



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

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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.

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- 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.

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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

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- 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?

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- Domain Guiding Principles
- Environment and Materials
- Summary of Strands and Substrands
- Vignettes and Teachable Moments
- Interactions and Strategies
- Research Highlights

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- 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?

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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.		

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In the guiding principles for each domain:

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



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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?