrical outlets? Using appliances?
- What do you remember learning about staying safe while participating in sports?

- What did you hear that you had not known or thought about?
- How did this help you understand your own health, safety, and nutrition habits?
- What did you learn about how family influences might impact how children build health-promoting habits?
- How will this influence your approach to teaching health, safety, and nutrition to young children?

Unit 4 – Health
Key Topic 1: Organization and Rationale of the Health Domain

Focus of Unit 4 – Key Topic 1

Students explore the rationale for including the health domain in the *California Preschool Curriculum Framework, Volume 2* and learn how the domain is organized. They also become familiar with the guiding principles for this domain.

Curriculum Alignment Project (CAP) Student Learning Outcomes

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- Child, Growth, and Development
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Pairs work and discussion in pairs
- Development of resource tool
- Small group work
- Creation of a visual representation
- Class presentation
- Role playing

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- Individual reflection
- 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 key topics.

- Child Development and Learning
- Family and Community Engagement
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 4 – Health
Key Topic 1: Organization and Rationale of the Health Domain

Before You Start

There are three subtopics in this key topic.

- **Subtopic 1: Rationale for the Health Domain**. Subtopic 1 addresses the rationale for the health domain as it is presented in Chapter 4 of the *California Preschool Curriculum Framework, Volume 2.* A brief discussion is used to emphasize to students why addressing health behaviors in young children is important.

- **Subtopic 2: Organization of the Health Domain.** Subtopic 2 introduces students to the organization of Chapter 4, the health domain in the *California Preschool Curriculum Framework, Volume 2*. This is intended to help students know what is in the curriculum framework and supports their ability to use it in their work as a resource. This is designed to be done with hard copies of Chapter 4 of the *California Preschool Curriculum Framework, Volume 2*. You will need enough copies to enable students to work with it in pairs. Each pair will need a copy. This could also be done in groups of three, but as groups become larger, the possibility for each student to become familiar with the chapter could be diminished. Post-it® Notes or similar tabs will also be needed for this subtopic. Handout 1, included with this key topic, is a copy of pages 111-112 from the Appendix in the *California Preschool Learning Foundations, Volume 2.* An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

  Subtopic 2 also includes a brief exercise to explore the parallels between the foundations of the health domain in the *California Preschool Learning Foundations, Volume 2* and the structure of the health domain in the *California Preschool Curriculum Framework, Volume 2*. It is important to do this exercise so that students understand the curriculum framework as a resource for supporting children's learning and development as described in the foundations.

- **Subtopic 3: Guiding Principles for the Health Domain.** Subtopic 3 gives students a chance to approach the guiding principles of this domain with some expressive artwork. It is suggested that collage or drawings or paintings can be used, and the choice is up to the instructor. It can depend on materials that are available and time available for working on the art products. This assignment could also be done electronically, if students have access and skills to develop a representation on an electronic device.

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Information Delivery

Begin by asking students to read the introduction to the domain on pages 226 and 227 of the *California Preschool Curriculum Framework, Volume 2*. This will be explored in the first subtopic and could be read in connection with beginning that subtopic.

Introduce students to the Glossary for the health domain, which can be found on pages 290–293 of the curriculum framework. Ask students to scan through the glossary for the health domain and find some terms that they did not know. Give them about five minutes to do so.

Discuss the terms that were not familiar to students and remind them to consult the glossary as they go through the domain. Terms in the glossary are printed in bold face throughout the chapter.

Active Learning

Subtopic 1: Rationale for the Health Domain

Getting it started

Slides 2, 4

As a whole group, discuss the two main reasons given for fostering healthy lifestyles in young children. These are presented in the first section of page 226 in the *California Preschool Curriculum Framework, Volume 2:*

1. "Preschool education about health can begin a lifelong process of learning about oneself, relationships to others, and the world."

2. "Preschool children's experiences with their health and ways to improve it . . . enhance their desire and ability to make healthy decisions throughout their lives."

Ask students what these reasons suggest about the importance of helping young children develop health-promoting habits.

Keeping it going

Then organize students into pairs. Assign each pair to one of the three paragraphs in the second section of the introduction in the *California Preschool Curriculum Framework, Volume 2*. Two of these paragraphs are at the bottom of page 226, and one is at the top of page 227 in the curriculum framework. Ask each pair to find the sentence in the paragraph that they think is most important for their teaching. Ask students to select only one sentence in their paragraph.

Putting it together

Slide 3

When they have all done this, compare the decisions of those who worked on the same paragraph and ask these questions:

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- Did they choose the same sentences?
- Were there others that they considered?
- When they hear all about all three paragraphs, what does it suggest about helping young children develop health-promoting habits?

Online Options

Subtopic 1: Students could post their key sentences for each paragraph online and review other students' sentences. Students could then have a discussion about the similarities and differences in class or write responses to the three discussion questions in the "Putting it together" section and submit these to instructor.

Subtopic 2: Organization of the Health Domain

Getting it started

Slides 5-11

Begin by having students become familiar with the organization of the health domain by reading or reviewing "Organization of the Framework" on pages 9–10 of the *California Preschool Curriculum Framework, Volume 2*.

Then, with Post-it® Notes or some similar paper or taping system, ask them to find and tab in the *California Preschool Curriculum Framework, Volume 2* the following elements of the domain:

- Domain Guiding Principles (pp. 227–228)
- Environments and Materials (pp. 229–231)
- Summary of the Strands and Substrands (pp. 231–232)
- Strands (pp. 233, 252, 262)
- Substrands (pp. 234, 238, 241, 246, 253, 263, 267)
- Research Highlights (pp. 230, 234, 235, 246, 253, 257, 262, 270)
- Engaging Families (pp. 250, 260, 274)
- Questions for Reflection (pp. 251, 261, 275)

Have students continue identifying the structure of the health domain by tabbing the following elements:

- Vignettes and teachable moments for each substrand

- Interactions and strategies for each substrand—point out that these follow each vignette

Also ask students to note that there are "Teacher Resources" on pages 278–279 of the *California Preschool Curriculum Framework, Volume 2*.

Next, let students know that they will now be taking what they have just learned about the structure and organization of the curriculum framework and looking at how it parallels the organization of California's preschool learning foundations.

Ask the students to review the following sections:

1. Summary of the health strands and substrands on pages 231–232 of the *California Preschool Curriculum Framework, Volume 2.*

2. Appendix of the *California Preschool Learning Foundations, Volume 2* on pages 111–112, which is a summary of the strands, substrands, and foundations for the health domain.

Handout 1 with this key topic, includes the health domain portion of this Appendix.

Ask students to compare the two summaries so that they see the parallel organization of the *California Preschool Curriculum Framework, Volume 2* and the *California Preschool Learning Foundations, Volume 2*. It is important for students to understand that the *California Preschool Learning Foundations, Volume 2* describes **what** children typically learn and develop with optimal support, and the *California Preschool Curriculum Framework, Volume 2* provides guidance for **how** teachers can intentionally support this learning and development. Emphasize that this parallel structure does not mean that teachers are to apply the curriculum framework in a one-to-one match to the foundations. The *California Preschool Curriculum Framework, Volume 2* is a resource for supporting children's learning and development as described in the foundations.

Taking it further
Students could continue to explore the structure of the health domain by creating an organizational chart of the major elements.

Students can create this chart individually or in pairs or small groups. Assign each student or group of students a strand. Because the strands have different numbers of substrands, instructors may wish to assign each student or group a

substrand instead of a strand. Because all the charts will eventually be posted to show the organization of the whole domain, it is helpful if the groups use the same organizing labels.

Putting it together
Ask students to display their charts in the order of the strands and substrands. After all the students have had a chance to look at all the charts, discuss the following questions as a whole class:

- What stood out for you when you looked at the organizational charts of the health domain?
- What surprised you? Which substrand had elements that were the most familiar to you? The most unfamiliar?
- What patterns did you see in the organizational structure of the domain?
- How might you use this organizational chart of the domain as a reference for your work in planning health environments and learning experiences for children?

Online Options

Subtopic 2: Students could develop their organizational charts out-of-class and then post them online. Students could then discuss them in class or write individual responses to the questions in the "Putting it together" section.

Subtopic 3: Guiding Principles for the Health Domain

Getting Started
Pages 227–229 of the *California Preschool Curriculum Framework, Volume 2* lists nine guiding principles for the health domain. They are presented as guiding the integration of health with the other eight domains. Read through these principles with students, in a round robin from the text or on PowerPoint slides.

Slides 12-14

Ask students why they think it might be emphasized that health should be integrated with other domains.

If students do not include this in their responses, suggest that healthy habits as well as safety and nutrition behaviors occur throughout the day and throughout many of the learning experiences that children have in a group setting.

Keeping it going
Let students know that they will be creating visual representations of the guiding principles for the health domain.

You can choose any expressive media that will be appropriate and available for your students. This might be a collage using pictures from magazines or other print media, or it could be a drawing, painting, or pencil sketches.

Assign each of the nine principles to individuals or pairs of students. This can be done according to class size as well as the space and chosen art media. Instructors might hear students expressing lack of confidence in their expressive skills, but should encourage them to work in a way that is comfortable for them. Remind them that even stick figures can be expressive and carry a message or story.

Online Options

Subtopic 3: Students could create the visual representations of the domain principles outside class and post photos of the representations online. Students would then have a collection of visuals that could be used when explaining the principles to families.

When students have finished their work, ask each individual or pair to describe the principle represented and to give a short summary of its description from the text.

Taking it further
This could also be done as role playing and could be used to supplement or replace the visual representation.

Reflection

This can be done as a journaling exercise, as an online journal or discussion, or as a discussion in class following the active learning above.

Slide 15

- In one or two sentences, state what was the most memorable thing you learned about the health domain.
- What was new information or unfamiliar in this domain?
- Are there topics in this domain that you need or want to find out more about?
- How can you do that?
- How will this affect your work with young children now or in the future?

Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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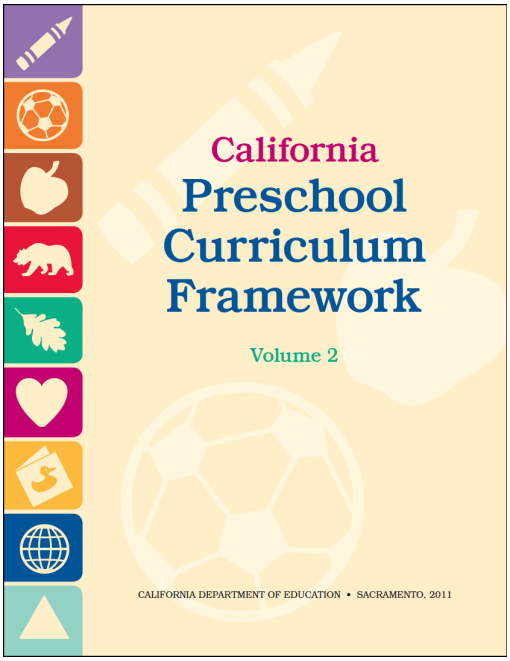

Health

Reasons to foster healthy lifestyles in young children:

1. "Preschool education about health can begin a lifelong process of learning about oneself, relationships to others, and the world."
2. "Preschool children's experiences with their health and ways to improve it . . . enhance their desire and ability to make healthy decisions throughout their lives."

Health

- Did any of you choose the same sentences?
- Were there others that you considered?
- When you hear all about all three paragraphs, what does it suggest about helping young children develop health-promoting habits?

Health

The strands defined, include:

- **Health Habits:** focuses on basic hygiene, oral health, knowledge of wellness, and safety in the sun. Learning occurs primarily in the context of the children's daily routines.
- **Safety:** promotes children's safety awareness. It addresses children's ability to follow safety rules, emergency routines, and transportation and pedestrian safety rules.
- **Nutrition:** focuses on children developing healthy eating habits.

Health

Health Habits

Substrand 1.0 Basic Hygiene
Substrand 2.0 Oral Health
Substrand 3.0 Knowledge of Wellness
Substrand 4.0 Sun Safety

Safety

Substrand 1.0 Injury Prevention

Health

Nutrition

Substrand 1.0 Nutrition Knowledge
Substrand 2.0 Nutrition Choices
Substrand 3.0 Self-Regulation of Eating

Health

California Preschool Curriculum Framework, Volume 2

- Domain Guiding Principles (pp. 227–228)
- Environments and Materials (pp. 229–231)
- Summary of the Strands and Substrands (pp. 231–232)
- Strands (pp. 233, 252, 262)
- Substrands (pp. 234, 238, 241, 246, 253, 263, 267)
- Research Highlights (pp. 230, 234, 235, 246, 253, 257, 262, 270)

Health

California Preschool Curriculum Framework, Volume 2

- Engaging Families (pp. 250, 260, 274)
- Questions for Reflection (pp. 251, 261, 275)
- Vignettes and teachable moments for each substrand
- Interactions and strategies for each substrand
- Teacher Resources (pp. 278-279)

Health

Review:

- Summary of the health strands and substrands on pages 231–232 of the *California Preschool Curriculum Framework, Volume 2*.
- Appendix of the *California Preschool Learning Foundations, Volume 2* on pages 111–112, which is a summary of the strands, substrands, and foundations for the health domain.

Health

The foundations are the ***what:***
goal-like statements that describe ***what*** children typically learn and develop with optimal support.

The curriculum framework is the ***how:***
provides guidance for ***how*** teachers can intentionally support this learning and development.

Health

- What stood out for you when you looked at the organizational charts of the health domain?
- What surprised you? Which substrand had elements that were the most familiar to you? The most unfamiliar?
- What patterns did you see in the organizational structure of the domain?
- How might you use this organizational chart of the domain as a reference for your work in planning health environments and learning experiences for children?

Health

Guiding Principles

- Health knowledge if individualized.
- Preschool children and their families possess diverse backgrounds and cultural practices.
- Learning about health practices has a language component.
- Children's personal health status affects their ability to learn and develop in all domains.

Health

Guiding Principles

- The overall theme of health education for preschool is personal health.
- Children learn through their experiences, including play, routines and scripts, modeling, and developing sustaining relationships at preschool.
- Practicing *scripts*, or behavioral rules, can foster development of certain health-promoting behaviors or skills.

Health

Guiding Principles

- The preschool program provides both indoor and outdoor environments that are safe and appropriate, challenging, and inviting for all children.
- Teachers help children feel secure by assuring them that there are adults who will take care of them.

- In one or two sentences, state what was the most memorable thing you learned about the health domain.
- What was new information or unfamiliar in this domain?
- Are there topics in this domain that you need or want to find out more about?
- How can you do that?
- How will this affect your work with young children now or in the future?

Unit 4 – Health:
Key Topic 2: Getting to Know Environments and Materials That Support Health

Focus of Unit 4 – Key Topic 2

Students become familiar with environmental arrangements and materials that can be used to support children's health development and have opportunities to explore some ways they can be applied.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Pairs work
- Small group work
- Class presentation
- Development of resource tool
- Individual reflection

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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 4 – Health:
Key Topic 2: Getting to Know Environments and Materials That Support Health

Before You Start

It is important that students understand they are helping children build lifelong habits. If students have not done Subtopic 1 in Key Topic 1 of this unit, it would be helpful to do so before beginning this key topic.

Students will be working with the strands and substrands of the health foundations. These are listed on page 232 of the *California Preschool Curriculum Framework, Volume 2*. Be sure you are familiar with the foundations in the health domain, and if possible, have students become familiar with those foundations as well. There is an exercise for students to do this in Key Topic 1, Subtopic 2 of this instructional guide.

This key topic focuses on environments and materials. Key Topic 3 focuses on strategies and interactions. This Key Topic 2 will highlight opportunities to arrange environments and embed materials related to health and safety learning into everyday activities in a preschool classroom. Key Topic 3 will examine strategies and interactions that can support intentional teaching of these practices. These approaches—embedding and intentional teaching—are not always separate in practice, but giving each key topic a different emphasis ensures that students will be exposed to these different instructional approaches. Because these two key topics are highly related, they can be done independently of each other or in sequence.

This key topic looks at daily routines, but it is helpful for students to recognize that routines are part of the whole schedule of the day. Ask students to read the "Daily Schedule" section on pages 19-25 of the introduction to the *California Preschool Curriculum Framework, Volume 2.*

It is suggested that the active learning here be done in groups of three. Pairs would work as well, but some of the idea generation would be richer with three students working together.

The suggestion for "Taking it further" could be incorporated into the learning experience from the start. Sample daily schedules could be examined in the "Information Delivery" segment or in the active learning exercise as part of the learning experience.

The time needed for the active learning exercise will vary greatly depending on the experience of students and how much of the supporting material is new reading. The extent to which they can work independently in their pairs or groups will also depend on their level of experience and familiarity with the material. Frequent scaffolding and support may be needed to make the connections required in this exercise.

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Handout 1, provided with this key topic, can be used when students identify ways each recommendation for an environment and material can be used to support children's development within these substrands. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Information Delivery

Slides 2-3

As a group, review the "Daily routine as curriculum" section on page 25 in the introduction to the *California Preschool Curriculum Framework, Volume 2*. Emphasize the following sentence: "routines offer opportunities for children to . . . learn and practice health and safety procedures."

Together review the vignette on page 25 of the curriculum framework. Ask students to note, or point out to students, the ways in which children in this vignette are learning and practicing health and safety procedures. These would include learning about nutritious foods, safe handling of knives, safe handling of food, and washing hands and putting on plastic gloves before handling food.

Because they will be consulting various sections of the health domain in the *California Preschool Curriculum Framework, Volume 2*, make sure they are familiar with the location of the following information:

- Glossary at the end of the domain (pp. 290–293)
- Suggested environments and materials (pp. 229–231)

These pages provide many examples and ideas that can be helpful in the active learning section.

Active Learning

Getting it started

Let students know that they will be taking a closer look at how health and safety practices can be addressed through routines of the day. They will be doing this by exploring the suggestions for environmental arrangements and materials in the *California Preschool Curriculum Framework, Volume 2*. Students will first explore how the environmental arrangements and materials can be applied in each of the strands and substrands.

Slide 4

Organize students into pairs or groups of three. If you have students with some experience or exposure to preschool, distribute them among the groups.

Ask each pair or group to work with Handout 1 provided with this key topic. This handout provides a process for exploring ways that environments can be arranged and materials provided

to promote healthy and safe practices and habits.

This could be approached in a number of ways, depending on class size and instructor preference. The substrands could be divided into clusters, such as into four clusters of two substrands each, and each group or pair could respond to all environments and materials for their assigned cluster. Or, each group could take one of the suggestions for environments and materials and work with that across all the substrands.

Online Options

Students, individually or in small groups, could complete one or more sections of Handout 1 and post them online for class review. Students would then consolidate all the examples into a resource tool they could use in their teaching.

Students are asked to think about and generate examples in response to the following question: How could each of the suggestions for environments and materials support children's development in each of the health substrands?

Students would benefit from reviewing the introduction to each substrand in order to gain a better idea of what it includes. Handout 1, provided with this key topic, details the page numbers of the introductions to each of the substrands. Both introductions and vignettes in the curriculum framework provide examples and suggestions.

After students have been working for a while, reconvene as a large group to explore the results of their work. This can be done by one of several methods: each group could report verbally, instructors could provide a chart for each substrand upon which students could write their examples for each of the suggested environments and materials, or instructors could also include those results in an electronic presentation.

Taking it further

Slide 5

Before beginning this next part of the learning experience, it will be helpful to list and discuss some examples of routines, such as snack, mealtime, cleanup time, toileting, nap or rest time, arrival, and departure. Students who might be currently working in an early care and education setting could bring in a daily schedule from their settings, or other samples of daily schedules could be gathered.

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As students look at these sample daily schedules, ask them these questions:

- Where are the routines?
- What examples from Handout 1 would support the development of health habits, safety, and nutrition in those routines?

Online Options

Students could share online samples of daily schedules. Each student would then write an individual response to the two questions in the "Taking it further" section that could be included in journals or submitted to instructors.

This discussion could be done in the pairs or groups of three, but if done in the whole group, it would support sharing across substrands and would help solidify what might already have been heard.

Putting it together
Consider compiling and providing to students this information as a resource.

Reflection

Slide 6

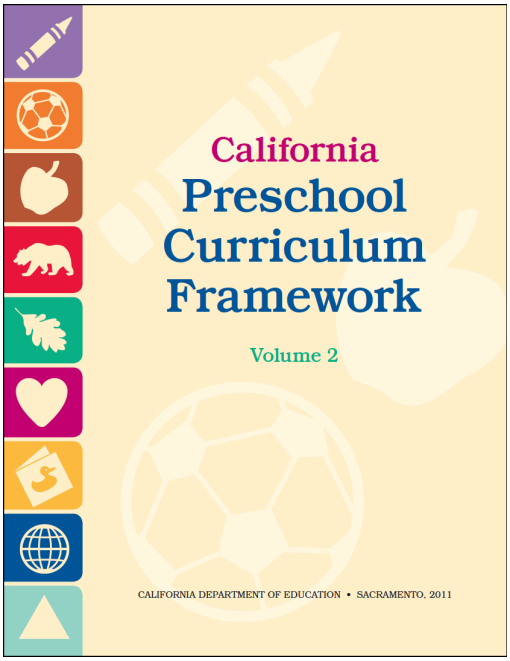
Ask students to reflect on this experience by considering the following questions. This could be done as a journal exercise, an online submission, or an in-class writing assignment.

- What was hard about doing this?
- What worked well in your pair or small group?
- What did you think about that you had not thought much about before doing this exercise?
- What was familiar and comfortable in this exercise?
- What are some new ideas that emerged in this exercise?
- How can you find out more about them?
- How will this impact the work you do or will do with young children and their families?

Health Domain:
Key Topic 2 – Getting to Know Environments and Materials That Support Health
Handout 1

	Health Habits					Safety	Nutrition			
	Basic Hygiene (pp.234–235)	**Oral Health (p.238)**	**Knowledge of Wellness (pp.241–243)**	**Sun Safety (p.246)**	**Injury Prevention (pp.253–255)**	**Nutrition Knowledge (pp.263–264)**	**Nutrition Choices (pp.267–268)**	**Self-Regulation of Eating (pp. 271–272)**
How could each of the suggestions for environments and materials support children's development in each of the health substrands? Find some examples in the suggested text and add more if you can.								
Establish a physical learning environment designed for children's initiative.								
Provide safe, inviting learning environments and appropriate supervision of children.								
Maintain a clean, healthy, and sanitary environment.								
Have supplies available and accessible to promote routine health practices.								

	Health Habits					Safety	Nutrition		
	Basic Hygiene (pp.234–235)	**Oral Health (p.238)**	**Knowledge of Wellness (pp.241–243)**	**Sun Safety (p.246)**	**Injury Prevention (pp.253–255)**	**Nutrition Knowledge (pp.263–264)**	**Nutrition Choices (pp.267–268)**	**Self-Regulation of Eating (pp.271–272)**
How could each of the suggestions for environments and materials support children's development in each of the health substrands? Find some examples in the suggested text and add more if you can.								
Provide stimulating and developmentally appropriate materials in interest areas for children's use during dramatic play.								
Provide furnishings and utensils appropriate for children's size and abilities.								
Be creative and include a gardening space, either indoors or outdoors, where children can plant seeds, tend the garden, and watch the plants grow.								



Health

Daily routines as curriculum

"Such routines offer opportunities for children to build language skills, to learn the rituals of sharing time with others, to relate one action in a sequence to another, to coordinate emerging fine and gross motor skills, and to learn and practice health and safety procedures."

(p. 25) *California Preschool Curriculum Framework, Volume 2*

Health

- Glossary at the end of the domain (pp. 290–293)
- Suggested environments and materials (pp. 229–231)

Health

	Health Habits				Safety	Nutrition		
How could each of the suggestions for environments and materials support children's development in each of the health substrands? Find some examples in the suggested text and add more if you can.	**Basic Hygiene** (pp. 234–235)	**Oral Health** (p.238)	**Knowledge of Wellness** (pp. 241–243)	**Sun Safety** (p. 246)	**Injury Prevention** (pp. 253–255)	**Nutrition Knowledge** (pp. 263–264)	**Nutrition Choices** (pp. 267–268)	**Self-Regulation of Eating** (pp. 271–272)
Establish a physical learning environment designed for children's initiative.								
Provide safe, inviting learning environments and appropriate supervision of children.								
Maintain a clean, healthy, and sanitary environment.								

Health

- Where are the routines?
- What examples from Handout 1 would support the development of health habits, safety, and nutrition in those routines?

- What was hard about doing this?
- What worked well in your pair or small group?
- What did you think about that you had not thought much about before doing this exercise?
- What was familiar and comfortable in this exercise?
- What are some new ideas that emerged in this exercise?
- How can you find out more about them?
- How will this impact the work you do or will do with young children and their families?

Unit 4 – Health:
Key Topic 3: Getting to Know Interactions and Strategies That Support Health

Focus of Unit 4 – Key Topic 3

Students become familiar with interactions and strategies that can be used to support children's health, safety, and nutrition.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Class discussion
- Role playing
- Class presentation
- Individual reflection

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 key topics.

- Child Development and Learning
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

Unit 4 – Health:
Key Topic 3: Getting to Know Interactions and Strategies That Support Health

Before You Start

This key topic emphasizes the role of intentional teaching in supporting children's development of healthy and safe lifestyles. Intentional teaching is addressed as one of the overarching principles in the introduction of the *California Preschool Curriculum Framework, Volume 2,* on page 7. Intentional teaching is described as teaching that is done "with knowledge and purpose to ensure that young children acquire the knowledge and skills they need . . ." In the case of health, safety, and nutrition, there are specific skills, knowledge, and behaviors that will lead to healthy lifestyles. Key Topic 2 offers students an opportunity to consider where and when they can prepare environments and materials that will support development of these skills and knowledge as children engage in routines of the day. This key topic, on the other hand, offers students an opportunity to see where intentional teaching is needed. This might be intentionally planned and implemented activities in large or small groups or intentional responses to whatever the child is doing. In this domain, the use of scaffolding and scripts is encouraged, and these will be explored as well.

It is always helpful to remember that engaging children in learning during routines and developing intentional teaching are not necessarily distinct. These instructional approaches are presented separately in these two key topics to provide experience for students to more fully explore these approaches.

It will help if students have read through the health domain chapter in the *California Preschool Curriculum Framework, Volume 2*. If they have not read it as an assignment, they will need extra time to read relevant sections in class as they work through the active learning exercise.

There are 59 interactions and strategies recommended in the health domain. The following table (Table 3) lists the number of vignettes and interactions and strategies for each strand and substrand. This table may help determine student groupings for the active learning experiences.

Note to Faculty: Students are asked to complete handouts in the "Getting it started" section. These three handouts are provided at the end of this key topic. Handout 4 is a complete list of the interactions and strategies for this domain. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

May be duplicated for educational purposes only.

Table 3. Total number of vignettes, interactions, and strategies for the health domain by strand and substrand.

California Preschool Curriculum Framework, Volume 2 (PCF, V2)		
Strands and Substrands	**Vignettes**	**Interactions and Strategies**
Strand: Health Habits (pp. 233-251)	**4**	**29**
1.0 Basic Hygiene	1	7
2.0 Oral Health	1	6
3.0 Knowledge of Wellness	1	7
4.0 Sun Safety	1	9
Strand: Safety (pp. 252-261)	**1**	**10**
1.0 Injury Prevention	1	10
Strand: Nutrition (pp. 262-275)	**4**	**20**
1.0 Nutrition Knowledge	1	7
2.0 Nutrition Choices	2	7
3.0 Self-Regulation of Eating	1	6

Source: California Preschool Curriculum Framework, Volume 2

Information Delivery

Ensure that students understand what is meant by intentional teaching. Intentional teaching is addressed as one of the overarching principles in the introduction of the *California Preschool Curriculum Framework, Volume 2,* on page 7. Intentional teaching is described as teaching that is done "with knowledge and purpose to ensure that young children acquire the knowledge and skills they need . . ." Discuss what this

Slides 2-4

means in terms of planning curricular activities for specific purposes. For example, if children are to learn a specific safety habit, such as "hold hands when crossing the street," consider planning a story time based on that or making a large street with a crosswalk for the dramatic or outdoor play area; practice that habit with the children.

However, ensure that students understand that intentional teaching occurs in many forms. In addition to the planned activities in the example in the preceding paragraph, intentional teaching includes the intentional development and placement of environmental arrangements and materials as well as the intentional use of specific responses, including scripts, as well as in-the-moment interactions or events.

Refer students to pages 290-293 of the *California Preschool Curriculum Framework, Volume 2* glossary. Review the terms "scaffolding" and "scripts," since they are important concepts for intentional teaching in the health domain.

Remind students that, as described on page 226 of the introduction to the health domain in the curriculum framework, the "preschool health foundations represent a vision of young children's developmental progress, not an expectation." In this domain, it is particularly important to recognize that children entering preschool may have varied backgrounds and experiences with health habits, safety, and nutrition. The teacher's role is to support children, beginning where they are and with respect for family and community practices.

Active Learning

Getting it started
Let students know that in small groups of three or four they will be looking at opportunities for intentional teaching in the interactions and strategies in the health domain.

There are 59 interactions and strategies recommended in the health domain. These can be divided into the following three groups of substrands:

Slides 5-6

- **Group 1 (20 interactions and strategies)**
  Basic Hygiene (7)
  Oral Health (6)
  Knowledge of Wellness (7)

- **Group 2 (19 interactions and strategies)**
  Sun Safety (9)
  Injury Prevention (10)

- **Group 3 (20 interactions and strategies)**
  Nutrition Knowledge (7)
  Nutrition Choices (7)
  Self-Regulation of Eating (6)

These substrand groupings provide each small group of students with roughly equivalent numbers of interactions and strategies to work with. Each group could also work with one substrand if that is a better fit for the students and the class schedule.

Handouts 1, 2, and 3 are provided for each of these groupings. Review the handouts with students. Each handout lists the interactions and strategies for the designated substrands.

Ask students to consider which of these interactions and strategies would best be opportunities for intentional teaching through

1. planned learning experiences, such as story time, small group art activity, etc.;
2. intentional preparation of environments and materials;
3. intentional responses to in-the-moment interactions, interactions with other teachers, or those interactions requiring shifts in the role of the teacher.

Many of these interactions and strategies will relate to intentional teaching in more than one of these categories.

Reading the publication text for each of the interactions and strategies as they work through them will help students gain a better understanding of what they look like in action.

Online Options

Students could work individually or in small groups outside of class and complete an assigned portion of the handout. The handouts could then be posted online for all students to review before a class discussion.

Depending on students' experience, they may (1) make use of the textual examples as a basis for their responses to handout exercises or (2) develop their own examples based on the suggestions within the handouts.

Handout 4 is a complete list of all the interactions and strategies for this domain.

Keeping it going
Reconvene as a whole group and discuss the following questions:

Slide 7

- What did you learn about intentional teaching?
- What did you learn about this domain? Was anything about this domain surprising?
- Were there any recommended interactions and strategies that are different from those your family practices? What were they and how would you want them approached in an early care and education setting for yourself or a child in your family?
- What was familiar, what was new, and what was challenging?
- How will you use this in your work now or in the future?

Taking it further

Ask students to choose one of the interactions and strategies recommendations they have been working with and develop a scenario to role-play. The role playing should illustrate what intentional teaching would look like for that interaction and strategy recommendation. They might combine more than one recommendation into their role playing. Ask students to present these to the entire group.

Reflection

Slide 8

Following the discussion in the "Keeping it going" section, responses to these reflection questions could be done as journaling, as an online assignment, or to be handed in as a written assignment. Students might need a copy of the questions used for discussion in the "Keeping it going" section.

- Where were you surprised or challenged?
- How did the discussion help you reflect on your engagement with this learning experience?
- Were there some questions that were particularly thought-provoking? Which ones were they and what was some of your thinking?
- How will this discussion and/or this reflection help you in your work with young children now or in the future?

May be duplicated for educational purposes only.

Group 1 – Substrand: Basic Hygiene

Consider which of these seven Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Basic Hygiene	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Teach children how to wash hands.				
2. Model basic hygiene and disease-prevention actions throughout the day.				
3. Remind children about health practices throughout the day.				
4. Incorporate handwashing and other health practices in the daily routine.				
5. Use visual aids to demonstrate invisible germs.				
6. Reinforce learning with stories and music.				
7. Observe individual children attentively.				

Group 1 – Substrand: Oral Health

Consider which of these six Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Oral Health	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Practice toothbrushing skills.				
2. Include toothbrushing in the daily routine.				
3. Integrate oral health and nutrition education through cooking activities.				
4. Incorporate music.				
5. Build communication and vocabulary skills.				
6. Encourage pretend play.				

Group 1 – Substrand: Knowledge of Wellness

Consider which of these seven Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Knowledge of Wellness	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Encourage children to explore and accept differences.				
2. Use correct terminology throughout the day.				
3. Familiarize children with health helpers.				
4. Establish special interest areas.				
5. Integrate health promotion with other domains.				
6. Enhance children's knowledge and understanding through problem solving.				
7. Model and share information each day.				

Group 2 – Substrand: Sun Safety

Consider which of these nine Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Sun Safety	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Introduce vocabulary related to sun safety.				
2. Integrate sun safety with emergency preparedness and safety.				
3. Encourage dramatic play.				
4. Integrate sun safety with other health topics.				
5. Combine sun safety with other domains.				
6. Encourage decision making.				
7. Integrate sun safety into daily routines.				
8. Promote sun safety everywhere, every day, all year long.				
9. Ensure that children have access to appropriate sun-safety items.				

Group 2 – Substrand: Injury Prevention

Consider which of these 10 Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Injury Prevention	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Incorporate safety activities into the daily routine.				
2. Involve children in creating rules.				
3. Provide coaching and gentle reminders to help children follow safety rules.				
4. Promote independence while developing other skills.				
5. Provide time for children to practice individual skills.				
6. Introduce concepts and behaviors in simple steps.				
7. Role-play safety helpers.				
8. Practice problem solving.				
9. Introduce safety signs.				
10. Incorporate music.				

Group 3 – Substrand: Nutrition Knowledge

Consider which of these seven Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Nutrition Knowledge	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Introduce many different foods.				
2. Recognize and accommodate differences in eating habits and food choices.				
3. Provide opportunities and encouragement in food exploration.				
4. Integrate nutrition with other areas of learning through cooking activities.				
5. Show children where food is produced.				
6. Establish special interest areas.				
7. Integrate nutrition education with basic hygiene education.				

Group 3 – Substrand: Nutrition Choices

Consider which of these seven Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Nutrition Choices	Planned Activity	Environments and Materials	Intentional Responses	Other
1. Model and coach children's behavior.				
2. Encourage children to share information about family meals.				
3. Encourage role playing.				
4. Serve meals and snacks family-style.				
5. Encourage tasting and decision making.				
6. Integrate nutrition education with other learning areas.				
7. Provide choices for children.				

Group 3 – Substrand: Self-Regulation of Eating

Consider which of these six Interactions and Strategies would provide opportunities for Intentional Teaching

Substrand: Self-Regulation of Eating	**Planned Activity**	**Environments and Materials**	**Intentional Responses**	**Other**
1. Offer a variety of nutritious, appetizing foods in small portions.				
2, Encourage children to chew their food well and eat slowly.				
3. Teach children to recognize signs of hunger.				
4. Discuss how the body uses food.				
5. Reinforce learning throughout the day.				
6. Integrate eating with language and socialization.				

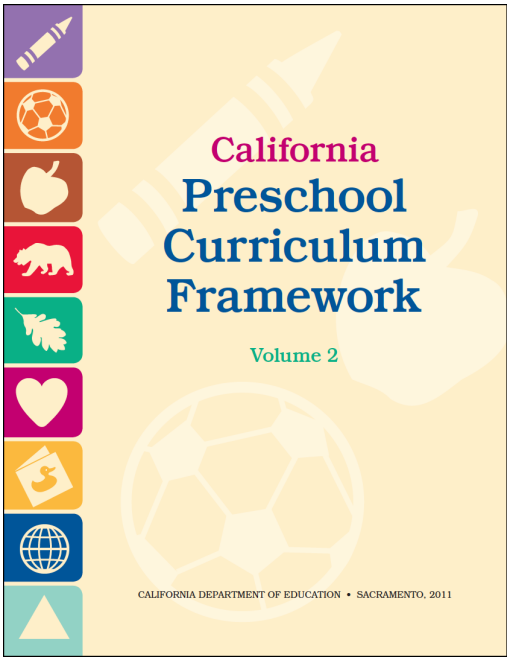
Getting to Know Interactions and Strategies That Support Health

Strand: Health Habits			
Substrand: Basic Hygiene	**Substrand: Oral Health**	**Substrand: Knowledge of Wellness**	**Substrand: Sun Safety**
Teach children how to wash hands.	Practice toothbrushing skills.	Encourage children to explore and accept differences.	Introduce vocabulary related to sun safety.
Model basic hygiene and disease-prevention actions throughout the day.	Include toothbrushing in the daily routine.	Use correct terminology throughout the day.	Integrate sun safety with emergency preparedness and safety.
Remind children about health practices throughout the day.	Integrate oral health and nutrition education through cooking activities.	Familiarize children with health helpers.	Encourage dramatic play.
Incorporate handwashing and other health practices in the daily routine.	Incorporate music.	Establish special interest areas.	Integrate sun safety with other health topics.
Use visual aids to demonstrate invisible germs.	Build communication and vocabulary skills.	Integrate health promotion with other domains.	Combine sun safety with other domains.
Reinforce learning with stories and music.	Encourage pretend play.	Enhance children's knowledge and understanding through problem solving.	Encourage decision making.
Observe individual children attentively.		Model and share information each day.	Integrate sun safety into daily routines.
			Promote sun safety everywhere, every day, all year long.
			Ensure that children have access to appropriate sun-safety items.

Getting to Know Interactions and Strategies That Support Health

Strand: Safety
Substrand: Injury Prevention
Incorporate safety activities into the daily routine.
Involve children in creating rules.
Provide coaching and gentle reminders to help children follow safety rules.
Promote independence while developing other skills.
Provide time for children to practice individual skills.
Introduce concepts and behaviors in simple steps.
Role-play safety helpers.
Practice problem solving.
Introduce safety signs.
Incorporate music.

Strand: Nutrition		
Substrand: Nutrition Knowledge	**Substrand: Nutrition Choices**	**Substrand: Self-Regulation of Eating**
Introduce many different foods.	Model and coach children's behavior.	Offer a variety of nutritious, appetizing foods in small portions.
Recognize and accommodate differences in eating habits and food choices.	Encourage children to share information about family meals.	Encourage children to chew their food well and eat slowly.
Provide opportunities and encouragement in food exploration.	Encourage role playing.	Teach children to recognize signs of hunger.
Integrate nutrition with other areas of learning through cooking activities.	Serve meals and snacks family-style.	Discuss how the body uses food.
Show children where food is produced.	Encourage tasting and decision making.	Reinforce learning throughout the day.
Establish special interest areas.	Integrate nutrition education with other learning areas.	Integrate eating with language and socialization.
Integrate nutrition education with basic hygiene education.	Provide choices for children	



Health

Intentional teaching

Teaching that is done "with knowledge and purpose to ensure that young children acquire the knowledge and skills they need…"

(p. 7) *California Preschool Curriculum Framework, Volume 2*

Health

Scaffolding

Supporting children's learning of new skills or concepts until they are able to complete a skill or understand a concept on their own and the supports are withdrawn.

Scripts

Rules and sequence(s) of behavior associated with a given situation.

(p. 293) *California Preschool Curriculum Framework, Volume 2*

Health

The "preschool health foundations represent a vision of young children's developmental progress, not an expectation."

(p. 226) *California Preschool Curriculum Framework, Volume 2*

- Important to recognize that children entering preschool may have varied backgrounds and experiences with health habits, safety, and nutrition.
- The teacher's role is to support children, beginning where they are and with respect for family and community practices.

Health

- **Group 1 (20 interactions and strategies)**
  Basic Hygiene (7)
  Oral Health (6)
  Knowledge of Wellness (7)
- **Group 2 (19 interactions and strategies)**
  Sun Safety (9)
  Injury Prevention (10)
- **Group 3 (20 interactions and strategies)**
  Nutrition Knowledge (7)
  Nutrition Choices (7)
  Self-Regulation of Eating (6)

Health

Consider which interactions and strategies would best be opportunities for intentional teaching:

1. Planned learning experiences, such as story time, small group art activity, etc.
2. Intentional preparation of environments and materials .
3. Intentional responses to in-the-moment interactions, interactions with other teachers, or those interactions requiring shifts in the role of the teacher.

Health

- What did you learn about intentional teaching?
- What did you learn about this domain? Was anything surprising?
- Were there any recommended interactions and strategies that are different from those your family practices?
- Which ones and how would you want them approached in an early care and education setting for yourself or a child in your family?
- What was familiar, what was new, and what was challenging?
- How will you use this in your work now or in the future?

- Where were you surprised or challenged?
- How did the discussion help you reflect on your engagement with this learning experience?
- Were there some questions that were particularly thought- provoking? Which ones were they and what was some of your thinking?
- How will this discussion and/or this reflection help you in your work with young children now or in the future?

Unit 4 – Health:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus of Unit 4 – Key Topic 4

Students become familiar with the concepts of universal design, individualized curriculum decisions, and the rationale for family partnerships in the context of supporting children's development in the health domain. Students also explore methods for approaching these three topics.

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 key topic. 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
- Child, Family, and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Health, Safety, and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Lecture
- Small group work
- Creation of a visual representation
- Class presentation
- Class discussion
- Pairs work/discussion in pairs
- Reflective discussion – large group

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- Panel or guest speaker
- Categorizing
- Development of a resource tool
- Game
- Brainstorming – small group
- Interview – community member or parent
- Short paper

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education

Unit 4 – Health:
Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

Please note that the same active learning segments for the universal design, individualizing, and family partnerships subtopics are used in the physical development and visual and performing arts domains. Modifications are made in each domain to reflect its specific content. This should enable instructors to use each key topic individually in each domain or to collapse the subtopics across domains.

If students have done the Getting Ready for the Unit and Connecting to Experience topic of this unit, remind students of the range of family and community experiences relating to health, safety, and nutrition that children will be bringing to preschool. In addition, an important factor in planning curriculum for individual children relating to any domain is to be aware of and consider: children's unique temperaments, interests, and abilities; cultural and linguistic backgrounds; family beliefs, values, and structures; socioeconomic background; and neighborhood and community environments and resources. In the health domain, this is strongly emphasized and is infused in all the strands and substrands. Health, safety, and nutrition practices are strongly influenced by family and cultural community, and there are recommendations throughout the domain that support awareness and appropriate responses to these influences.

To help students think about how they can address these considerations in curriculum planning, this key topic includes three subtopics: universal design, individualization, and family partnerships. Each subtopic includes content from Chapter 4 of the *California Preschool Curriculum Framework, Volume 2* and a set of active learning experiences.

Note: The suggestions in this key topic relate to children who might need special consideration for intentional teaching strategies or materials, whether or not they have active Individualized Education Plans (IEP)**.** For any child with an IEP, the design or use of adaptations will benefit from collaboration with the early childhood special educator or therapist working with that child and family. Consultation with the family and specialists is especially important for some children who have more significant physical disabilities and/or medical conditions.

The following are considerations for some of these active learning experiences in the three subtopics:

- **Subtopic 1: Universal Design**. As another approach to this subtopic, a guest speaker or panel may be invited to present on approaches for planning and adapting curriculum for children with disabilities or special needs. Suggested presenters include early childhood special education teachers, speech and

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language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents of children with disabilities or special needs. This presentation should include discussion of how to develop collaborations between early care and education and special education staff.

Handout 1, which lists where universal design strategies can be found in the health domain of the *California Preschool Curriculum Framework, Volume 2*, is provided at the end of this key topic. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

It is suggested that students summarize their work with the adaptations by creating a visual representation such as a poster or collage. If instructors choose to have students do this in class, they may want to provide materials such as large chart paper, colored markers, colored paper, tape or glue sticks, and scissors.

- **Subtopic 2: Individualization**. Much of the information in the health domain carries a strong emphasis on individualizing the development of health habits and safety and nutrition practices. These are highly influenced by family and cultural community, home language, temperament, and the experience that the child brings to preschool. Nonetheless, having students pay particular attention to this important piece of curriculum planning will enhance their ability to bring individualization to the topics of the health domain. Handouts 2, 3, and 4, included with this key topic, can be used with this Subtopic 2. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

- **Subtopic 3: Family Partnerships.** Materials for a game about engaging families include Handout 5, a list of family engagement suggestions from the health chapter of the *California Preschool Curriculum Framework, Volume 2*. Handout 5 could be cut into slips of paper for teams of students to consider. Instructors may want to be prepared to keep time for this game. An electronic version of this handout will be available when this instructional guide is online at www.wested.org/facultyinitiative.

  Instructors may also want to have some hand bells or other noisemakers available for teams to use when they want to signal taking a turn.

Information Delivery

Content regarding the diversity of California's preschool children and families, universal design for learning, and building partnerships with families may be helpful background for the students. Instructors may choose to have students become familiar with this material in the *California Preschool Curriculum Framework, Volume 2* through lectures and/or assigned readings:

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- California's Preschool Children (pp. 3–5)
- Overarching principle: "Family and community partnerships create meaningful connections" (pp. 7–8)
- Overarching principle: "Individualization of learning includes all children" (p. 8)
- Overarching principle: "Responsiveness to culture and language supports children's learning" (pp. 8–9)
- Universal Design for Learning (p. 14)
- Partnering with families in curriculum planning (pp. 31–32)

Active Learning

Slides 2-3

Subtopic 1: Universal Design

Getting it started

If students are not familiar with the definition of universal design for learning, review the definition and key points that are described on page 14 of the *California Preschool Curriculum Framework, Volume 2*. Make sure that students understand what is meant by multiple means of representation, multiple means of expression, and multiple means of engagement. Encourage students who may have experiences working with children with disabilities or special needs to share examples of multiple modes of representation, expression, and engagement.

Next, explain to students that there are examples or strategies of universal design principles in the introductory material, a vignette, environments and materials, a family engagement suggestion, research highlight, and interactions and strategies in Chapter 4 of the *California Preschool Curriculum Framework, Volume 2,* "Health." Handout 1, included with this key topic, is a summary list of where these strategies, suggestions, or examples can be found. Ask students to locate and read these examples in the *California Preschool Curriculum Framework, Volume 2*—there are approximately 19 strategies, suggestions, or examples. It will be helpful to review these with students so that they have a sense of what these look like in the text.

Keeping it going

Handout 1, included with this key topic, identifies adaptations in each of the three strands. The next step in this learning experience is to ask students to identify ways the adaptations identified in the *California Preschool Curriculum Framework, Volume 2* could be used across more of the health strands: Health Habits, Safety, and Nutrition. Assign groups to each strand.

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Each small group is to review all the examples of universal design and discuss if and how an adaptation might be used in its assigned strand. Ask students to start with identified adaptations that are not in their strand. For example, the introduction to the Knowledge of Wellness substrand, on page 241 of the *California Preschool Curriculum Framework, Volume 2,* suggests that children with visual impairments may be encouraged to feel their tongue and teeth instead of looking at them in a mirror when teaching children about internal body parts. When teaching health habits such as coughing or sneezing into an elbow, children with visual impairments may benefit from having a teacher physically walk them through the movement. When providing props in the dramatic play area to help children become familiar with visiting a dentist, the teacher and other children can help the child with a visual impairment feel each prop while describing it.

Slide 4

Taking it further

The students then could create a visual representation such as a poster or collage to show some of the adaptations they have identified for their assigned strand. Remind students to try to show examples for each of the three elements of universal design: multiple means of representation, multiple means of engagement, and multiple means of expression.

Online Options

Subtopic 1: Students could list online examples of how the universal design adaptations and ideas can be used in the strands. Individual students could be assigned a strand to consider, and students could review other students' lists prior to the class when the visual representation is to be created. Groups of students could also work out-of-class to create their visual representations and post photographs of the visual representations online.

Slides 5-6

Putting it together

Provide time for each group to share its poster, collage, or other visual representation. This could be done through small group presentations or by hanging the visuals on the wall and asking students to walk around and individually review each one.

Begin summarizing this learning experience by asking if any students have questions or would like clarification about any of the adaptations presented or viewed. Then conclude with a class discussion of these questions:

- Which adaptations stood out for you?

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- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?

- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three health strands?

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the health domain?

Slide 7

Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1*, a suggestion is made to invite a speaker or panel to discuss planning and making adaptations for children with disabilities or special needs. A description of the speaker or panel presentation can be found on pages 130–131 of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* and is presented here, with modifications, for easy reference.

Explain to students that they will be hearing from a guest speaker or panel to discuss considerations when planning for children with disabilities or special needs. Note that this is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children.

Ask the presenters to address the importance of including children with special needs in all activities and learning experiences related to health habits, safety, and nutrition. Provide the presenters with the information on universal design from page 14 of the *California Preschool Curriculum Framework, Volume 2,* and ask them to include examples of the three approaches: multiple means of representation, multiple means of engagement, and multiple means of expression. If students are not familiar with special education, ask the presenters to also give a brief overview that includes: a summary of the assessment and IEP process; how services are provided; and ways that the special education teachers, therapists, other specialists, and parents can work with teachers in preschool programs to figure out and/or provide the adaptations for a child with a disability or special need.

Ask the students to listen for examples of each of the three universal design approaches that the speaker or panelists describe to ensure all children's access to the curriculum regarding health habits, safety, and nutrition.

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After the speakers have left, have the class reflect on the presentation by responding individually or through a class discussion to the following questions:

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the health domain?
- What new or different perspectives do you have? How has this presentation been helpful?
- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the health domain?

Subtopic 2: Individualizing

Getting it started

Slide 8

Begin this subtopic by having a class discussion on the diversity of young children and families in California's preschool programs. Encourage any students who are currently working in early care and education programs to share some of the characteristics of children and families in their programs. Remind students to describe the children and families in general terms and not identify any specific child or parent.

Instructors may ask students to review the section titled "California's Preschool Children" on pages 3–5 of the *California Preschool Curriculum Framework, Volume 2* before or after the class discussion.

Also have students review the sixth overarching principle, "Individualization of learning includes all children," on page 8 of the *California Preschool Curriculum Framework, Volume 2*. Discuss with the students what is meant by each of the characteristics listed in this principle: ". . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . ." Remind students that universal design is one way of supporting the needs of individual children. It is not something separate from individualizing.

Keeping it going

If students are not familiar with the interactions and strategies for the health domain, instructors may wish to do all or part of the active learning segments in Key Topic 3 from this unit to

introduce the interactions and strategies in the health domain.

If students have already done some exploration of the interactions and strategies in the health domain, point out that some of them directly emphasize considering children's individual and family characteristics. For many, however, individualizing is implied. For example, in the hygiene substrand, the first interaction and strategy is to teach children how to wash their hands. As children enter preschool, some may have learned how to do it and are reminded appropriately at home, while for others it might not be a habit they have learned.

Let students know that they will review the rest of the interactions and strategies and identify those they feel also focus on individualizing the curriculum for children. Depending on the size of the class, instructors may ask the students to do this work in pairs or small groups. The list of interactions and strategies by strand and substrand in Key Topic 3 of this unit may help instructors decide how many pairs or groups and which strand or substrand(s) to assign to each grouping.

Also, Handouts 2, 3, and 4, included with this key topic, can be used by students to record their decisions about how each interaction and strategy might support individualization. Instructors could ask students to to identify which strategies and interactions directly recommend individualizing. Students might also consider ways in which the other strategies and interactions could be individualized. For example, what considerations regarding temperament, family and cultural experiences, or interests should teachers be aware of with the strategy?

Remind students that they are not going to develop a comprehensive list in this exercise, but their lists should help them maintain awareness for the importance of these considerations for individualizing.

Putting it together

Slide 9

Provide an opportunity for each group to share a few interactions and strategies from their lists.

Conclude the session by asking students to respond to these questions:

- What stands out for you from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum for children? What was more challenging about creating your lists?

- Do you think it would be more difficult for you to individualize the curriculum in one of the health strands or substrands more than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Online Options

Subtopic 2: Students could individually or in teams develop their lists of interactions and strategies that focus specifically on individualizing and post them online. Students could be assigned interactions and strategies from a specific strand or substrand to review. Students could also review the lists developed by the other students and then send responses to the instructors their individual responses to the discussion questions.

Subtopic 3: Family Partnerships

Slide 10

Getting it started

Begin this subtopic by asking students to review pages 7-8 of the *California Preschool Curriculum Framework, Volume 2* for the fifth overarching principle: "Family and community partnerships create meaningful connections." Also refer to the section on pages 3-5 in the curriculum framework that describes the children in California preschools and their families. This could be a review if the students have already done Subtopic 2 of this key topic. Discuss some of the benefits for children, families, and teachers when strong partnerships are built between the school and home. Also ask students if there are some challenges in developing these partnerships and possible ways to address them.

Keeping it going

If students are familiar with the organizational structure of the chapter domains of the *California Preschool Curriculum Framework, Volume 2*, remind them of the suggestions for involving families at the end of each strand. If students have not reviewed these suggestions before, provide some time for them to do so.

Engage the class in a discussion about these suggestions by asking for examples of ways teachers can engage families and then for examples of suggestions that teachers can make to families. Encourage students who are working or have worked in preschool programs to share if they have already tried any of these suggestions.

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Taking it further
Explain to students that they could now consider some of the diverse characteristics of families when using any of these suggestions. For example, one of the suggestions in the Safety strand on page 261 of the *California Preschool Curriculum Framework, Volume 2* addresses emergency preparedness: "Encourage families to plan and practice emergency drills for fires, earthquakes, floods, violent encounters, or other situations that could occur in their home or community." Teachers might want to think about the kinds of homes and neighborhoods where the families live, what resources families have for gathering emergency supplies, what family and community supports and networks are available to families, families' perceptions of and experiences with government agencies such as the police and fire departments, families' access to and ability to understand emergency announcements, and families' general understanding of preparing for emergency situations.

Ask students to form teams of two or three. Each team could pick a slip of paper that has one of the suggestions for engaging families and read it to the class. Handout 5, included with this key topic, provides a list of the suggestions that could be cut into strips. The team proceeds to identify considerations that should be reflected upon before using this suggestion with families. The team has one minute to come up with as many considerations as possible. The team gets a point for each consideration that it identifies. If the team cannot come up with any family considerations, one of the other teams can ask to try. This team then has has one minute to come up with its considerations. If none of the other teams elect to try, have the next team choose a slip of paper.

Continue having teams take turns drawing the suggestions until all the suggestions have been done or a predetermined time limit has been reached.

Putting it together
Conclude the subtopic with a class discussion on the following questions:

Slide 11

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about health, safety, and nutrition practices in the home and community?
- Which ones seem especially important based on your experiences with families?

- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests relating to health, safety, and nutrition?

Another approach
Instead of doing a game, students could work individually or in teams to prepare lists of considerations for each suggestion for engaging families. There are 20 suggestions in the health domain, so instructors may want to assign to students specific suggestions for consideration. Ask students to prepare enough copies of their lists for the entire class. Then ask the students review the lists prior to a class discussion of the "Putting it together" questions. Instructors could also have students respond individually to the discussion questions, recording their responses in a journal or submitting them for instructor review.

Online Options

Subtopic 3: Students could prepare their lists of considerations for the family engagement suggestions out-of-class and post them online. Students could then review the other students' lists prior to a class discussion. Or the active learning steps described in "Another approach" could all be done online. Students would then have a resource tool to use in their current or future work with families.

Reflection

Reflection questions are provided for each subtopic as suggestions for class discussion.

This second set of questions is more general and can be used for individual reflection here and with the other key topics.

Slide 12

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need to do this?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

May be duplicated for educational purposes only.

Deeper Understanding

Slide 13

Instructors could offer students a choice of which subtopic they wish to further explore. Ask students to identify two resources that will help them (1) ensure that children with disabilities are fully participating in the health curriculum, (2) develop additional strategies for individualizing the health curriculum, or (3) involve families in their children's learning related to health habits, safety, and nutrition. Instructors may also suggest to students that they focus on one of the three strands.

A resource could be: a professional—such as a preschool teacher or an early childhood special educator, parent or other family member, Web site, organization, research article, or book. Remind students that the research highlights, endnotes, and bibliography of the *California Preschool Curriculum Framework, Volume 2* may be good starting points to investigate.

Also, students who are interested in learning more about universal design may want to review pages 319-322 of Appendix D in the *California Preschool Curriculum Framework, Volume 1,* "Resources for Teachers of Children with Disabilities or Other Special Needs."

Ask students to write a short paper on each resource, summarizing the information they learned and how they can use this information in their work.

Universal Design Strategies

Page	Strand/Substrand	Type
Chapter introduction		
229		Environments and materials
231		Environments and materials
Strand: Health Habits		
234	Substrand 1.0 Basic Hygiene	Introduction
235-236	Substrand 1.0 Basic Hygiene	Vignette
237	Substrand 1.0 Basic Hygiene	Interactions and Strategies
239	Substrand 2.0 Oral Health	Interactions and Strategies
241	Substrand 3.0 Knowledge of Wellness	Introduction
243	Substrand 3.0 Knowledge of Wellness	Interactions and Strategies
251	Engaging Families	Suggestion
Strand: Safety		
254	Substrand 1.0 Injury Prevention	Introduction
255	Substrand 1.0 Injury Prevention	Vignette
Strand: Nutrition		
262	Introduction	Research highlight
264	Substrand 1.0 Nutrition Knowledge	Interactions and Strategies
265	Substrand 1.0 Nutrition Knowledge	Interactions and Strategies
269	Substrand 2.0 Nutrition Choices	Interactions and Strategies
270	Substrand 2.0 Nutrition Choices	Interactions and Strategies
273	Substrand 3.0 Self-Regulation of Eating	Interactions and Strategies

Individualizing within the Health Habits Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: Basic Hygiene		
Teach children how to wash hands.		
Model basic hygiene and disease-prevention actions throughout the day.		
Remind children about health practices throughout the day.		
Incorporate handwashing and other health practices in the daily routine.		
Use visual aids to demonstrate invisible germs.		
Reinforce learning with stories and music.		
Observe individual children attentively.		

Substrand: Oral Health		
Practice toothbrushing skills.		
Include toothbrushing in the daily routine.		
Integrate oral health and nutrition education through cooking activities.		
Incorporate music.		
Build communication and vocabulary skills.		
Encourage pretend play.		

Substrand: **Knowledge of Wellness**		
Encourage children to explore and accept differences.		
Use correct terminology throughout the day.		
Familiarize children with health helpers.		
Establish special interest areas.		
Integrate health promotion with other domains.		
Enhance children's knowledge and understanding through problem solving.		
Model and share information each day.		

Substrand: **Sun Safety**		
Introduce vocabulary related to sun safety.		
Integrate sun safety with emergency preparedness and safety.		
Encourage dramatic play.		
Integrate sun safety with other health topics.		
Combine sun safety with other domains.		
Encourage decision-making.		
Integrate sun safety into daily routines.		
Promote sun safety everywhere, every day, all year long.		
Ensure that children have access to appropriate sun-safety items.		

Individualizing within the Safety Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: **Injury Prevention**		
Incorporate safety activities into the daily routine.		
Involve children in creating rules.		
Provide coaching and gentle reminders to help children follow safety rules.		
Promote independence while developing other skills.		
Provide time for children to practice individual skills.		
Introduce concepts and behaviors in simple steps.		
Role-play safety helpers.		
Practice problem solving.		
Introduce safety signs.		
Incorporate music.		

Individualizing within the Nutrition Strand

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: **Nutrition Knowledge**		
Introduce many different foods.		
Recognize and accommodate differences in eating habits and food choices.		
Provide opportunities and encouragement in food exploration.		
Integrate nutrition with other areas of learning through cooking activities.		
Show children where food is produced.		
Establish special interest areas.		
Integrate nutrition education with basic hygiene education.		
Substrand: **Nutrition Choices**		
Model and coach children's behavior.		
Encourage children to share information about family meals.		
Encourage role playing.		
Serve meals and snacks family-style.		

Interaction and Strategy	Directly address individualizing	Considerations for individualizing
Substrand: **Nutrition Choices - Continued**		
Encourage tasting and decision making.		
Integrate nutrition education with other learning areas.		
Provide choices for children		
Substrand: **Self-Regulation of Eating**		
Offer a variety of nutritious, appetizing foods in small portions.		
Encourage children to chew their food well and eat slowly.		
Teach children to recognize signs of hunger.		
Discuss how the body uses food.		
Reinforce learning throughout the day.		
Integrate eating with language and socialization.		

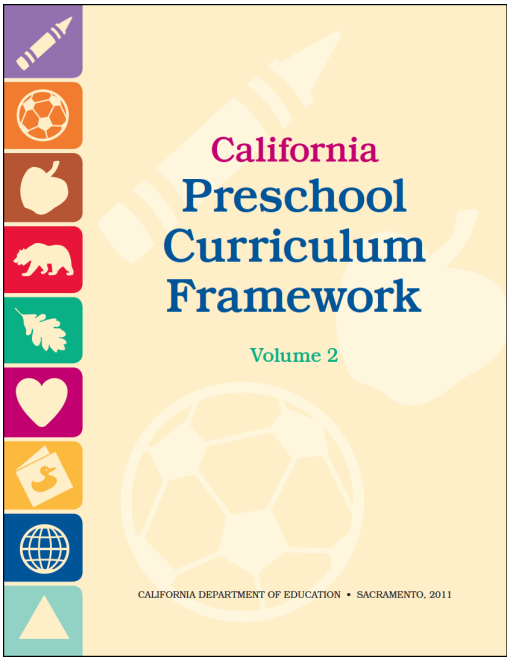
Family Partnerships Handout

Teachers can use the following strategy to help families develop their children's health habits: Provide families with concise, accurate information about ways to promote and develop good health habits in children; information should be presented in English and the families' home languages. Capture their interest by addressing topics related to their children's age and development, as well as topics related to common health risks for children, such as childhood obesity, asthma, and dental caries . . . Provide written informational materials that are brief and easy to read.
Teachers can use the following strategy to help families develop their children's health habits: Provide individualized information, as well as general health information, to all families through daily contact, workshops, and parent meetings. All information should be presented in English and the families' home languages.
Teachers can use the following strategy to help families develop their children's health habits: Show family members what the children are learning by sending home samples of work, encouraging families to visit the preschool and observe children in action, and sharing children's portfolios during home visits. Reinforce children's learning about health habits through take-home activities, lending libraries of read-aloud books in the languages of the families in the group, and displays of children's work.
Teachers can use the following strategy to help families develop their children's health habits: As you introduce health routines (e.g., handwashing, toothbrushing), invite family members to participate and model. Encourage families to contribute ideas or materials to interest areas that reflect diverse health habits at home.
Teachers can use the following strategy to help families develop their children's health habits: Identify community resources related to health habits (e.g., handwashing, toothbrushing) and invite community personnel to participate in and bring resources to family workshops or parent meetings. Emphasize the role of home and family members in helping children to develop health habits, and inform all parents of the availability of free and low-cost community resources.

Teachers can use the following strategy to help families develop their children's health habits: Be sensitive to and respectful of different values or beliefs, as well as varying levels of access to health products and services. Gather information on available and accessible resources in the community, including those for children with special needs, and provide this information to all families, translated into their home languages.
Share written and visual safety messages with families through newsletters, brochures, bulletin boards, Web pages, and take-home activities in the home languages of the families in the program.
Provide safety information through workshops and during parent meetings; include information on a variety of topics, especially those that involve higher risk in specific communities, such as water safety, gun safety, or lead poisoning.
During family conferences, find out what messages family members would like teachers to reinforce at school. Safety rules and supervision may differ at home. It is important not to judge differences; parents, family members, and adult caregivers know best the needs and abilities of their child in that environment. During home visits, offer to help families identify potential hazards in their family environment and ways to reduce possible injury.
Post emergency plans on family bulletin boards and provide families with a written copy of the preschool program's emergency plan.

Encourage families to plan and practice emergency drills for fires, earthquakes, floods, violent encounters, or other situations that could occur in their home or community. Provide families with resources to develop a home evacuation plan and drill.
Invite family members to attend the preschool or to serve as guest speakers as children learn about people who can help in emergency situations.
Provide families with weekly or monthly meal and snack menus in their home languages. Recognize that families have the most information about the food preferences, serving styles, and restrictions in eating habits of their children.
Offer workshops and information on nutritious and economical meals based on the families' cultural, ethnic, and personal food preferences. Encourage parents to use available community resources on how to plan meals.
Provide lists of foods or simple recipes for a variety of foods that are high in nutrients; are low in fat, salt, or sugar; and look and taste great. Include foods that reflect cultural preferences and that are locally accessible.

Encourage families to involve children in food preparation through take-home activities. Provide large recipe cards; allow children to decorate cards if desired. Recipes calling for two or three ingredients that families are likely to have on hand will be helpful; include ingredient substitutions if appropriate.
Invite families to share their favorite family recipes.
Gather information on accessible nutrition resources in the community and provide this information to all families. Check with local planning councils, schools, and community agencies regarding initiatives on childhood obesity, food insecurity, and other nutrition issues.
Invite family members to visit the classroom and encourage them to sit with children during mealtime and participate in or lead nutrition-related activities. Provide opportunities for families to participate in meal planning in the preschool, especially suggesting menu items or meal-service routines relate to the family home culture.
Provide information to all families on nutrition, child growth and development, nutrition risk factors (e.g., childhood obesity, diabetes), and community resources. Encourage families to ask questions or provide information about their children's eating habits or nutritional concerns.



Health

Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.

(page 14) *California Preschool Curriculum Framework, Volume 2*

Health

Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(page 14) *California Preschool Curriculum Framework, Volume 2*

Health

- Create a visual representation to show the adaptations you have identified for your strand.
- Show examples of each of the three elements of universal design:
  - multiple means of representation
  - multiple means of engagement
  - multiple means of expression

Health

- Which adaptations stood out for you?
- Which adaptations do you think you could easily use? Which ones might seem more challenging? Why?
- What were some examples of multiple means of representation, multiple means of engagement, or multiple means of expression that crossed all three health strands?

Health

- What do you plan to keep in mind when planning ways to modify or adapt the learning environment and experiences to ensure that children with disabilities participate in the health domain?

Health

- What information from the presenter(s) caught your attention or stood out for you?
- What are you most confident about in supporting the development of children with disabilities in the health domain?
- What new or different perspectives do you have? How has this presentation been helpful?
- What do you want to keep in mind when you are planning ways to modify or adapt the learning environment and experiences for children with disabilities to ensure their access to all aspects of the health domain?

Health

"Individualization of learning includes all children."

"…temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions …"

(page 8) *California Preschool Curriculum Framework, Volume 2*

Health

- What stands out from developing these lists?
- What was easy about identifying how interactions and strategies addressed individualizing curriculum? What was more challenging?
- Do you think it would be more difficult for you to individualize the curriculum in one of the health strands or substrands more than the others? Which one and why?
- What is a first step you can take to find more resources or support in individualizing the curriculum for that strand or substrand?

Health

"Family and community partnerships create meaningful connections."

(pages 7-8) *California Preschool Curriculum Framework, Volume 2*

Health

- What considerations appeared most frequently?
- Which ones require learning specific information about the families related to their background and beliefs about health, safety, and nutrition practices in the home and community?
- Which ones seem especially important based on your experiences with families?
- What are some concrete steps you would take as a teacher to find out about families' experiences, culture, beliefs, and interests relating to health, safety, and nutrition?

- What part of this class session stood out most for you today?
- Which ideas or concepts from today's work reinforced what you have already learned or experienced? Which ones gave you a new perspective or insight?
- How might you apply a new idea or perspective to your work now or in the future?
- What information or support do you need?
- What is a first step you could take to locate this support or information? What steps could you take to start applying the new idea or perspective?

Health

- Identify two resources that will help you:
  - Ensure that children with disabilities are fully participating in the health curriculum.
  - Develop additional strategies for individualizing the health curriculum.
  - Involve families in their children's learning related to health habits.
- Write a paper on each resource, summarizing what you learned and how you can use the information in your work.

Unit 4 – Health:
Key Topic 5: Exploring the Research Highlights of the Health Domain

Focus of Unit 4 – Key Topic 5

Students become familiar with the research highlights related to the health domain by identifying the source articles for the research highlights.

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 key topic. 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
- Health, Safety, and Nutrition
- Practicum-Field Experience

Instructional Methodologies

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Development of resource tool
- Short report
- Class presentation
- Individual reflection
- Reflective discussion—large group

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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 key topics.

- Child Development and Learning
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Professionalism

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Unit 4 – Health
Key Topic 5: Exploring The Research Highlights of the Health Domain

Before You Start

This key topic is intended to acquaint students with the research base of the health domain and with the resources available for further exploration of health, safety, and nutrition information. Much of this is done online. Some of it can be done online in the classroom if such resources are available. Instructors can assess and define the intersection of technological resource and individual student need, suggesting locations that allow for student exploration. Because early care and education professionals are increasingly using Web-based and electronic mail vehicles for finding resources and for communicating with each other and with families, this key topic is intended to provide some experience with that while focusing on health topics.

Four specific resources are suggested for the active learning segment of this key topic. These have been selected as representatives of state, national, and private efforts to enhance child health and safety in early care and education. While these four resources are suggested, they are not meant to be an exhaustive list; expanded review of the below-mentioned "Teacher Resources" section is also encouraged.

Information Delivery

Remind students that the information and recommendations in the health domain of the *California Preschool Curriculum Framework, Volume 2* are supported by research; they are research-based. This research is presented as research highlights and is distributed throughout the domain chapter. The sources for these highlights are listed in the endnotes on pages 280–282 of the curriculum framework.

The eight research highlights of the health domain can be found on the following pages 230, 234, 235, 246, 253, 257, 262, and 270.

Active Learning

Slide 2

Getting it started
Ask students to form pairs or groups of three. Assign each pair or group to at least one research highlight in the health domain. Instructors can organize the assignment of the eight research highlights according to class size. These research highlights are found on pages 230, 234, 235, 246, 253, 257, 262, and 270 of the *California Preschool Curriculum Framework, Volume 2*.

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Ask students to read their research highlight and develop a one-sentence summary to share with the whole class. Also ask them to check the endnote sources that are referred to in each research highlight. These summaries can be reported back verbally or collected and/or shared electronically. They could then be compiled so that they could be available to all students.

Keeping it going

Slide 3

Ask students to review the "Teacher Resources" on pages 278–279 of the *California Preschool Curriculum Framework, Volume 2*.

Then focus on these resources:

- California Childcare Health Program (CCHP) (http://www.ucsfchildcarehealth.org/)
- http://www.childhealthonline.org
- Healthy Childcare Magazine (http://www.healthychild.net/)
- National Resource Center for Health and Safety in Child Care and Early Education (http://nrckids.org/)

If instructors have the capability to review these Web sites in the classroom, it would be helpful to do so. Point out that there are many excellent resources on the "Teacher Resources" pages of the *California Preschool Curriculum Framework, Volume 2*, but the above four are good examples to explore. They represent, state, national, and private efforts to enhance child health and safety in early care and education.

Taking it further

Slide 4

The following is suggested whether or not the instructors have had the opportunity to explore these Web sites with the whole group.

Instructors could assign to each student one of the Web sites. Ask students to explore their assigned Web site and prepare a summary to present to the class.

The summary should include these elements:

- Name and URL for the Web site
- Sponsoring or funding source
- Resources available on the Web site

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- Examples of resources (either hardcopy or selected URLs for the resources)
- Ways in which this Web site and/or its resources would be helpful in working on developing healthy habits for young children
- Ways in which the Web site could be used in working with families of young children

Putting it together
Ask students to bring their summaries and make an oral or visual presentation to the class. Ask students: What connections did you find between the research highlights and the teacher resources?

Online Options

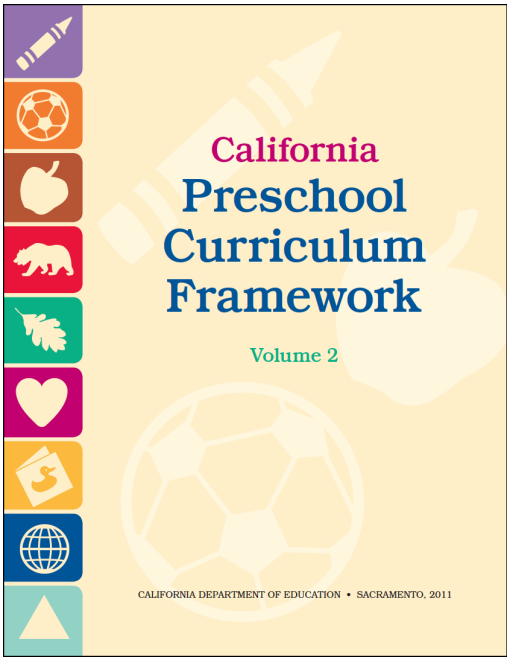
Have students post online their one-sentence summaries of their assigned research highlights and their Web site summaries. These could then be compiled into a resource tool. Students could also be asked to review these in preparation for a class discussion.

Reflection

Responses to the following questions could be done as a journaling exercise, as an online discussion, or as a class discussion.

Slide 5

- What was most helpful about this learning experience?
- What would you like to explore more?
- Where would you need help in further explorations?
- How will this information influence your work with young children and their families now or in the future?



Health

Research Highlights

- Cleaning and disinfecting (p. 230)
- Hand washing (p. 234)
- Adjusting to environmental heat (p. 246)
- Child injury (p. 253)
- Choking (p. 257)
- Eating preferences and habits (p. 262)
- Obesity (p. 267)
- Food allergies (p. 270)

Health

Review "Teacher Resources" (pp. 278–279) *California Preschool Curriculum Framework, Volume 2.*

Additional resources:

- California Childcare Health Program (CCHP) (http://www.ucsfchildcarehealth.org/)
- http://www.childhealthonline.org
- Healthy Childcare Magazine (http://www.healthychild.net/)
- National Resource Center for Health and Safety in Child Care and Early Education (http://nrckids.org/)

Health

Prepare a summary of the Web site, including:

- Name and URL for the Web site
- Sponsoring or funding source
- Resources available on the Web site
- Examples of resources (either hardcopy or selected URLs for the resources)
- Ways in which this Web site and/or its resources would be helpful in working on developing healthy habits for young children
- Ways in which the Web site could be used in working with families of young children

- What was most helpful about this learning experience?
- What would you like to explore more?
- Where would you need help in further explorations?
- How will this information influence your work with young children and their families now or in the future?

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 1: Three Lenses for Viewing Curriculum

Focus of Unit 5 – Key Topic 1

Students explore three "lenses" through which the curriculum framework can provide guidance for planning curriculum for young children. These three lenses are the eight overarching principles, the curriculum-planning process, and the breadth of the curriculum framework across the three domains of the *California Preschool Curriculum Framework, Volume 2*.

Students also have an opportunity to explore considerations regarding cognitive development, which is not addressed as a domain in either the preschool learning foundations or the preschool curriculum framework.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Interview—community member
- Panel/guest speaker
- Observation
- Class discussion

- Video observation
- Reflection—individual
- Development of resource tool

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Observation, Screening, Assessment, and Documentation

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 1: Three Lenses for Viewing Curriculum

Before You Start

The *California Preschool Curriculum Framework, Volume 2* is "grounded in evidence-based practices that have evolved in the field of early childhood education over decades" (p. 34). As a curriculum framework rather than a preschool curriculum, it has been developed to provide "guidance on planning learning environments and experiences for young children" (p. 3).

One way to make use of this guidance is to use the framework as a series of lenses through which to view off-the-shelf curricula or curriculum developed within one's program. The *California Preschool Curriculum Framework, Volume 2* provides three lenses or three ways in particular to do this.

- The first is to use the eight overarching principles as a way to reflect on curricula (pp. 5-9).
- The second is to use the curriculum-planning cycle as a way to review curriculum planning and curriculum decisions (pp. 27–34).
- The third is to use the breadth of the *California Preschool Curriculum Framework, Volume 2* across domains to ensure that curriculum serves each child as an individual and each child as a whole child.

The thrust of this key topic is to provide questions that can be used as students look through these lenses. Each lens is addressed by one subtopic with a set of questions. The subtopics can be done by all students, or separate groups could be assigned to each subtopic.

This work might be done best as an out-of-class assignment and in pairs. Also, depending on the educational level and experience of students, instructors may need to provide some explanation and demonstration in class before assigning students to do their reviews out-of-class.

Students will be using questions relating to three key features—principles, planning cycle, and integrated curriculum—of the *California Preschool Curriculum Framework, Volume 2* to review other curricula. This will mean that they must have access to copies of curricula for early childhood that are available commercially or that they will be exploring programs to find these features in existing programs.

It is recommended that students engage with this key topic after they have become familiar with what is in the domains of the *California Preschool Curriculum Framework, Volume 2* because this key topic will require some critical thinking and reflection on the part of students.

As further support and preparation, some of the content of this key topic can be explored in more depth in other key topics in this instructional guide. The eight overarching principles are explored in Key Topic 2 of Unit 1 in this instructional guide. Opportunities to practice using the curriculum-planning cycle are provided in Key Topic 2 in this unit.

There is also a short exercise in this key topic for students to consider cognitive development, which is not developed as a domain in either the foundations or the framework.

If instructors have not used the exercise that introduces Unit 1 of this instructional guide, "Getting Ready for the Unit and Connecting to Experience," instructors might find that useful here. It could be used as an introduction to this key topic. That exercise helps students develop a working definition of a framework, considers the eight overarching principles, the curriculum process, environments and materials, and interactions and strategies in that context.

Three handouts are provided with this key topic—one for each subtopic. Electronic versions of these handouts will be available when this instructional guide is online at http://www.wested.org/facultyinitiative.

Information Delivery

There are three subtopics in this key topic, and important information is embedded in the subtopics. Ensure that students are familiar with the introductory chapter of the *California Preschool Curriculum Framework, Volume 2.* It should be assigned reading before working through this key topic.

Active Learning

Subtopic 1: Using the Eight Overarching Principles as a Lens for Viewing Curricula

Slides 2-3

Getting it started

Bring students' attention to pages 5–9 in the *California Preschool Curriculum Framework, Volume 2* that describe the eight overarching principles. If instructors want a fuller introduction to the principles, Key Topic 2 in Unit 1 of this instructional guide will help students explore the eight overarching principles in more depth. Explain to students that these eight overarching principles have been developed to emphasize curriculum for young children that is individually, culturally, and linguistically responsive.

Instructors might want to assign specific curricula or approve some that students know and might be using in their work. Using these overarching principles to review curricula can provide a way to see how a commercial curriculum or one that has been developed within a program puts these principles into practice. Students will be using these principles as they look through a commercially available curriculum to find examples of the principles.

There is a set of questions that follows, which can be used for reviewing curricula. Each overarching principle is addressed through a key question and one or two follow-up questions that might clarify and/or expand the inquiry.

These questions are available on Handout 1, included with this key topic, with space provided for notes and comments.

Slides 4-12

Keeping it going
These questions can be used as they are, or time could be spent in class expanding or clarifying them.

As they go through these questions, suggest that students keep in mind this question: In reviewing curriculum—either a published curriculum or one developed in my program— do I find ways in which these eight overarching principles are put into practice?

- **How in the curriculum are relationships built, supported, and maintained?** Between whom—children, teachers, families? Is there space that would support relationships? Is there time that would support teachers knowing children and families?

- **Do opportunities for learning occur in the context of play?** Are there times, materials, and spaces specifically for play?

- **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?** Are the visual and performing arts, physical development, and health addressed together across many activities?

- **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?** Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?

- **How are family and community partnerships developed and maintained?** Are there both informal and systematic ways to exchange information with families? What connections to community groups exist?

- **How do teachers recognize and adapt to individual children?** Are there specific teaching strategies or professional supports that ensure this?

- **How are children's cultures and languages respected?** Do learning materials and environments reflect home languages and cultures? How does regular communication between families and teachers happen?

- **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?** Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

Taking it further
Students can investigate these questions in a number of ways.

- They could interview a program director or teacher.

- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists' responses to these questions.

- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of how each overarching principle is played out in practice.

Online Options

If students do interviews or observations, they could post their interview summaries or observation notes online. Students then could review all the interviews or notes and be prepared to discuss them in class or compile examples from them into a personal resource tool.

Putting it together
Ask students who may be currently working as teachers or as administrators how they could incorporate this principle-based review into their program planning and curriculum development.

Also ask students how they could communicate these overarching principles to families. To deepen the work regarding families and the eight principles, ask students to plan a family night to acquaint families with the principles.

May be duplicated for educational purposes only.

Subtopic 2: Using the Curriculum-Planning Cycle as a Lens for Viewing Curricula

Slide 13

Getting it started

Before introducing students to a way to use the curriculum-planning cycle to review curricula, it will be important that students have read pages 27–34 in the *California Preschool Curriculum Framework, Volume 2*. It might also be helpful to develop some agreed-upon descriptions of the key parts of the cycle.

Information on these key parts can be found on the following pages in the *California Preschool Curriculum Framework, Volume 2*:

- Observation (p. 27)
- Documentation (p. 28)
- Reflection, discussion, and planning (pp. 29–30)
- Implementation (p. 31)

Slides 14-18

Keeping it going

Once they have a clear idea of how these are described in the curriculum framework, ask students to consider the set of five questions at the end of this active learning segment for reviewing curricula. Again, instructors might want to spend some time going through these questions with students and asking if there are additional clarifying or expanding questions they might want to ask.

As students consider these five questions, suggest that they keep in mind this overarching question: How are the components of the curriculum-planning cycle seen in the curriculum I am reviewing?

As in Subtopic 1 of this key topic, students can explore the five following questions in a number of ways.

- They could interview a program director or teacher.
- A panel of directors or teachers from different programs could be invited to a class session, and students could record the panelists' responses to these questions.
- The questions could be used for an observational assignment, with students recording concrete examples or descriptions of where they see these parts of the planning cycle played out in practice.

Here are the questions to use when looking for how the planning cycle is addressed in curricula, Handout 2, included with this key topic, provides these questions with room for notes.

- How is observation supported? Are there times available for teachers to carefully watch and listen?
- How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used? How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation? How is documentation shared with families?
- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?
- Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family culture and language included in the planning process?
- How is curriculum adjusted based on observation, documentation, and reflection? Are intentional teaching strategies developed and implemented?

Note: Ensure that students are not viewing documentation on individual children without family permission. Additionally, suggest that students look at what the planning cycle procedures and systems are, not necessarily how they play out for any individual child.

Subtopic 3: Using the Domains of the California Preschool Curriculum Framework, Volume 2 as a Lens to View Integration Across Domains in Curricula

Slides 18-23

The *California Preschool Curriculum Framework, Volume 2* addresses the learning and development domains of performing and visual arts, physical development, and health. In addition, four domains of learning and development are addressed in the *California Preschool Curriculum Framework, Volume 1:* Social-Emotional Development, Language and Literacy, English-Language Development, and Mathematics. Many of the environments and materials and interactions and strategies in all these domains provide examples where students can see that they support development across domains.

As one way to begin this subtopic, instructors might review the domains in the *California Preschool Curriculum Framework,*

May be duplicated for educational purposes only.

Volume 2 and ask students to look specifically for environments and materials and/or interactions and strategies that would support learning and development in more than one domain. This could be done as a review, if students have already explored the three domains, or as an extended assignment to be done out-of-class.

As students review other curricula, ask them to consider these questions regarding integrated curriculum that are also listed on Handout 3 of this key topic:

- Where is the need for integrated curriculum specifically addressed?
- How is dual language development addressed? As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?
- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas? How do environments and materials reflect children's language, culture, and family life?
- Do environments and materials designed for specific domains show evidence that other domains are also considered? For example, does a book area contain books on healthy habits? Are there books in the home language(s) of children in the program?
- Are interactions and strategies used that cut across domains? For example, is dramatic play used during active outdoor time? Are songs or chants related to health used throughout the day?

Taking it further

The preceding questions might be hard to deal with in published curriculum, and exploring these questions might be more fruitful as an observational assignment, with students recording concrete examples or descriptions of where they see integrated curriculum played out in practice.

Online Options

Students could complete their reviews of curricula using the three lenses outside class and then post their reviews online. If instructors ask students to review different curricula, students will have the opportunity to learn about different curricula by reading their classmates' reviews.

Note: Integrated curriculum might also be seen on video that is available.

Reflection

Slide 24

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

Deeper Understanding

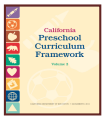
Slide 25-27

Integrating Cognitive Development Across the Domains

Cognitive development is a developmental domain that is considered important in many curricula for young children. The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development. Therefore, it is not a separate domain in either the foundations or the curriculum framework. However, there are many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.

Ask students to address this issue by developing their own version of what a cognitive domain might look like in the curriculum framework. To do this, they will have to develop a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.

Then ask them to review the substrands in the *California Preschool Curriculum Framework, Volume 2* and decide which might fit into a cognitive domain. Depending on their level of education and experience, students might go deeper into the challenge and look for environments and materials or interactions and strategies that could apply directly to cognitive development.



Looking for the Overarching Principles

Instructions: Look through your assigned curriculum and note examples of each overarching principle.

Curriculum reviewed:

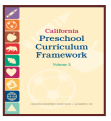
Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Relationships are central	**How in the curriculum are relationships built, supported, and maintained?** Between whom—children, teachers, families? Is there space that would support relationships? Is there time that would support teachers knowing children and families?		
Play is a primary context for learning	**Do opportunities for learning occur in the context of play?** Are there times, materials, and spaces specifically for play?		

Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Learning is integrated	**Are routines, spaces, materials, and interactions designed to address integrated learning across domains?** Are the visual and performing arts, physical development, and health addressed together across many activities?		
Intentional teaching enhances children's learning experiences	**Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?** Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?		

Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Family and community partnerships create meaningful connections	**How are family and community partnerships developed and maintained?** Are there both informal and systematic ways to exchange information with families? What connections to community groups exist?		
Individualization of learning includes all children	**How do teachers recognize and adapt to individual children?** Are there specific teaching strategies or professional supports that ensure this?		

Overarching Principles	Question To Ask in Looking for How the Principles Are Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Responsiveness to culture and language supports children's learning	**How are children's cultures and languages respected?** Do learning materials and environments reflect home languages and cultures? How does regular communication between families and teachers happen?		
Time for reflection and planning enhances teaching	**Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?** Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?		

Looking For The Curriculum-Planning Cycle

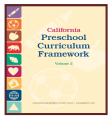


Instructions: Look through your assigned curriculum and note examples of how the planning cycle is addressed by responding to the questions for each element of the planning cycle.

Curriculum reviewed:

Components of the Planning Cycle	Questions To Ask in Looking for How the Planning Cycle Is Described and Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Observation	How is observation supported? Are there times available for teachers to carefully watch and listen?		
Documentation	How is documentation supported? What processes are in place to develop documentation for each child? Are multiple means of documentation available and used? How are time and materials provided for maintaining documentation? How is family input gathered and included in documentation? How is documentation shared with families?		

Components of the Planning Cycle	Questions To Ask in Looking for How the Planning Cycle Is Described and Played Out in Other Curricula	Pages Where Examples Are Found	Notes
Reflection, discussion, and planning	What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation? Is planning done based on reflection and discussion? Is documentation consulted when planning is done? How are family, culture, and language included in the planning process?		
Implementation	How is curriculum adjusted based on observation, documentation, and reflection? Are intentional teaching strategies developed and implemented?		



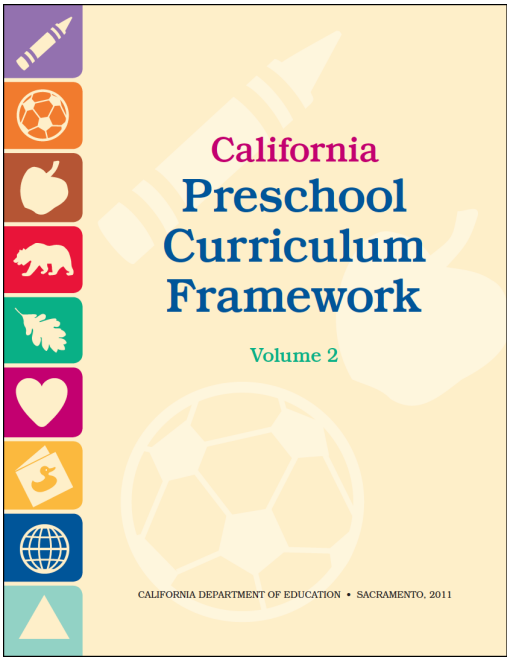
Looking For Integrated Curriculum Across Domains

Instructions: Look through your assigned curriculum and note examples of how the curriculum is integrated across different domains.

Curriculum reviewed:

Question To Ask in Looking for How Integrated Curriculum Is Described and How It Is Recommended to Be Implemented	Pages Where Examples Are Found	Notes
Where is the need for integrated curriculum specifically addressed?		
How is dual language development addressed? As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?		

Question To Ask in Looking for How Integrated Curriculum Is Described and How It Is Recommended to Be Implemented	Pages Where Examples Are Found	Notes
Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas? How do environments and materials reflect children's language, culture, and family life?		
Do environments and materials designed for specific domains show evidence that other domains are also considered? For example, does a book area contain books on healthy habits? Are there books in the home language(s) of children in the program?		
Are interactions and strategies used that cut across domains? For example, is dramatic play used during active outdoor time? Are songs or chants related to health used throughout the day?		



Planning and Integrating Curriculum

The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* include:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.

Planning and Integrating Curriculum

5. Family and community partnerships create meaningful relationships connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Time for reflection and planning enhances learning.

Planning and Integrating Curriculum

Keep in mind…

- When reviewing curriculum (either a published curriculum or one developed in my program), are there ways in which these eight overarching principles are put into practice?

Planning and Integrating Curriculum

- **How in the curriculum are relationships built, supported, and maintained?**
  - Between whom (children, teachers, families)?
  - Is there space that would support relationships?
  - Is there time that would support teachers knowing children and families?

Planning and Integrating Curriculum

- **Do opportunities for learning occur in the context of play?**
  - Are there times, materials, and spaces specifically for play?

Planning and Integrating Curriculum

- **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?**

  - Are the visual and performing arts, physical development, and health addressed together across many activities?

Planning and Integrating Curriculum

- **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?**
  - Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?

Planning and Integrating Curriculum

- **How are family and community partnerships developed and maintained?**
  - Are there both informal and systematic ways to exchange information with families?
  - What connections to community groups exist?

Planning and Integrating Curriculum

- **How do teachers recognize and adapt to individual children?**
  - Are there specific teaching strategies or professional supports that ensure this?

Planning and Integrating Curriculum

- **How are children's cultures and languages respected?**
  - Do learning materials and environments reflect home languages and cultures?
  - How does regular communication between families and teachers happen?

Planning and Integrating Curriculum

- **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?**
  - Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

Planning and Integrating Curriculum

Key parts of the curriculum-planning cycle:

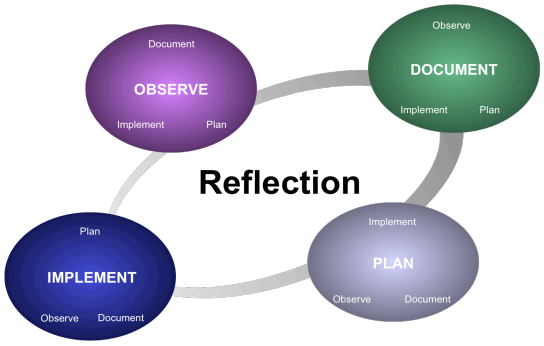
California Preschool Curriculum Framework, Volume 2 (pp. 27-34):

- Observation (p. 27)
- Documentation (p. 28)
- Reflection, discussion, and planning (pp. 29–30)
- Implementation (p. 31)

Planning and Integrating Curriculum

Keep in mind…

- How are the components of the curriculum-planning cycle seen in the curriculum I am reviewing?



Planning and Integrating Curriculum

- How is observation supported?
  - Are there times available for teachers to carefully watch and listen?

Planning and Integrating Curriculum

- How is documentation supported?
  - What processes are in place to develop documentation for each child?
  - Are multiple means of documentation available and used?
  - How are time and materials provided for maintaining documentation?
  - How is family input gathered and included in documentation?
  - How is documentation shared with families?

Planning and Integrating Curriculum

- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?
- Is planning done based on reflection and discussion?
- Is documentation consulted when planning is done?
- How are family culture and language included in the planning process?

Planning and Integrating Curriculum

- How is curriculum adjusted based on observation, documentation, and reflection?
- Are intentional teaching strategies developed and implemented?

Planning and Integrating Curriculum

The *California Preschool Curriculum Framework, Volume 2* addresses the learning and development domains of:

- Performing and visual arts
- Physical development
- Health

Planning and Integrating Curriculum

- Where is the need for integrated curriculum specifically addressed?
- How is dual language development addressed?
  - As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?

Planning and Integrating Curriculum

- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas?
- How do environments and materials reflect children's language, culture, and family life?

Planning and Integrating Curriculum

- Do environments and materials designed for specific domains show evidence that other domains are also considered?
  - For example, does a book area contain books on healthy habits?
  - Are there books in the home language (s) of children in the program?

Planning and Integrating Curriculum

- Are interactions and strategies used that cut across domains?
  - For example, is dramatic play used during active outdoor time?
  - Are songs or chants related to health used throughout the day?

Wash, wash, wash your hands
Wash them each day
Scrub and scrub and scrub
Scrub the germs away!

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?

Planning and Integrating Curriculum

Integrating Cognitive Development Across the Domains

- Cognitive development is an important domain in many curricula for young children.
- The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development.

Planning and Integrating Curriculum

Integrating Cognitive Development Across the Domains

- Therefore, cognitive development is not a separate domain in either the preschool foundations or the preschool curriculum framework.
- Many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.

Planning and Integrating Curriculum

Integrating Cognitive Development Across the Domains

- Develop your own version of what a cognitive domain might look like in the curriculum framework.
  - Create a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.
- Review the substrands in the *California Preschool Curriculum Framework, Volume 2* and decide which might fit into a cognitive domain.

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Focus of Unit 5 – Key Topic 2

Students explore a curriculum-planning process that includes using the Desired Results Developmental Profile, the *California Preschool Learning Foundations, Volume 2,* and the *California Preschool Curriculum Framework, Volume 2.* Students are provided with questions to consider as they make curriculum decisions in this planning process.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Small group work
- Jigsaw reading
- Note-taking outline or guide
- Shared problem solving
- Reflection—individual
- Class discussion

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Professionalism

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Before You Start

This key topic is designed to help students see how the *California Preschool Curriculum Framework, Volume 2* fits into the planning cycle as defined in Chapter 1. This exercise is limited to the domains in the *California Preschool Curriculum Framework, Volume 2*, although some reflection across other domains is encouraged. There will be an expanded discussion of the planning process across all nine domains upon the release of the *California Preschool Curriculum Framework, Volume 3*.

The active learning in this key topic provides a skeleton discussion and a pattern for using the Desired Results Developmental Profile (DRDP), the preschool learning foundations, and the *California Preschool Curriculum Framework, Volume 2* in the curriculum-planning cycle. The exercise can be used as an introductory experience, or, depending on the experience and education level of students and the course in which it is being used, it can be expanded with more samples and examples. Even as an introduction to using the system and planning cycle for planning, it will most likely require a full three-hour class or session. There are several parts of this key topic that will require time for students to review text and handouts. It is strongly advised that instructors work through this key topic themselves before introducing it to students.

The key topic as written takes students through observation, documentation, discussion, and reflection before introducing the *California Preschool Curriculum Framework, Volume 2* as a resource. This will be review for some students and some classes, but the process will help get students ready to explore how to use the curriculum framework as a resource. The "Active Learning" section takes students through an exploration of DRDP results for an individual child first and then goes on to work with the results for a small group of children. Because a suggested DRDP summary is provided as Handout 2 with the group results, instructors might want to begin with the group results depending on students' comfort with assessment and the DRDP.

Some prior work might be helpful to prepare students for this experience with the curriculum framework in this key topic.

First, Key Topic 3 in Unit 1 of this instructional guide will help students get a firm idea of what is meant by various terms in the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2*. That graphic will be central to the exercise that follows, and it might be worth going through that fairly short and straightforward

exercise in Key Topic 3 before starting the active learning for this key topic. This will give all students the same working definitions and understandings.

Second, the sole key topic for Unit 2 in the *Instructional Guide for the California Preschool Curriculum Framework, Volume 1* can be used to familiarize students with the components of the California Department of Education's Early Learning and Development System. This key topic is available on the Faculty Initiative Project's Web site (http://www.wested.org/facultyinitiative/PCF/index.html - unit2.html).

This system is graphically represented on page 303 of the *California Preschool Curriculum Framework, Volume 1.* Note that the center box is mislabeled in the graphic on page 303 of the 2010 printing. It should read "Learning and Development Foundations." Handout 1, following this key topic, is the corrected version of the graphic.

Several of California Department of Education's early childhood initiatives and publications provide substance for this early learning and development system. Three that are mentioned in the graphic and that are relevant for this key topic are the learning foundations, the curriculum frameworks, and the Desired Results Assessment System. There are several components of the Desired Results Assessment System, but only the Desired Results Developmental Profile (DRDP) will be addressed in this key topic. These three initiatives and publications are brought to bear on the planning process in the following ways:

- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

- The observational assessment (DRDP) provides information regarding how individual children and groups of children are progressing in the different learning and development domains.

- The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

Keep in mind that these parts of California's system are combined with other resources such as additional documentation and published curricular resources to fill out the curriculum-planning process.

This key topic will not address how to administer or score the DRDP. Extensive DRDP resources for trainers, administrators, teachers, and families are online at http://www.wested.org/desiredresults/training/index.htm. The DRDP is included here as part of California's Early Learning and Development system so that students will experience including it in the planning process.

Students will explore contextual information for the planning process, a pattern for considering California Department of Education initiatives and publications in that process, and ideas and questions for reflection. This exploration of the planning process will not provide students with the right answers to the questions that are offered for consideration

and reflection; instead students will have an opportunity to practice the planning process with these questions to consider. It is important to do this work in small groups so that students can experience the process of reflecting with their peers and/or families. The groups will be doing concentrated work and might need fairly intensive support and guidance.

There are four handouts included with this key topic. Electronic versions of these handouts will be available when this instructional guide is online at http://www.wested.org/facultyinitiative.

Information Delivery

Slides 2-4

Discuss California's context for planning, using the components of the California Early Learning and Development System as presented in the corrected version of the graphic on page 303 of the *California Preschool Curriculum Framework, Volume 1*. Handout 1, following this key topic, is the corrected version of the graphic.

Several of California Department of Education's early childhood initiatives and publications provide substance for this system. Three that are relevant here are the Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks.

These are brought to bear on the planning process in the following ways:

- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.
- The observational assessment—Desired Results Developmental Profile (DRDP)—provides information regarding how individual children and groups of children are progressing in the different learning and development domains.
- The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

Active Learning

Slides 5-6

Getting it started

Organize students into groups of three. In each group, assign one student to each of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Let students know that they are going to look more closely at how to use the curriculum framework as a resource in the planning process.

Review the graphic on page 27 of the *California Preschool Curriculum*

Framework, Volume 2 called "The Reflective Curriculum Planning Process." Remind students that this graphic represents an ongoing, cyclical, evolving process. Teachers are continually observing, documenting, reflecting, discussing, and then planning to make adjustments in environments, materials, interactions, and strategies based on what they observe and document.

The first part of the process is observation and documentation. Direct students to the sections entitled "Observe, reflect, document" that begin on page 27 of the *California Preschool Curriculum Framework, Volume 2*. Ask each group to find definitions of the terms "observation" and "documentation" and write them on separate sheets of paper so that they can keep them at hand.

Remind students that observation and documentation are processes; they involve more than just products. These two processes help teachers document a picture of the child and get to know the child's story, which they then can reflect on when they are planning curriculum.

Online Options

Students could individually write short papers that include the definitions of the terms "observation" and "documentation" and examples of documentation. They then post their papers and review those of their classmates. After reviewing them, students can revise their own definitions and examples. Upon instructor's recommendation, these revised papers can then be resource tools for students in their work.

Now ask students to find examples in the text of ways to document and ask them to write them on their sheets of paper. Ask them to add any other methods that they have used, seen, or heard of.

Next, ask students to read both vignettes on pages 27–29 and find where the DRDP comes into the process. Point out that the DRDP is used in two ways:

- As the teacher in the vignettes observes the children, she or he recognizes some behavior as evidence of progress for a few children on some DRDP measures.
- Documentation could be used to support a teacher's periodic assessment of a child's progress using the DRDP.

The next part of the process is discussion and reflection. This step involves looking at documentation, reflecting on it, and discussing it with coworkers. This is an ongoing process, and, periodically in this process, the DRDP is brought in for discussion about what curricular adjustments its results indicate might be made. Remind students that the DRDP is a measurement tool based on samples of

observable behaviors in each domain. The DRDP is one of many sources for curricular decisions.

Keeping it Going

Slide 7

The following three steps are to guide students in practicing using the DRDP, foundations, and framework in the planning process. If you have sample documentation available from previous work or other sources, it could be used along with the DRDP Rating Record provided here.

Step 1

Slide 8

We do not have specific documentation samples to work from, but let's look at the DRDP and see what we can learn from that.

Sample documentation is available for downloading at http://www.wested.org/desiredresults/training/resource_drdp.htm - pstools, but it is related to scoring the DRDP from documentation and could be used here only to see what documentation would look like that relates to DRDP use. If scored, it will not match the sample DRDP provided here.

Ask the students to remain in their groups and ask them to review the sample DRDP Rating Record of an individual child that is provided as Handout 2 following this key topic. Then they should consider these questions:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?

Online Options

The sample DRDP Rating Record of an individual child and the questions from Step 1 could be posted online for students to review. Students could then respond to the questions in Step 1 online and post their responses for instructor review. Or students could review their classmates' responses and be prepared to discuss them in a class session.

Step 2

Slide 9

Next, direct students to the foundations to explore areas of development that can be supported or strengthened. Make sure they consider all three domains in the *California Preschool Learning Foundations, Volume 2*. Ask students to look specifically for their assigned domain, but make sure that each group then discusses all the domains among themselves.

A look at the foundations is included here to get an idea of what we want this child to learn over time. We are using the foundations here as goal-like statements describing key areas of development where we would like to see children make progress. They help us see where children are on a continuum of development, where they are headed, and how we can support that.

It is helpful if students have previously explored the foundations, but the Appendix, on pages 103-112 of the C*alifornia Preschool Learning Foundations, Volume 2* can help them think through where they might like to see this child make progress.

Point out to students that they will not find exact mapping of the DRDP onto the foundations. Physical development and health are domains in the DRDP, but the measures are not entirely identical to the content of those domains in the foundations. Students should be looking for developmental areas and then the foundations to identify knowledge and skills that curriculum planning should aim to support. This will require thinking across what is represented on the DRDP and how this relates to the foundations in the *California Preschool Curriculum Framework, Volume 2*

Ask students to think about these questions:

- What strands and substrands in each domain will be important for supporting this child's learning and development?

- What might be some later-developing areas that we can intentionally plan to support?

Step 3

Slide 10

Now it is time to use the curriculum framework as a resource to find ways to support development in those designated substrands. It is very important here for students to understand that they will not find specific foundations in the curriculum framework but will see guidance for supporting children's progress within domains, strands, and substrands.

Next, in their groups, direct students to go to the *California Preschool Curriculum Framework, Volume 2* and ask each student to look in his or her previously assigned domain for suggested environments and materials that might be helpful to this child. As they do this, ask them to consider how suggestions from one domain would support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*. For example, how could environments and materials suggested in the visual and performing arts domain support development in the physical development domain as well? Health domain? Encourage this cross-domain thinking as much as possible.

Then, ask students to look for interactions and strategies that might be helpful to this child. Again, as they do this, ask them to consider how suggestions from one domain would support development in another domain. For example, how could interactions and strategies suggested in the physical development domain support development in visual and performing arts? Health? As with the environments and materials, encourage this cross-domain thinking as much as possible.

Slides 11-14

Taking it further

Repeat this process with the DRDP "Group Data Summary" provided following this key topic as Handout 3. Remind them that, as with the individual child data, the DRDP is reviewed along with other observations and documentation. The DRDP comes into the process only periodically, but we are using it here so we can see how the pieces of the California Early Learning and Development System work together. Handout 4, included with this key topic, provides a possible summary of what these group results suggest. This is intended as a guide for thinking about the results. Students might have some different ideas about what the results suggest. Because of the nature of the DRDP, results might suggest work on domains that are in Volume 1 of the *California Preschool Learning Foundations* and Volume 1 of the *California Preschool Curriculum Framework*. This might be puzzling to students but is a good indication of the way curriculum support can be developed around multiple domains and might elicit some thoughts about how to work across domains. Handout 4, included with this key topic, will take them through the questions that follow, with suggested responses, and prepare students for using the framework as a resource for planning.

As they did in Step 1 for the individual child, have students begin by asking these questions:

- Overall, what do you see about this small cluster of children?
- Where are there strengths that can be enhanced?
- Where are there specific areas that need support to encourage progress?

Then continue the process by looking through the foundations as you did for the individual child, and then go on to the curriculum framework.

Again ask students to work in their groups of three and go to the *California Preschool Curriculum Framework, Volume 2* for suggested environments and materials that might be helpful for this cluster of children and to look across domains wherever possible, as they did with the individual child profile. Then ask students to look for interactions and strategies that might be helpful for this cluster of children and, again, to look across domains as much as possible.

Slides 15-16

Putting it together

Go back to the curriculum-planning cycle graphic on page 27 of the *California Preschool Curriculum Framework, Volume 2* and remind students that this is an ongoing, cyclical, evolving process. Once they have found guidance in the curriculum framework, decisions are made about how to implement these intentional adjustments, and then the cycle begins again.

Close this exercise by posing these questions:

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the *California Preschool Curriculum Framework, Volume 2* as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?

Reflection

Slide 17

The following questions can be addressed as a journaling exercise or as a class discussion:

- What ideas stood out for you today?
- What has been most helpful?
- Where are there still challenges?
- What do you need to do to fill in any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 2* as a resource for curriculum planning?

Deeper Understanding

Slides 18-19

This learning experience has asked students to work across documents and across domains. This has been designed to promote curriculum that is integrated across domains. Ask students to review the eight overarching principles that guided the development of the *California Preschool Curriculum Framework, Volume 2*, as well as the rationales for these overarching principles. These begin on page 5 of the curriculum framework. Go through these overarching principles one at a time and ask students to find statements in the rationale paragraphs that tell or suggest how this principle relates to integrated curriculum. As instructors go through the overarching principles, point out to students how foundational these eight overarching principles are to our daily work with young children.

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 2 – Integrated Planning Using the California's Early Learning and Development System
Handout 1 – California's Early Learning and Development System

Desired Results Developmental Profile—Preschool© (2010)

DRDP-PS© (2010)

Rating Record

Date of assessment: April 4, 2010 Child: any child Observer: teacher A

Classroom: Blue room Site: Center Street Agency: ABC

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	DOMAIN: Self and Social Development (SSD)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
1	SSD1:	Identity of self			X				
2	SSD2:	Recognition of own skills and accomplishments				X			
3	SSD3:	Expressions of empathy			X				
4	SSD4:	Impulse control			X				
5	SSD5:	Taking turns		X					
6	SSD6:	Awareness of diversity in self and others			X				
7	SSD7:	Relationships with adults			X				
8	SSD8:	Cooperative play with peers		X					
9	SSD9:	Socio-dramatic play				X			
10	SSD10:	Friendships with peers			X				
11	SSD11:	Conflict negotiation		X					
12	SSD12:	Shared use of space and materials		X					
PS Measure	**DOMAIN: Language and Literacy Development (LLD)**		**Not yet at first level**	**Developmental Level**				**Emerging**	**Unable to Rate**
				Exploring	Developing	Building	Integrating		
13	LLD1:	Comprehension of meaning			X				
14	LLD2:	Following increasingly complex instructions			X				
15	LLD3:	Expression of self through language				X			
16	LLD4:	Language in conversation			X				
17	LLD5:	Interest in literacy			X				
18	LLD6:	Comprehension of age-appropriate text presented by adults			X				
19	LLD7:	Concepts about print			X				
20	LLD8:	Phonological awareness			X				
21	LLD9:	Letter and word knowledge				X			
22	LLD10:	Emergent writing				X			

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x

Faculty Initiative Project Instructional Guide for the *California Preschool Curriculum Framework, Volume 2*
California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
CDE/Child Development Division and WestEd Center for Child and Family Studies
May be duplicated for educational purposes only.

Desired Results Developmental Profile—Preschool© (2010) DRDP-PS© (2010)

Rating Record

Date of assessment: April 4, 2010 Child: any child Observer: teacher A

Classroom: Blue Room Site: Center Street Agency: ABC

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. ix)

PS Measure	DOMAIN: English Language Development (ELD)	English only language spoken in home	Not yet at first level	Developmental Level: Exploring	Developing	Building	Integrating	Emerging	Unable to Rate
23	ELD1: Comprehension of English (receptive English)	X							
24	ELD2: Self-expression in English (expressive English)	X							
25	ELD3: Understanding and response to English literacy activities	X							
26	ELD4: Symbol, letter, and print knowledge in English	X							
PS Measure	**Domain: Cognitive Development (COG)**		**Not yet at first level**	**Developmental Level: Exploring**	**Developing**	**Building**	**Integrating**	**Emerging**	**Unable to Rate**
27	COG1: Cause and effect				X				
28	COG2: Problem solving				X				
29	COG3: Memory and knowledge					X			
30	COG4: Curiosity and initiative				X				
31	COG5: Engagement and persistence				X				
PS Measure	**DOMAIN: Mathematical Development (MATH)**		**Not yet at first level**	**Developmental Level: Exploring**	**Developing**	**Building**	**Integrating**	**Emerging**	**Unable to Rate**
32	MATH1: Number sense of quantity and counting					X			
33	MATH2: Number sense of mathematical operations				X				
34	MATH3: Classification					X			
35	MATH4: Measurement					X			
36	MATH5: Shapes				X				
37	MATH6: Patterning				X				
PS Measure	**DOMAIN: Physical Development (PD)**		**Not yet at first level**	**Developmental Level: Exploring**	**Developing**	**Building**	**Integrating**	**Emerging**	**Unable to Rate**
38	PD1: Gross motor movement					X			
39	PD2: Balance					X			
40	PD3: Fine motor skills				X				
PS Measure	**Domain: Health (HLTH)**		**Not yet at first level**	**Developmental Level: Exploring**	**Developing**	**Building**	**Integrating**	**Emerging**	**Unable to Rate**
41	HLTH1: Personal care routines					X			
42	HLTH2: Healthy lifestyle				X				
43	HLTH3: Personal safety				X				

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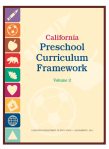

California Department of Education Child Development Division
June 2010

DRDP-PS© (2010) Group Data Summary

Overview Chart

Three Years To Kindergarten

Number of children listed on previous page: 6

Number of children who have ELD ratings: 2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
Domain: SSD – Self and social development						
Percent of ratings at each level for the 13 measures in the SSD domain (including DR4 measures 41 thru 43)	***0%***	***1%***	***26%***	***45%***	***19%***	***91%***
	Numbers rated for each measure					
Measure 1 – Identity of self	0	0	1	4	1	
Measure 2 – Recognition of own skills and accomplishments	0	0	3	3	0	
Measure 3 – Expressions of empathy	0		0	3	3	
Measure 4 – Impulse Control	0	0	0	3	3	
Measure 5 – Taking Turns	0	0	1	3	2	
Measure 6 – Awareness of Diversity in self and others	0	0	0	2	4	
Measure 7 – Relationships with adults	0	0	3	3	0	
Measure 8 – Cooperation play with peers	0	0	3	3	0	
Measure 9 – Socio-dramatic play	0	0	2	4	0	
Measure 10 – Friendships with peers	0	1	4	1	0	
Measure 11 – Conflict negotiation	0	0	1	4	1	
Measure 12 – Shared use of space and materials	0	0	1	3	2	
Domain: LLD - Language and literacy development						
Percent of ratings at each level for the 10 measures in the LLD domain	***0%***	***5%***	***52%***	***43%***	***0%***	**100%**
	Numbers rated for each measure					
Measure 13 – Comprehension of meaning	0	0	3	3	0	
Measure 14 – Following increasingly complex instructions	0	0	0	6	0	
Measure 15 – Expression of self through language	0	0	2	4	0	
Measure 16 – Language in conversation	0	0	2	4	0	
Measure 17 - Interest in literacy	0	0	5	1	0	
Measure 18 – Comprehension of age-appropriate text, presented by adults	0	0	5	1	0	
Measure 19 – Concepts about print	0	0	2	4		
Measure 20 – Phonological awareness	0	1	4	1	0	
Measure 21 – Letter and word knowledge	0	1	4	1	0	
Measure 22 – Emergent writing	0	1	4	1	0	

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California Department of Education Child Development Division
June 2010

DRDP-PS© (2010) Group Data Summary

Overview Chart

Three Years To Kindergarten

Number of children listed on previous page:	6
Number of children who have ELD ratings:	2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
Domain: ELD - English language development						
Percent of ratings at each level for the 4 measures in the ELD domain -- Only for children whose home language is other than English	***0%***	***38%***	***63%***	***0%***	***0%***	**100%**
	Numbers rated for each measure					
Measure 23 – Comprehension of English (Receptive English)	0	1	1	0	0	
Measure 24 – Self expression in English (Expressive English)	0	0	2	0	0	
Measure 25 – Understanding and response to English literacy activities	0	2	0	0	0	
Measure 26 – Symbol, letter, and print knowledge in English	0	0	2	0	0	
Domain: COG - Cognitive Development						
Percent of ratings at each level for the 7 measures in the COG domain	**0%**	**3%**	**24%**	**66%**	**7%**	**100%**
Measure 27 - Cause and effect	0	0	1	4	1	
Measure 28 – Problem solving	0	0	1	5	0	
Measure 29 – Memory and knowledge	0		1	5	0	
Measure 30 – Curiosity and initiative	0	1	3	1	0	
Measure 31 – Engagement and persistence	0	0	1	4	1	
Domain: MATH - Mathmatics Development						
Percent of ratings at each level for the 6 measures in the MATH domain	**0%**	**11%**	**41%**	**49%**	**0%**	**100%**
Measure 32 – Number sense of quantity and counting	0	0	3	4	0	
Measure 33 – Number sense of mathematical operations	0	3	3	0	0	
Measure 34 – Classification	0	0	1	5	0	
Measure 35 – Measurement	0	1	3	2	0	
Measure 36 – Shapes	0	0	2	4	0	
Measure 37 – Patterning	0	0	3	3	0	
Domain: MPD - Motor and perceptual development						
Percent of ratings at each level for the 3 measures in the MPD domain	**0%**	**0%**	**17%**	**72%**	**11%**	**100%**
Measure 38 – Gross motor movement	0	0	0	5	1	
Measure 39 – Balance	0	0	2	4	0	
Measure 40 – Fine motor skills	0	0	1	4	1	
Domain: Included above as part of the SSD domain						
Percent of ratings at each level for the 2 Saftey and Heath measures separately	**0%**	**0%**	**17%**	**83%**	**0%**	**100%**
Measure 41 – Personal care routines	0	0	0	6	0	
Measure 42 – Healthy lifestyle	0	0	0	6	0	
Measure 43 – Personal safety	0	0	3	3	0	

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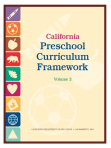


Sample Interpretation of DRDP Results for Completed Group Summary Data Form

First, note that this is a group summary for six children, two of whom have ratings in the English-language development domain. This means that there are two children in this cluster whose home language is other than English; they are young dual language learners.

All scores are aggregated here. That means this is about intentionally considering and planning what can be done to support these six children as a group. There might need to be further intentional planning for any individual child in this group.

The following questions will guide your conversation and reflection on the group summary. In your small group or pair, go through the questions in sequence. Each question is followed by a possible interpretation of the DRDP results. Think about whether or not you agree, disagree, or have additional ideas or comments and be prepared to discuss your decisions and ideas.

Then, consider the questions for curriculum planning across domains and also be prepared to discuss your responses.

1. ***Overall, what do you see about this small cluster of children?***
   Suggested interpretation: This is a group who seem to be mostly at the "Building level," except in the domain of language and literacy development, where they spread between "Developing" and "Building." The two children who are young dual language learners are at "Exploring" and "Developing" levels in their English-language development. There is a range of strengths that can be further supported, and there are some specific areas that can be targeted for support to facilitate progress.

2. ***Where are there strengths that can be enhanced?***
   Suggested interpretation: These six children appear to have good self-identity and awareness of diversity, which might be related. There is also evidence of strength in social-emotional development related to sharing, taking turns, and conflict negotiation. Possibly social-emotional development is emphasized in this program already and might only need to be a continued emphasis. There also might be opportunities to include these strengths in work in other areas, such as health, physical development, or visual and performing arts.

   Motor and perceptual development also appears to be strong, as well as memory and problem solving in cognitive development, along with quantity and counting, shapes, and classification in mathematics. Again, these might be emphases of this program and might need only to be a continued emphasis.

3. ***Where are there specific areas that need support to encourage progress?***
   Suggested interpretation: In social-emotional development, there appears to be a need to encourage friendships. In language and literacy development, there appears to be a need to encourage comprehension, interest in literacy (including response to English literacy), phonological awareness, letter and word knowledge, and emergent writing. In the mathematics domain, there appears to be a need to support number sense of mathematical operations. Personal safety also appears to merit some special attention.

   The strongest supports appear to be needed in language and literacy. With two children in this cluster who are young dual language learners, there will be a need to look at additional support related to their English-language development as all are supported in making progress in language and literacy.

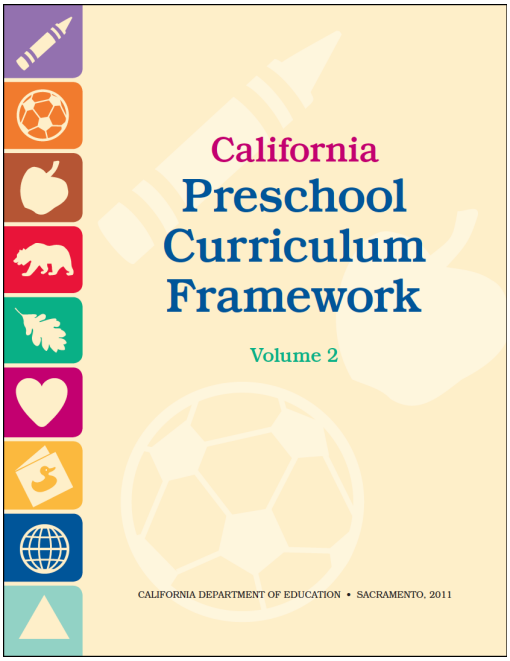
Implications For Curriculum Planning

As you reflect on these results and use the *California Preschool Curriculum Framework, Volume 2* as a resource for integrating curriculum planning across domains, consider these further questions for integrated curriculum planning:

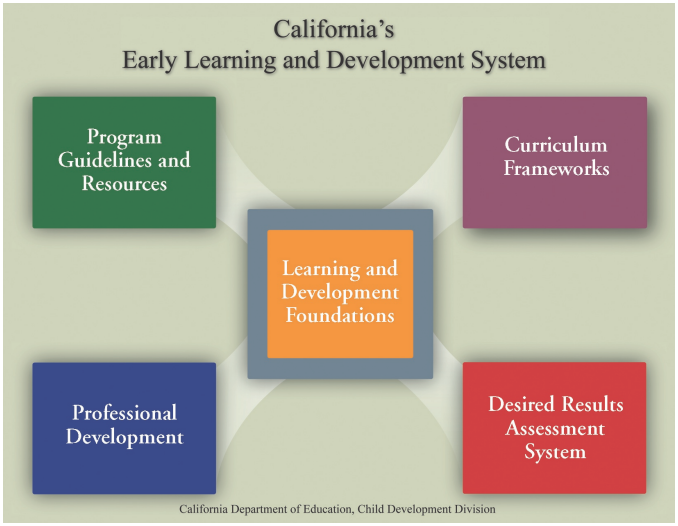
1. How will young dual language learners need to be intentionally supported in developing habits of personal safety?

2. How can number sense and mathematical operations be integrated into curriculum related to the visual and performing arts?

3. How can the strengths in motor and perceptual development be used to support the development of friendships?



Planning and Integrating Curriculum



Planning and Integrating Curriculum

The Desired Results Assessment System, the preschool learning foundations, and the curriculum frameworks are integral to the planning process in the following ways:

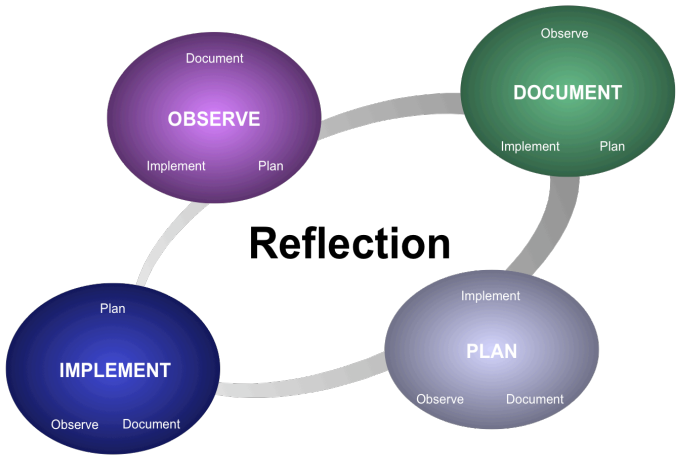
- The learning foundations are goal-like statements in key areas of learning to guide planning. They describe the kind of learning and development we want to support through intentional curriculum planning.

Planning and Integrating Curriculum

- The observational assessment—Desired Results Developmental Profile (DRDP)—provides information regarding how individual children and groups of children are progressing in the different learning and development domains.
- The curriculum framework provides guidance in planning and implementing curriculum that supports children as they progress in their learning and development in each domain.

Planning and Integrating Curriculum

The Reflective Curriculum Planning Process



Planning and Integrating Curriculum

- Observation
- Documentation
- Reflection
- Discussion

Read the vignettes on pages 27–29 and attend to where the DRDP comes into the process.

Planning and Integrating Curriculum

Desired Results Developmental Profile—Preschool© (2010) — **DRDP-PS© (2010)**

Rating Record

Date of assessment: April 4, 2010 Child: any child Observer: teacher IA

Classroom: Blue room Site: Center Street Agency: ABC

Use an unmarked instrument to review the definition and descriptors for each measure to rate the child. Mark the column of the **Developmental Level** the child has mastered. Mark the column **Emerging** if the child is emerging to the next level for a measure. Mark the column **Unable to Rate** in the rare circumstance you are unable to rate a measure. On a separate page(s), record your evidence for each measure. (See instructions for using the Rating Record, p. iix)

PS Measure	DOMAIN: Self and Social Development (SSD)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
1	SSD1:	Identity of self			X				
2	SSD2:	Recognition of own skills and accomplishments				X			
3	SSD3:	Expressions of empathy			X				
4	SSD4:	Impulse control			X				
5	SSD5:	Taking turns		X					
6	SSD6:	Awareness of diversity in self and others			X				
7	SSD7:	Relationships with adults			X				
8	SSD8:	Cooperative play with peers		X					
9	SSD9:	Socio-dramatic play				X			
10	SSD10:	Friendships with peers			X				
11	SSD11:	Conflict negotiation		X					
12	SSD12:	Shared use of space and materials		X					
PS Measure	DOMAIN: Language and Literacy Development (LLD)		Not yet at first level	Developmental Level				Emerging	Unable to Rate
				Exploring	Developing	Building	Integrating		
13	LLD1:	Comprehension of meaning			X				
14	LLD2:	Following increasingly complex instructions			X				
15	LLD3:	Expression of self through language				X			
16	LLD4:	Language in conversation			X				
17	LLD5:	Interest in literacy			X				
18	LLD6:	Comprehension of age-appropriate text presented by adults			X				
19	LLD7:	Concepts about print			X				
20	LLD8:	Phonological awareness			X				
21	LLD9:	Letter and word knowledge				X			
22	LLD10:	Emergent writing				X			

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Planning and Integrating Curriculum

Step 1: Review the sample DRDP Rating Record of an individual child:

- Overall, what do you see about the individual child?
- Where are there strengths that can be enhanced?
- Where are there areas that need specific intentional support to encourage progress?

Planning and Integrating Curriculum

Step 2: Consider the foundations

- What strands and substrands in each domain will be important for supporting this child's learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

Planning and Integrating Curriculum

Step 3: Use the curriculum framework

- In what ways can you support children's progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*?
- What interactions and strategies might be helpful to this child?
- How do suggestions from one domain support development in another domain?

Planning and Integrating Curriculum

DRDP-PS© (2010) Group Data Summary

Overview Chart

Three Years To Kindergarten

Number of children listed on previous page: 6

Number of children who have ELD ratings: 2

	Not Yet at First Level	Exploring	Developing	Building	Integrating	Total level percents
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	Numbers rated for each measure					
Measure 1 – Identity of self	0	0	1	4	1	
Measure 2 – Recognition of own skills and accomplishments	0	0	3	3	0	
Measure 3 – Expressions of empathy	0		0	3	3	
Measure 4 – Impulse Control	0	0	0	3	3	
Measure 5 – Taking Turns	0	0	1	3	2	
Measure 6 – Awareness of Diversity in self and others	0	0	0	2	4	
Measure 7 – Relationships with adults	0	0	3	3	0	
Measure 8 – Cooperation play with peers	0	0	3	3	0	
Measure 9 – Socio-dramatic play	0	0	2	4	0	
Measure 10 – Friendships with peers	0	1	4	1	0	
Measure 11 – Conflict negotiation	0	0	1	4	1	
Measure 12 – Shared use of space and materials	0	0	1	3	2	

Planning and Integrating Curriculum

Step 1: Use the DRDP "Group Data Summary"

- Overall, what do you see about this small cluster of children?
- Where are there strengths that can be enhanced?
- Where are there specific areas that need support to encourage progress?

Planning and Integrating Curriculum

Step 2: Consider the foundations

- What strands and substrands in each domain will be important for supporting this group of children's learning and development?
- What might be some later-developing areas that we can intentionally plan to support?

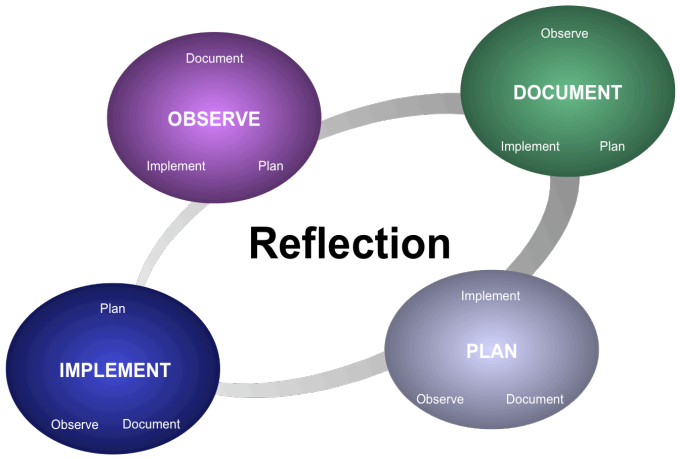
Planning and Integrating Curriculum

Step 3: Use the curriculum framework

- In what ways can you support the children's progress within domains, strands, and substrands?
- How do suggestions for environments and materials from one domain support development in various other domains of the *California Preschool Curriculum Framework, Volume 2*?
- What interactions and strategies might be helpful to this group of children?
- How do suggestions from one domain support development in another domain?

Planning and Integrating Curriculum

The Reflective Curriculum Planning Process



Planning and Integrating Curriculum

- What did you learn about how the California Early Learning and Development System works?
- What did you learn about using the *California Preschool Curriculum Framework, Volume 2* as a resource in the curriculum-planning cycle, as illustrated on page 27 of the curriculum framework?

- What ideas stood out for you today?
- What has been most helpful?
- Where are there still challenges?
- What do you need to do to fill in any gaps in your understanding of the *California Preschool Curriculum Framework, Volume 2* as a resource for curriculum planning?

Planning and Integrating Curriculum

The eight overarching principles in the *California Preschool Curriculum Framework, Volume 2* include:

1. Relationships are central.
2. Play is a primary context for learning.
3. Learning is integrated.
4. Intentional teaching enhances children's learning experiences.

Planning and Integrating Curriculum

5. Family and community partnerships create meaningful relationships connections.
6. Individualization of learning includes all children.
7. Responsiveness to culture and language supports children's learning.
8. Time for reflection and planning enhances learning.

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 3: Integrating English-Language Development Across the Domains

Focus of Unit 5 – Key Topic 3

Students become familiar with ways to support children who are young dual language learners as they plan across domains.

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 key topic. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Development of resource tool
- Observation
- Video observation
- Class discussion

- Interview—community members
- Short report

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 key topics.

- Child Development and Learning
- Culture, Diversity, and Equity
- Family and Community Engagement
- Dual-Language Development
- Observation, Screening, Assessment, and Documentation
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision

Unit 5 – California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum:
Key Topic 3: Integrating English-Language Development Across the Domains

Before You Start

Integrating planning for children who are young dual language learners across the domains in the *California Preschool Curriculum Framework, Volume 2* 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 (http://www.wested.org/facultyinitiative/el_resource.html).

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 exercises 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://www.wested.org/facultyinitiative/pelguide.html. 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 titled *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://www.wested.org/facultyinitiative/links_cde.html.

The practice in this exercise 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 here, 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 all three domains in the *California Preschool Curriculum Framework, Volume 2*.

This exercise will require instructors to preview the suggested vignettes. All the vignettes used are from the "Bringing It All Together" segment of each strand in the *California Preschool Curriculum Framework, Volume 2*. Other vignettes can be used in addition to or instead of those suggested.

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 exercise, 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 still mostly listening and watching.

Having students do this in pairs or small groups will work best, as discussion and collaborative problem solving are important aspects of the process to be practiced in the exercise.

Handout 1, included with this key topic, lists 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://www.wested.org/facultyinitiative.

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/Child Development Division. The term "young dual language learners" is used as an indication of 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.

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Information Delivery

Slides 2-4

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

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?

Active Learning

Slides 5-6

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 2*.

They will be using the vignettes that are part of the "Bringing It All Together" segment for each strand of the three domains in the *California Preschool Curriculum Framework, Volume 2*. Assign these vignettes to students in pairs or small groups, as

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your class size allows. Give students time to find and read through these vignettes from the *California Preschool Curriculum Framework, Volume 2*. The page numbers for the vignettes are provided for each strand:

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

Keeping it going

Slide 7

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

Slide 8

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. Handout 1, included with this key topic, 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 vignette?
- 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.

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.

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.

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

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.

Reflection

Slide 9

Direct students to the reflective questions following each strand in the *California Preschool Curriculum Framework, Volume 2*. 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:

- 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?

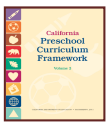
- What can you incorporate into your work now or in the future?

Deeper Understanding

Slide 10

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://www.wested.org/facultyinitiative/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 student and teacher and/or program director read through the checklist, 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.



English-Language Development Interactions and Strategies

Listening

Children Listen with Understanding

1. Model good listening skills.
2. Use the home language for comprehension.
3. Keep messages and directions short when talking with preschool children who are English learners.
4. Teach children how to listen, repeat messages, and ask questions.
5. Have a listening library in the home language and in English.
6. Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English.
7. Use language and literacy activities that contain repetitive refrains.
8. Use running commentary when the child is engaged in an activity.
9. Use multiple methods for scaffolding communication depending on the stage of English-language development of the child.
10. Target both the content and English-language development in every activity.
11. Observe preschool English learners during group time, storybook reading, and in small groups.

Speaking

Children Use Nonverbal and Verbal Strategies to Communicate with Others

1. Learn how to pronounce the child's name as accurately as possible.
2. Learn some key words or phrases in the child's home language.
3. Repeat common phrases slowly and clearly to the child.
4. Allow the child to start slowly.
5. Allow for wait time.
6. Scaffold communication by combining English words with some type of body gesture or visual cue.
7. Be thoughtful about helping children understand what words mean.
8. Plan for vocabulary development.
9. Expand and extend the child's language.
10. Create small groups for book reading.

Children Begin to Understand and Use Social Conventions in English

1. Ask a family member or knowledgeable community resource to share appropriate social conventions for the child's language and culture.
2. Observe the child during drop-off and pick-up for cues.
3. During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families.

Children Use Language to Create Oral Narratives About Their Personal Experiences

1. Listen appreciatively to children's stories.
2. Ask open-ended questions and sustain the conversation over a number of turns.
3. Help children understand idioms.
4. Provide materials that help stimulate talking (or oral narratives as used in the *California preschool Learning Foundations*, page 122).
5. Provide wordless picture books.

Reading

Children Demonstrate Appreciation and Enjoyment of Reading and Literature

1. Expose children enthusiastically to all types of print.
2. Connect literacy to the home culture and community.
3. Build on existing strengths.
4. Use read-alouds.

English-Language Development
Interactions and Strategies (cont.)

Reading (continued)

Children Show an Increasing Understanding of Book Reading

1. Connect print material to children's interests.
2. Invite children to discuss and react to story narratives.
3. Encourage children to dictate, retell, and create their own books.

Children Demonstrate an Understanding of Print Conventions

1. Point out print features during shared reading.
2. Point out print features during shared writing.
3. Equip all learning areas with books and writing materials.
4. Help children create their own books.

Children Demonstrate Awareness That Print Carries Meaning

1. Point out the meaning of print around the classroom and in the community.
2. Have lots of clear print in multiple languages in the environment.
3. Engage children in purposeful writing.

Children Demonstrate Progress in Their Knowledge of the Alphabet in English

1. Have children identify the letters of their own names in any language.
2. Provide English alphabet letters in multiple forms.
3. Read alphabet books in multiple languages.

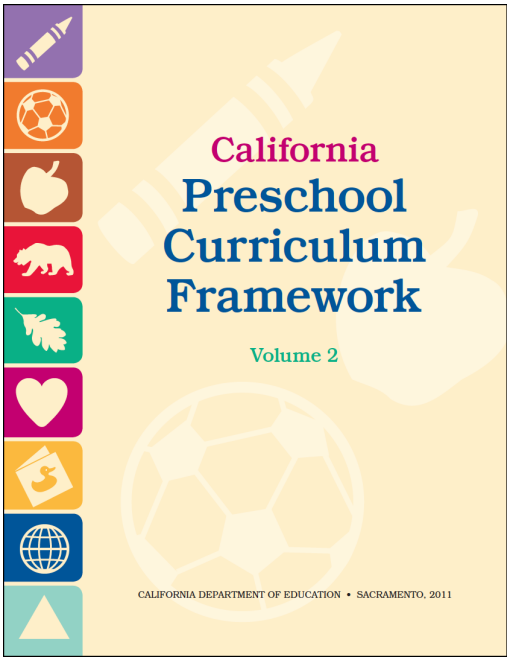
Children Demonstrate Phonological Awareness

1. Sing silly English songs that can be phonetically manipulated.
2. Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
3. Identify and practice English sounds that do not exist in the home language.
4. Use real objects and emphasize syllables and phonemes.
5. Play games that emphasize the first sound of common words.

Writing

Children Use Writing to Communicate Their Ideas

1. Look for opportunities for adult- and peer-mediated conversation about writing by using the child's home language to initiate this discussion.
2. Link writing to listening and speaking so preschool children who are English learners can draw from other language strengths.
3. Focus writing activities on literature.
4. Supply learning areas with writing materials.
5. Have children dictate their own short stories.



Planning and Integrating Curriculum

Integrating English-Language Development Across the Domains

Children who are young dual language learners may need specific adaptations to make instruction effective, including:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

Planning and Integrating Curriculum

Integrating English-Language Development Across the Domains

"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"

(Page 179) *California Preschool Curriculum Framework, Volume 1*

Planning and Integrating Curriculum

Integrating English-Language Development Across the Domains

- 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?

Planning and Integrating Curriculum

Vignettes:

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

Planning and Integrating Curriculum

Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

Planning and Integrating Curriculum

Refer to the English-language development domain section on environments and materials (*California Preschool Curriculum Framework, Volume 1*, pp. 181-183).

- Are any of the recommended environments and materials evident in the vignette?
- If not, how could they be incorporated to support children if they were young dual language learners?
- Do you have any other ideas related to the environments and materials and young dual language learners?

Planning and Integrating Curriculum

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

- 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?

Planning and Integrating Curriculum

Pathways to Cultural Competence Project Program Guide

National Association for the Education of Young Children (2010)

Instructional Methodologies Index

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each Key Topic Preview Page. The instructional methodologies and are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics.

To locate page numbers for each key topic listed in the following index, refer to the instructional guide Table of Contents.

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

	Unit 1: Introduction to the Framework	**Unit 2: Visual and Performing Arts Domain**	**Unit 3: Physical Development Domain**	**Unit 4: Health Domain**	**Unit 5: Framework as a Resource**
Book Report		• Key Topic 5			
Brainstorming • Individual • Small Group • Large Group		• Key Topic 1 • Key Topic 3 • Key Topic 4	• Getting Ready for the Unit • Key Topic 4	• Key Topic 4	
Categorizing		• Key Topic 3 • Key Topic 4	• Key Topic 2 • Key Topic 3 • Key Topic 4	• Key Topic 4	
Class Discussion	• Getting Ready for the Unit • Key Topic 1 • Key Topic 3	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4	• Key Topic 1 • Key Topic 2 • Key Topic 3
Class Presentation • Demonstration • Oral Presentation • Presentation • Panel Presentation	• Key Topic 1 • Key Topic 2	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4	• Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	

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Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

	Unit 1: Introduction to the Framework	Unit 2: Visual and Performing Arts Domain	Unit 3: Physical Development Domain	Unit 4: Health Domain	Unit 5: Framework as a Resource
Conversation Grid		• Key Topic 1			
Creation of a Visual Representation	• Getting Ready for the Unit	• Key Topic 4	• Getting Ready for the Unit • Key Topic 1 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 4	
Development of Resource Tool	• Key Topic 1	• Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 3
Game		• Key Topic 4	• Key Topic 4	• Key Topic 4	
Interviews • Community Members • Parents • Teacher		• Key Topic 2 • Key Topic 3 • Key Topic 4	• Key Topic 2 • Key Topic 4	• Key Topic 4	• Key Topic 1 • Key Topic 3
Jigsaw Reading	• Key Topic 1 • Key Topic 2			• Key Topic 5	• Key Topic 2 • Key Topic 3
Lecture		• Key Topic 1 • Key Topic 2 • Key Topic 4	• Getting Ready for the Unit • Key Topic 4	• Key Topic 4	

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

	Unit 1: Introduction to the Framework	Unit 2: Visual and Performing Arts Domain	Unit 3: Physical Development Domain	Unit 4: Health Domain	Unit 5: Framework as a Resource
Literature Review		• Key Topic 5	• Key Topic 2 • Key Topic 3 • Key Topic 5		
Note-Taking Outline or Guide		• Key Topic 1	• Key Topic 1 • Key Topic 2		• Key Topic 2
Observation • Classroom	• Key Topic 2	• Key Topic 2	• Key Topic 2		• Key Topic 1 • Key Topic 3
Pairs Work and Discussion in Pairs	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Keu Topic 3	• Key Topic 2 • Key Topic 4	• Getting Ready for the Unit • Key Topic 1 • Key Topic 4	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 3
Panel/Guest Speaker	• Key Topic 2 • Key Topic 3	• Key Topic 4	• Key Topic 2 • Key Topic 4	• Key Topic 4	• Key Topic 1
Peer Review and Feedback	• Key Topic 2	• Key Topic 3	• Key Topic 1		

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Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

	Unit 1: Introduction to the Framework	**Unit 2: Visual and Performing Arts Domain**	**Unit 3: Physical Development Domain**	**Unit 4: Health Domain**	**Unit 5: Framework as a Resource**
Photograph • Observation • Environments		• Key Topic 2			
Problem Solving					• Key Topic 2
Reflection • Personal • Individual • Large Group	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 5	• Key Topic 1 • Key Topic 2
Reflective Discussion • Individual • Small Group • Large Group	• Key Topic 2	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 4 • Key Topic 5	
Role-Playing				• Key Topic 1 • Key Topic 3	

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Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

	Unit 1: Introduction to the Framework	Unit 2: Visual and Performing Arts Domain	Unit 3: Physical Development Domain	Unit 4: Health Domain	Unit 5: Framework as a Resource
Short Paper or Report	• Key Topic 3	• Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 4 • Key Topic 5	• Key Topic 3
Small Group Work	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 2 • Key Topic 3
Video Observation			• Key Topic 1		• Key Topic 1 • Key Topic 3

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Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

To support faculty in deciding how and where they can best use the *California Preschool Curriculum Framework, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each unit in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its website: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

Appendix A is a listing of the suggested CAP lower division eight courses for all units and key topics in this instructional guide with the addition of the student learning outcomes, objectives, and examples of course content and topics. These SLOs are organized by the CAP core lower division early childhood courses.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topic learning experiences in this instructional guide.

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, and Development	**Unit 1, Introduction to Framework**
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	• Unit 1, Key Topic 2
Identify cultural, economic, political, historical contexts affect children's development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Key Topic 2

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.

May be duplicated for educational purposes only.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community	**Unit 1, Introduction to Framework**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	• Unit 1, Getting Ready for the Unit
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	• Unit 1, Key Topic 2
Identify and evaluate community support services and agencies available to families and children.	
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 2

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Unit 1, Introduction to Framework**
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Unit 1, Introduction to Framework**
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Develop one's teaching philosophy and professional goals.	
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Unit 1, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Unit 1, Introduction to Framework**
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Unit 1, Introduction to Framework**
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	
Identify health, safety, and environmental risks in children's programs.	
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Unit 1, Introduction to Framework**
Critique the multiple impacts on young children's social identity.	
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Unit 1, Introduction to Framework**
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Unit 1, Key Topic 2
Critically assess one's own teaching experiences to guide and inform practice.	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, And Development	**Unit 2, Visual and Performing Arts**
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	• Unit 2, Getting Ready for the Unit
Identify cultural, economic, political, historical contexts affect children's development.	
Identify and compare major theoretical frameworks related to the study of human development.	• Unit 2, Key Topic 5
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development.	• Unit 2, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, And Community	**Unit 2, Visual and Performing Arts**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	
Identify and evaluate community support services and agencies available to families and children.	• Unit 2, Key Topic 4
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Key Topic 4

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Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Unit 2, Visual and Performing Arts**
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 5
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 3 • Unit 2, Key Topic 4
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 2
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	• Unit 2, Key Topic 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

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Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Unit 2, Visual and Performing Arts**
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 2 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5
Develop one's teaching philosophy and professional goals.	
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Unit 2, Key Topic 1
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	• Unit 2, Key Topic 3
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Unit 2, Key Topic 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

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Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Unit 2, Visual and Performing Arts**
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	• Unit 2, Key Topic 2
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	• Unit 2, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Key Topic 2 • Unit 2, Key Topic 4

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Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Unit 2, Visual and Performing Arts**
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	• Unit 2, Key Topic 5
Identify health, safety, and environmental risks in children's programs.	
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Key Topic 5

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Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Unit 2, Visual and Performing Arts**
Critique the multiple impacts on young children's social identity.	
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	• Unit 2, Key Topic 4
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	• Unit 2, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 4

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Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Unit 2, Visual and Performing Arts**
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 2 • Unit 2, Key Topic 4
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Unit 2, Key Topic 3
Critically assess one's own teaching experiences to guide and inform practice.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 5
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, And Development	**Unit 3, Physical Development**
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 5
Identify cultural, economic, political, historical contexts affect children's development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	• Unit 3, Key Topic 5
Differentiate characteristics of typical and atypical development.	• Unit 3, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 4 • Unit 3, Key Topic 5

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.

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Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, And Community	**Unit 3, Physical Development**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	• Unit 3, Key Topic 4
Identify and evaluate community support services and agencies available to families and children.	
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	• Unit 3, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 4

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Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Unit 3, Physical Development**
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 5
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 3, Key Topic 3 • Unit 3, Key Topic 4
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	• Unit 3, Key Topic 2
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 2 • Unit 3, Key Topic 3 • Unit 3, Key Topic 4 • Unit 3, Key Topic 5

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Unit 3, Physical Development**
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	• Unit 3, Key Topic 1 • Unit 3, Key Topic 4 • Unit 3, Key Topic 5
Develop one's teaching philosophy and professional goals.	• Unit 3, Getting Ready for the Unit
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 3, Key Topic 2 • Unit 3, Key Topic 3
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	• Unit 3, Key Topic 3
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 2 • Unit 3, Key Topic 3 • Unit 3, Key Topic 4 • Unit 3, Key Topic 5

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Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Unit 3, Physical Development**
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	• Unit 3, Key Topic 1 • Unit 3, Key Topic 2
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	• Unit 3, Key Topic 5
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Key Topic 1 • Unit 3, Key Topic 2 • Unit 3, Key Topic 5

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Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Unit 3, Physical Development**
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	• Unit 3, Getting Ready for the Unit
Identify health, safety, and environmental risks in children's programs.	
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	• Unit 3, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 4

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Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Unit 3, Physical Development**
Critique the multiple impacts on young children's social identity.	
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 4
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 4

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Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Unit 3, Physical Development**
Integrate understanding of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Unit 3, Key Topic 1 • Unit 3, Key Topic 2 • Unit 3, Key Topic 5
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 4
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Unit 3, Key Topic 3
Critically assess one's own teaching experiences to guide and inform practice.	• Unit 3, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 3, Getting Ready for the Unit • Unit 3, Key Topic 1 • Unit 3, Key Topic 2 • Unit 3, Key Topic 3 • Unit 3, Key Topic 4 • Unit 3, Key Topic 5

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, and Development	**Unit 4, Health**
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5
Identify cultural, economic, political, historical contexts affect children's development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	• Unit 4, Key Topic 5
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.

May be duplicated for educational purposes only.

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, and Community	**Unit 4, Health**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	• Unit 4, Key Topic 1 • Unit 4, Key Topic 4
Identify and evaluate community support services and agencies available to families and children.	
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Key Topic 1 • Unit 4, Key Topic 4

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Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Unit 4, Health**
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	• Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 5
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	• Unit 4, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Unit 4, Health**
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5
Develop one's teaching philosophy and professional goals.	
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 4, Key Topic 2
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	• Unit 4, Key Topic 3
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Unit 4, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5

May be duplicated for educational purposes only.

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Unit 4, Health**
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	• Unit 4, Key Topic 5
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Key Topic 5

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Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Unit 4, Health**
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	• Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3
Identify health, safety, and environmental risks in children's programs.	• Unit 4, Key Topic 1 (Subtopic 3) • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 (Subtopic 2)
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	• Unit 4, Key Topic 3 • Unit 4, Key Topic 5
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	• Unit 4, Key Topic 1 • Unit 4, Key Topic 3
Discuss the value of collaboration with families and the community.	• Unit 4, Getting Ready • Unit 4, Key Topic 4 (Subtopic 3)
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Unit 4, Health**
Critique the multiple societal impacts on young children's social identity.	
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Unit 4, Key Topic 4
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	• Unit 4, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 4

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Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Unit 4, Health**
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 5
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 4, Key Topic 3 • Unit 4, Key Topic 4
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Unit 4, Key Topic 3
Critically assess one's own teaching experiences to guide and inform practice.	• Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 4, Getting Ready for the Unit • Unit 4, Key Topic 1 • Unit 4, Key Topic 2 • Unit 4, Key Topic 3 • Unit 4, Key Topic 4 • Unit 4, Key Topic 5

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Growth, and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Growth, And Development	**Unit 5, Framework as a Resource**
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	
Identify cultural, economic, political, historical contexts affect children's development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Child, Family, and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Child, Family, And Community	**Unit 5, Framework as a Resource**
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	
Describe effective strategies that empower families and encourage family involvement in children's development.	
Identify and evaluate community support services and agencies available to families and children.	
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Introduction to Curriculum	**Unit 5, Framework as a Resource**
Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.	• Unit 5, Key Topic 3
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 5, Key Topic 3
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	• Unit 5, Key Topic 1
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2 • Unit 5, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Principles and Practices of Teaching Young Children	**Unit 5, Framework as a Resource**
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	
Develop one's teaching philosophy and professional goals.	
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 5, Key Topic 1 • Unit 5, Key Topic 3
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2 • Unit 5, Key Topic 3

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CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Observation and Assessment	**Unit 5, Framework as a Resource**
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	• Unit 5, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2 • Unit 5, Key Topic 3

May be duplicated for educational purposes only.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Health, Safety, and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Health, Safety, and Nutrition	**Unit 5, Framework as a Resource**
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	
Identify health, safety, and environmental risks in children's programs.	
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	

May be duplicated for educational purposes only.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Teaching in a Diverse Society	**Unit 5, Framework as a Resource**
Critique the multiple impacts on young children's social identity.	
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	• Unit 5, Key Topic 3
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 5, Key Topic 3

May be duplicated for educational purposes only.

CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) *Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.*	**Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed**
Course: Practicum-Field Experience	**Unit 5, Framework as a Resource**
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 5, Key Topic 3
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	
Critically assess one's own teaching experiences to guide and inform practice.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 5, Key Topic 1 • Unit 5, Key Topic 2 • Unit 5, Key Topic 3

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Appendix A

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Curriculum Framework, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Curriculum Framework, Volume 2* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit and domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide key topics are indexed first by *California Preschool Curriculum Framework, Volume 2* units and domains then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

Unit 1
Chapter 1: Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family, and Community

Student Learning Outcomes:

- Assess the impact of educational, political, and socioeconomic factors on children and families.

Objectives:

- Identify appropriate community resources that support children and families including at risk populations.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research

Course: Introduction to Curriculum – Continued

Content and Topics - Continued:

- Strategies for family involvement
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

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Course: Health, Safety and Nutrition -- Continued

Student Learning Outcomes -- Continued:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning**.**

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti□bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
- The teacher as model: self- knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

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Course: Practicum-Field Experience - Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 1 - Chapter 1: Introduction to the Framework
Key Topic 1 – Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 2*

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

May be duplicated for educational purposes only.

Course: Introduction to Curriculum – Continued

Objectives – Continued:

- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

May be duplicated for educational purposes only.

Course: Observation and Assessment -- Continued

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning**.**

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti□bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society -- Continued

Content and Topics -- Continued:

- The teacher as model: self- knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 1 - Chapter 1: Introduction to the Framework
Key Topic 2 – Getting to Know the Eight Overarching Principles

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

May be duplicated for educational purposes only.

Course: Child, Growth, and Development -- Continued

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.

Content and Topics:

- Investigative research methods:
    - interviews
    - surveys
    - observation
    - documentation
    - analysis
    - presentation of findings
    - ethics, bias, and validity of research

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

May be duplicated for educational purposes only.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- Characteristics and roles of an effective teacher in an early childhood setting
- Importance of positive teacher-child relationships and interactions
- Quality indicators of programs (e.g., accreditation, assessment tools)

May be duplicated for educational purposes only.

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC's position statement on assessment)
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti□bias approaches to all curriculum arenas, materials, activities, goals, assessment

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society – Continued

Content and Topics -- Continued:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
- The teacher as model: self-knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play□based learning experiences.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Written curriculum planning
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation

May be duplicated for educational purposes only.

Course: Practicum-Field Experience -- Continued

Content and Topics -- Continued:

- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 1 - Chapter 1: Introduction to the Framework
Key Topic 3 – Getting to Know the Curriculum-Planning Cycle

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Demonstrate ability to document curriculum-planning process with written curriculum plans.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Demonstrate basic observational skills.

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives -- Continued:

- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- Essentials of program planning and the interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments
- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society – Continued

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural and linguistic appropriateness.

Content and Topics:

- The teacher as model: self-knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.
- Utilize an appropriate recordkeeping system to document, assess and track children's progress.

Content and Topics:

- Authentic assessment and documentation
- Self reflection and self-assessment through team collaboration and portfolio documentation
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation
- California State Learning Standards and tools

May be duplicated for educational purposes only.

Unit 2
Chapter 2: Visual and Performing Arts Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children -- Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children's books and media to support identity development and anti□bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices.
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- California State Learning Standards and tools

May be duplicated for educational purposes only.

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 1 – Organization and Rationale of the Visual and Performing Arts Domain

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics - Continued:

- The importance of developmentally, culturally, linguistically appropriate practice
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 2 – Getting to Know Environments and Materials That Support the Visual and Performing Arts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Course: Introduction to Curriculum -- Continued

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Play as a vehicle for development and learning
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

May be duplicated for educational purposes only.

Course: Observation and Assessment – Continued

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Observation as part of the on-going process of curriculum and planning that support all children

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Adaptations for children with diverse abilities, learning styles, and temperaments
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 3 – Getting to Know Interactions and Strategies That Support the Visual and Performing Arts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

May be duplicated for educational purposes only.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Innovative and best practices in teaching
- Content areas (math, science, literacy, social studies, creative arts)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- Importance of positive teacher-child relationships and interactions

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Course: Child, Growth, and Development -- Continued

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Identify and evaluate community support services and agencies available to families and children.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families.

Content and Topics:

- Community agencies, referral systems, procedures and availability of specialized services and support for families and children including at-risk populations

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children -- Continued

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Applying developmentally-appropriate practices to normative an atypical development

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Role of assessment in intervention

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, family groupings, culture, language, and all "isms"

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally, and linguistically appropriate play-based learning experiences.

May be duplicated for educational purposes only.

Course: Practicum-Field Experience -- Continued

Content and Topics:

- Adaptations for children with diverse abilities, learning styles, and temperaments
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 5 – Exploring the Research Highlights of the Visual and Performing Arts Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Identify and compare major theoretical frameworks related to the study of human development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Investigative research methods:
    - interviews
    - surveys
    - observation
    - documentation
    - analysis
    - presentation of findings
    - ethics, bias, and validity of research
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
    - Infant and toddler development.
    - Play-years development.
    - Middle childhood development.
    - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Physical fitness

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- California State Learning Standards and tools

Unit 3
Chapter 3: Physical Development Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Examine and evaluate the importance of the early years.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Teachers' and caregivers' influences on children and families
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Develop one's teaching philosophy and professional goals.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Addressing the needs of the "whole child" in (physical, cognitive, social, and emotional)
- Developing philosophy of Early Childhood

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Examine and propose strategies to challenge prevailing misconceptions.

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences, and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies, and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- California State Learning Standards and tools

May be duplicated for educational purposes only.

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 1 – Organization and Rationale of the Physical Development Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate, and supports the development of all young children.

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives - Continued:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across Curriculum
- Environment as a teaching and learning tool

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 2 – Getting to Know Environmental Factors That Support Physical Development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Course: Introduction to Curriculum -- Continued

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.

Content and Topics:

- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.

Objectives:

- Integrate content areas and opportunities for development across the curriculum.

May be duplicated for educational purposes only.

Course: Practicum-Field Experience -- Continued

Content and Topics:

- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 3 – Getting to Know Interactions and Strategies That Support Physical Development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.

Content and Topics:

- Importance of positive teacher-child relationships and interactions

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Introduction to the developmental process
- The role and influence of family and caregivers

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families,
- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.

Content and Topics:

- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

May be duplicated for educational purposes only.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally, and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Special considerations for infants and toddlers, children with special needs, medical needs and interventions
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

May be duplicated for educational purposes only.

Course: Teaching in a Diverse Society -- Continued

Objectives:

- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 5 – Exploring the Research Highlights of the Physical Development Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Investigative research methods:
    - interviews
    - surveys
    - observation
    - documentation
    - analysis
    - presentation of findings
    - ethics, bias, and validity of research

May be duplicated for educational purposes only.

Course: Child, Growth, and Development -- Continued

Content and Topics - Continued:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development.
  - Play-years development.
  - Middle childhood development.
  - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Differentiation between subjective and objective data collection and recording
- Linkage between child development theory and research to observation and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Course: Practicum-Field Experience -- Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

Unit 4
Chapter 4: Health Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Course: Principles and Practices of Teaching Young Children -- Continued

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children's books and media to support identity development and anti□bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across Curriculum
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain
Key Topic 1 – Organization and Rationale of the Health Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Course: Child, Growth, and Development -- Continued

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling, and the community.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards.

May be duplicated for educational purposes only.

Course: Principles and Practices of Teaching Young Children -- Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.
- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Creating safe environments, safety management, and injury prevention and care
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 4 - Chapter 4: Health Domain
Key Topic 2 – Getting to Know Environments and Materials That Support Health

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.

May be duplicated for educational purposes only.

Course: Health, Safety and Nutrition -- Continued

Objectives - Continued:

- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Creating safe environments, safety management, and injury prevention and care
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain
Key Topic 3 – Getting to Know Interactions and Strategies That Support Health

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching

May be duplicated for educational purposes only.

Course: Introduction to Curriculum -- Continued

Content and Topics - Continued:

- Content areas (math, science, literacy, social studies, creative arts)
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting
- Essentials of program planning and the interrelationship of planning, observation, and assessment
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.
- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures including various health assessment tools and policies.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Written curriculum planning
- Content Areas
  a. Language
  b. Literacy
  c. Math
  d. Science
  e. Social Studies
  f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain
Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.

Course: Child, Growth, and Development -- Continued

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - Infant and toddler development
  - Play-years development
  - Middle childhood development
  - Adolescent development
- The role and influence of family and caregivers

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families,
- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.

Content and Topics:

- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally, and linguistically appropriate and supports the development of all young children.

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Course: Principles and Practices of Teaching Young Children – Continued

Objectives - Continued:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Special considerations for infants and toddlers, children with special needs, medical needs and interventions
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

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Course: Practicum-Field Experience -- Continued

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments

Unit 4 - Chapter 4: Health Domain
Key Topic 5 – Exploring the Research Highlights of the Health Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Investigative research methods:
    - interviews
    - surveys
    - observation
    - documentation
    - analysis
    - presentation of findings
    - ethics, bias, and validity of research
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
    - Infant and toddler development.
    - Play-years development.
    - Middle childhood development.
    - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

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Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Differentiation between subjective and objective data collection and recording
- Linkage between child development theory and research to observation and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

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Unit 5: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 1: Three Lenses for Viewing Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Demonstrate ability to document curriculum planning with written curriculum plans.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- Essentials of program planning and The interrelationship of planning, observation, and assessment
- Developing philosophy of Early Childhood

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Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments
- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual language learners, children at risk for failure, and children with special needs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Written curriculum planning
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation
- Integration of content areas across curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 5: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Course: Introduction to Curriculum

Student Learning Outcomes:
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

Content and Topics:
- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Effective use of learning centers and integrated curriculum
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:
- Applying developmentally-appropriate practices to normative and atypical development
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:
- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:
- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments

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Course: Observation and Assessment -- Continued

Content and Topics - Continued:

- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual language learners, children at risk for failure, and children with special needs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Written curriculum planning
- Ongoing Curriculum Development Cycle
  a. Observation
  b. Planning
  c. Implementation
  d. Evaluation
  e. Documentation
- Integration of content areas across curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 5: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
Key Topic 3: Integrating English-Language Development Across the Domains

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Strategies for family involvement
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social/emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Identify and evaluate logistical challenges, biases and preconceptions about assessing children.

Content and Topics:

- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Course: Teaching in a Diverse Society -- Continued

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies, and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Present and evaluate a variety of developmentally, culturally, and linguistically appropriate play-based learning experiences.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments

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Appendix B

The Foundations

Visual and Performing Arts

Visual Art

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and explain her or his ideas in some detail.

2.0 Develop Skills in Visual Art

2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.

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2.0 Develop Skills in Visual Art *(Continued)*

At around 48 months of age	*At around 60 months of age*
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.
2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.

3.0 Create, Invent, and Express Through Visual Art

3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.

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Music

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.

2.0 Develops Skills in Music

2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and entire songs alone and with others in wider ranges of pitch.

3.0 Create, Invent, and Express Through Music

3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.

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Drama

1.0 Notice, Respond, and Engage

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.

2.0 Develop Skills to Create, Invent, and Express Through Drama

2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role-play skills with increased imagination and creativity.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.

Dance

1.0 Notice, Respond, and Engage

1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to instruction of more than one skill at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.

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2.0 Develop Skills in Dance

At around 48 months of age	*At around 60 months of age*
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.

3.0 Create, Invent, and Express Through Dance

3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.

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Physical Development

Fundamental Movement Skills

1.0 Balance

At around 48 months of age	*At around 60 months of age*
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.

2.0 Locomotor Skills

2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.

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3.0 Manipulative Skills

At around 48 months of age	*At around 60 months of age*
3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills by using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.

Perceptual–Motor Skills and Movement Concepts

1.0 Body Awareness

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.

2.0 Spatial Awareness

2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people's space when locating or relating to other people or objects in space.

3.0 Directional Awareness

3.1 Distinguish movements that are up and down and to the side of the body (for example, understands "use that side, now the other side").	3.1 Begin to understand and distinguish between the sides of the body.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.

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3.0 Directional Awareness *(Continued)*

At around 48 months of age	*At around 60 months of age*
3.3 Can place an object on top of or under something with some accuracy.	3.3 Can place an object or own body in front of, to the side, or behind something else with greater accuracy.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.

Active Physical Play

1.0 Active Participation

At around 48 months of age	*At around 60 months of age*
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.

2.0 Cardiovascular Endurance

2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.

3.0 Muscular Strength, Muscular Endurance, and Flexibility

3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.

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Health

Health Habits

1.0 Basic Hygiene

At around 48 months of age	*At around 60 months of age*
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.

2.0 Oral Health

2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.

3.0 Knowledge of Wellness

3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.

4.0 Sun Safety

4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.

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Safety

1.0 Injury Prevention

At around 48 months of age	*At around 60 months of age*
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.
1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.

Nutrition

1.0 Nutrition Knowledge

At around 48 months of age	*At around 60 months of age*
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

2.0 Nutrition Choices

2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.

3.0 Self-Regulation of Eating

3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.

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Appendix C

Related Links and Resources

CDE/ECE Faculty Initiative Project
http://www.wested.org/facultyinitiative

WestEd
http://www.wested.org

Instructional Guides from the Faculty Initiative Project

Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, Second Edition
http://www.wested.org/facultyinitiative/pelguide.html

Instructional Guide for the California Preschool Learning Foundations, Volume 1
http://www.wested.org/facultyinitiative/plf.html

Instructional Guide for the California Preschool Curriculum Framework, Volume 1
http://www.wested.org/facultyinitiative/PCF/index.html

Instructional Guide for the California Preschool Learning Foundations, Volume 2
http://www.wested.org/facultyinitiative/PLFv2/index.html

Instructional Guide for the California Preschool Curriculum Framework, Volume 2
Will be made available on the Faculty Initiative Project Web site in Summer 2013

Publications

California Preschool Curriculum Framework, Volume 1 (2010) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf

California Preschool Curriculum Framework, Volume 2 (2010) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf

California Preschool Learning Foundations, Volume 1 (2008) Publication Download (PDF)
http://www.cde.ca.gov/re/pn/fd/documents/preschoollf.pdf

California Preschool Learning Foundations, Volume 2 (2010) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf

Publications--Continued

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Second Edition (2009) Publication Download (PDF)
http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf

Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8 Position Statement with Expanded Resources by the National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/positionstatements

California Early Childhood Educator Competencies
http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf

Resources for the Preschool Curriculum Framework, Volume 1 (PCF, V1)

Corrected Page 303 of the California Early Learning and Development System
http://www.cde.ca.gov/sp/cd/re/documents/psfrmwkp303.pdf

Resources for the Preschool Curriculum Framework, Volume 2 (PCF, V2)

http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf

Resources for the Preschool Learning Foundations, Volume 1 (PLF, V1)

California Preschool Learning Foundations, Volume 1 Order Form
http://www.cccoe.k12.ca.us/edsvcs/PDFs/cpin/2011/PLFV1OrderForm.pdf

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

Resources for the Preschool Learning Foundations, Volume 2 (PLF, V2)

California Preschool Learning Foundations, Volume 2 Order Information
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001681

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

Resources for the Preschool English Learners (PEL) Resource Guide

A World Full of Language: Supporting Preschool English Learners (DVD)
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001673

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, (Second Edition) Order Form
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703

Resources for the Preschool English Learners (PEL) Resource Guide – Continued

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Spanish Edition Ordering Information
http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001680

Resources for the Desired Results Development Profile© (2010)

Desired Results *access* Project
http://www.draccess.org

Desired Results System
http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp

Desired Results Training and Technical Assistance Project
http://www.wested.org/desiredresults/training

Getting to Know You Through Observation
http://www.wested.org/desiredresults/training/resource_drdp.htm

Watching My Child Grow
http://www.wested.org/desiredresults/training/resource_drdp.htm

Early Childhood Education Resources

California Association for the Education of Young Children (CAEYC)
http://www.caeyc.org

California Community College Early Childhood Educators (CCCECE)
http://www.cccece.org

California Collaborative on the Social & Emotional Foundations for Early Learning (CA CSEFEL)
http://cainclusion.org/camap/cacsefel.html

California Department of Education (CDE)
http://www.cde.ca.gov

California Early Childhood Mentor Program
http://www.ecementor.org

California MAP to Inclusion & Belonging: Making Access Possible
http://www.cainclusivechildcare.org/camap

Early Childhood Education Resources – Continued

California Preschool Instructional Network (CPIN)
http://www.cpin.us

California State Advisory Council on Early Learning and Care
http://www.cde.ca.gov/sp/cd/ce/

Center for the Study of Child Care Employment
http://www.irle.berkeley.edu/cscce

Center on the Social and Emotional Foundations for Early Learning
http://www.vanderbilt.edu/csefel

Child Development Division (CDD)
http://www.cde.ca.gov/sp/cd

Child Development Training Consortium (CDTC)
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Commission on Teacher Credentialing (CTC)
http://www.ctc.ca.gov

CPIN Dual Language Learners Web site
http://www.cpin.us/dll/

Curriculum Alignment Project's (CAP) Lower Division 8
http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

First 5 California
http://www.ccfc.ca.gov

NAEYC Resources for Early Childhood Educators as Learners
http://www.naeyc.org/files/yc/file/200707/ClusterResources.pdf

National Center for Research on Early Childhood Education
http://www.ncrece.org

Pathways to Cultural Competence Project Program Guide
http://www.wested.org/facultyinitiative/docs/Pathways_to_Cultural_Competence_Project_Program_Guide.pdf

Infant/Toddler Resources

Infant/Toddler Curriculum Framework
http://www.cde.ca.gov/sp/cd/re/itframework.asp

Infant/Toddler Learning & Development Foundations
http://www.education.ca.gov/sp/cd/re/itfoundations.asp

Infant/Toddler Learning & Development Program Guidelines
http://www.education.ca.gov/sp/cd/re/documents/itguidelines.pdf

Program for Infant/Toddler Care (PITC)
http://www.pitc.org

ZERO TO THREE
http://www.zerotothree.org