

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

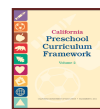
- Reflection—personal
- Class discussion
- Creation of a visual representation
- Pairs work and discussion in pairs
- Small group work
- Reflection—individual



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*, and 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?

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.



Slide 4



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:



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?

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.

- 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.

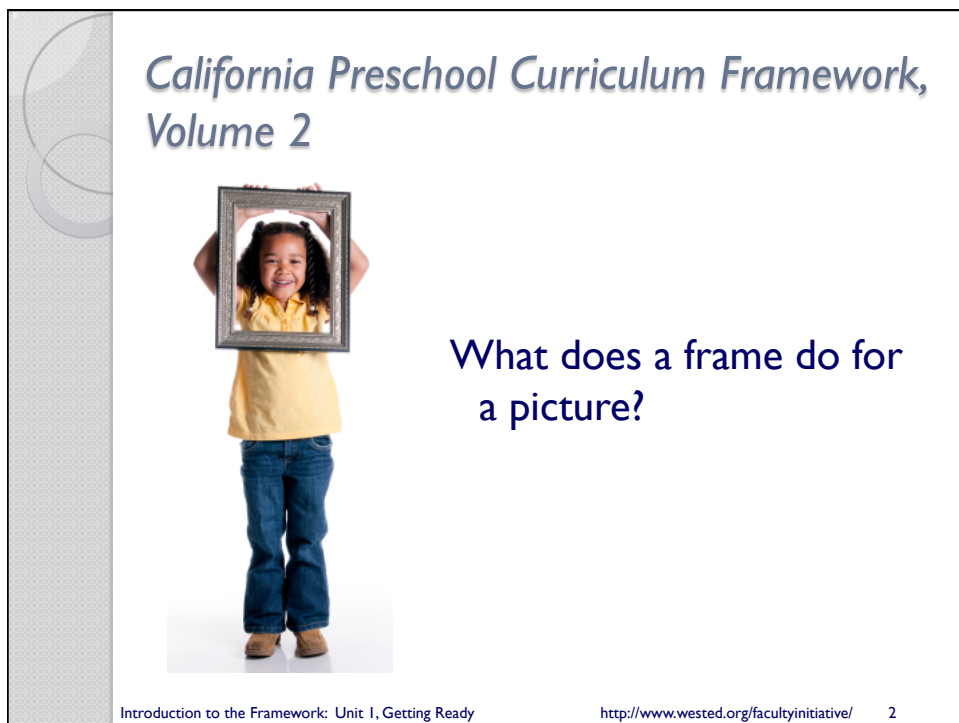
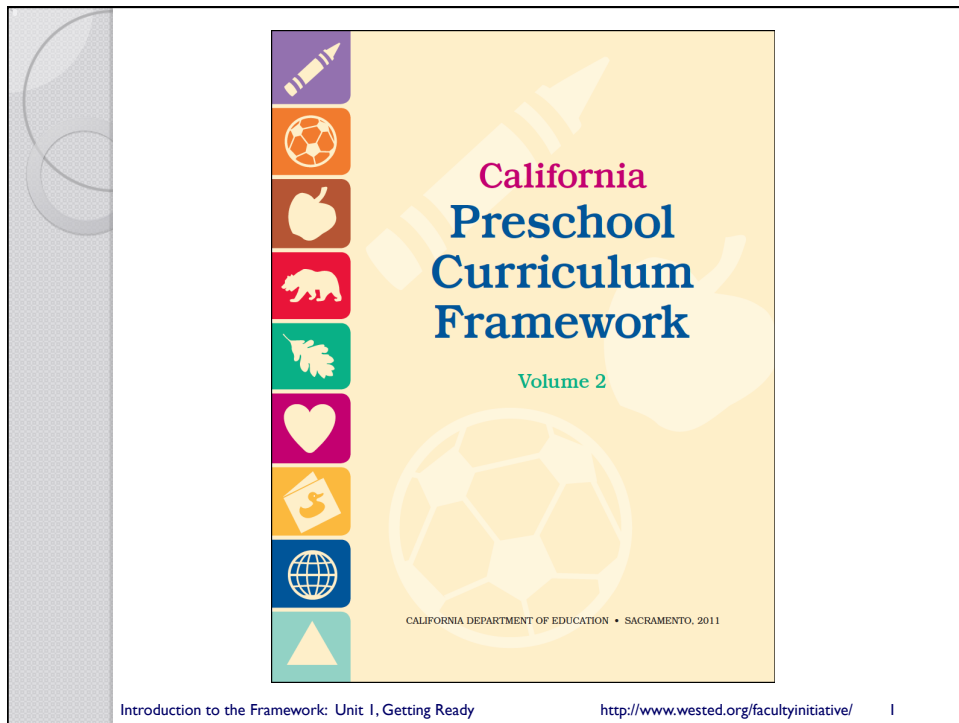
Reflection



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

- 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*)

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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?



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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. |

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California Preschool Curriculum Framework, Volume 2

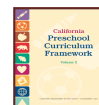
- What would a consistent planning process provide?
- What would consideration of materials and environments provide?
- What would consideration of interactions and strategies provide?

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- 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*

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

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

Instructional Methodologies

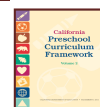
- Pairs work and discussion in pairs
- Small group work
- Jigsaw reading
- Class presentation
- Development of resource tool
- Class discussion
- Reflection—Individual



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.

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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.



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.



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.

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

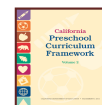
DRAFT September 15, 2013

Unit 1, Key Topic 1, Handout 1



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

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 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.
--	--

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

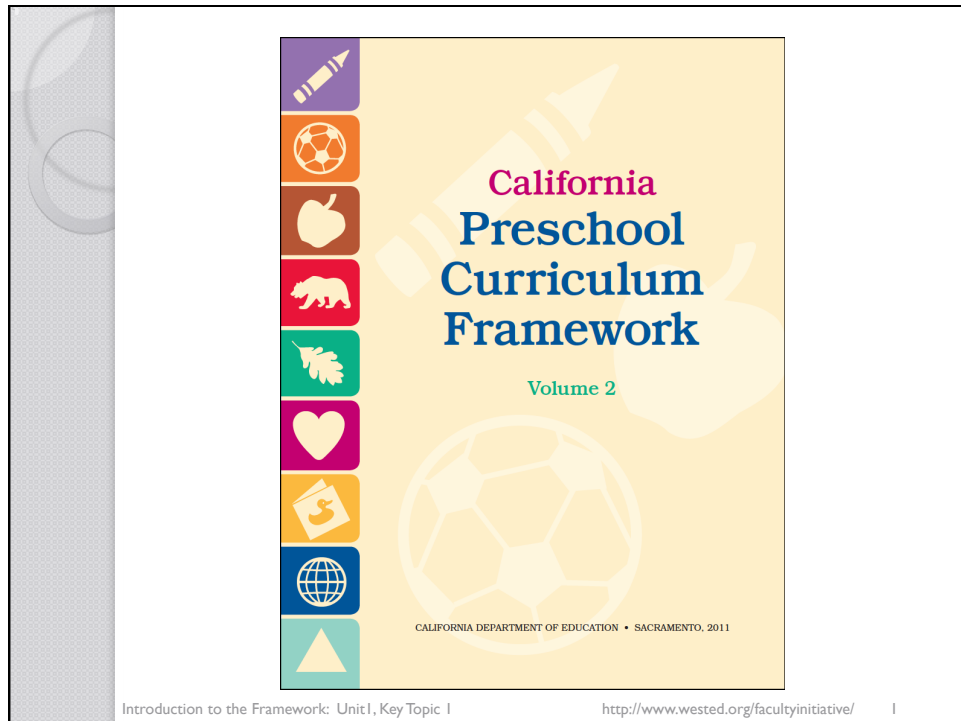
<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.

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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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)

Introduction to the Framework: Unit I, Key Topic I

<http://www.wested.org/facultyinitiative/>

5

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?

Introduction to the Framework: Unit I, Key Topic I

<http://www.wested.org/facultyinitiative/>

6

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

Introduction to the Framework: Unit I, Key Topic I

<http://www.wested.org/facultyinitiative/>

7

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?

Introduction to the Framework: Unit I, Key Topic I

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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 <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: Unit I, Key Topic I

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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?



Introduction to the Framework: Unit I, Key Topic I

<http://www.wested.org/facultyinitiative/>

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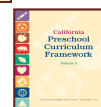
California Preschool Curriculum Framework, Volume 2

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

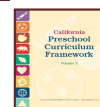


- Reflection—individual
- Reflective discussion—large group

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

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



Slides 2-5

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.
- 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.



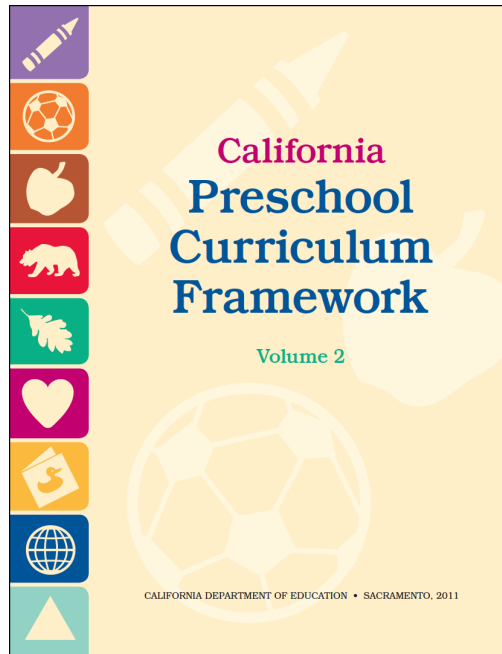
Slide 6

Keeping it going

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?



Introduction to the Framework: Unit 1, Key Topic 2

<http://www.wested.org/facultyinitiative/>

1

Overarching Principles

Principles

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



Introduction to the Framework: Unit 1, Key Topic 2

<http://www.wested.org/facultyinitiative/>

2

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

Introduction to the Framework: Unit 1, Key Topic 2

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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	

Introduction to the Framework: Unit 1, Key Topic 2

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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?

Introduction to the Framework: Unit 1, Key Topic 2

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- 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?

Introduction to the Framework: Unit 1, Key Topic 2

<http://www.wested.org/facultyinitiative/>

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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

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

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- 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

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



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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.
- 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



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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.



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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.



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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*.



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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

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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?
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Deeper Understanding



Slide 11

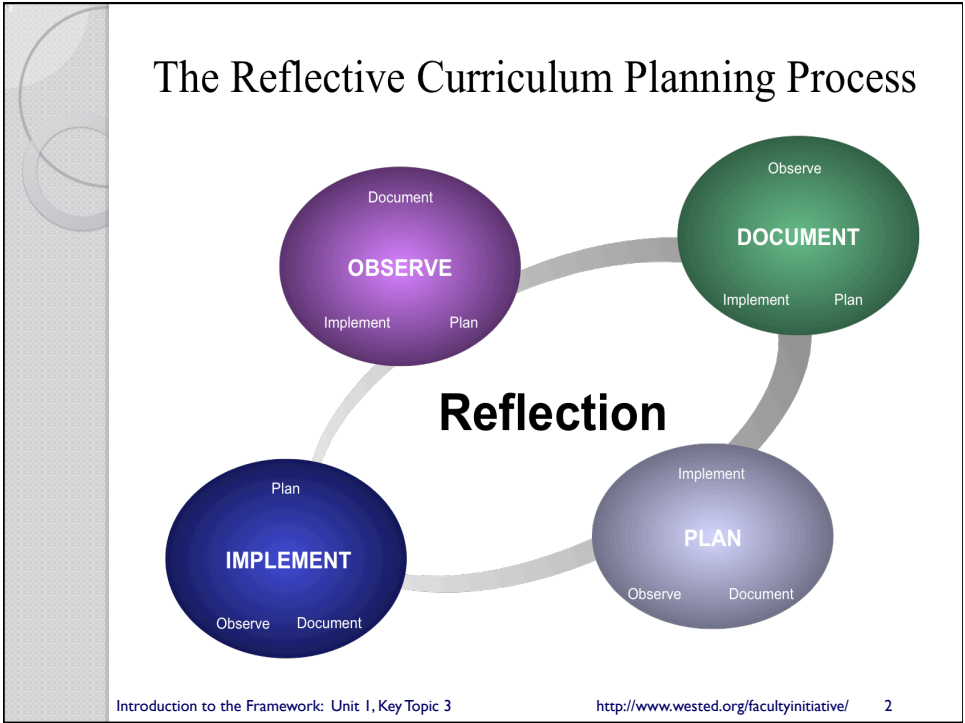
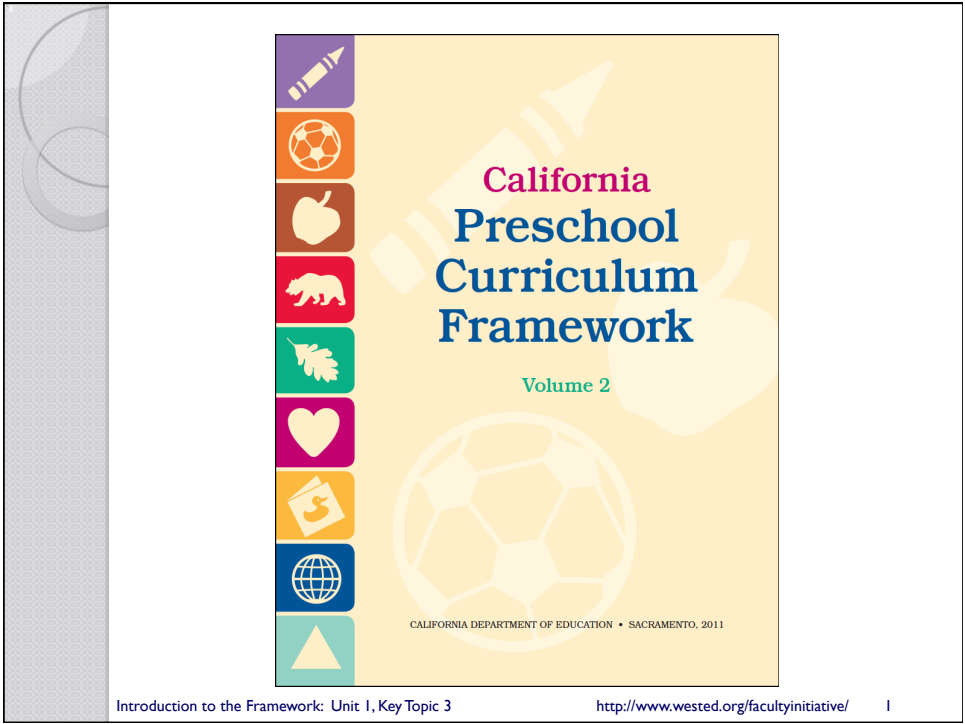
Students can have deeper experience with the curriculum-planning cycle across domains in Unit 5 of this instructional guide in Key Topics 1 and 2. The following exercise can be used for students as a way to look ahead to Unit 5.

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.



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

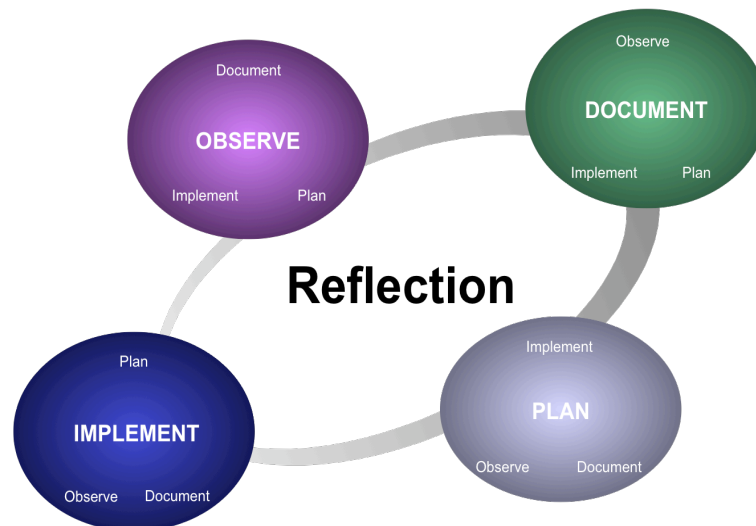


Introduction to the Framework: Unit 1, Key Topic 3

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The Reflective Curriculum Planning Process



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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?

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Curriculum-Planning Cycle

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



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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?

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- 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?

Introduction to the Framework: Unit 1, Key Topic 3

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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?