

# **Unit 1 – Introduction to the Framework:**

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

**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**

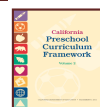
- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Class presentation
- Development of resource tool
- Class discussion
- Reflection—Individual



### **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](http://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](http://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.



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***



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#### **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.



Slide 8

**Putting it together**

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?



Slides 9-10

**Taking it further**

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:

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

**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.



Slides 3-4, 11

**Subtopic 3: Relation to the Foundations**

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.

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## Reflection



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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

DRAFT September 15, 2013

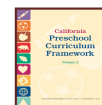
Unit 1, Key Topic 1, Handout 1



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 <i>how</i> children are moving their bodies.	Practicing <i>scripts</i> , 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.		

Introduction to the Framework: Key Topic 1 – Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 2  
Handout 1 – Guiding Principles in Each Domain





**Introduction to the Framework: Key Topic 1 - Getting to Know the Organization of the California Preschool Curriculum Framework, Volume 2.**  
**Handout 2 – Summary of the Volume 2 Foundations**

# Appendix

## The Foundations

### Visual and Performing Arts

#### Visual Art

##### 1.0 Notice, Respond, and Engage

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.
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### 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*)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.
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### 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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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.
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### 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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
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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