

## *Planning and Integrating Curriculum*

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

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

## *Planning and Integrating Curriculum*

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

## *Planning and Integrating Curriculum*

### ***Keep in mind...***

- When reviewing curriculum (either a published curriculum or one developed in my program), are there ways in which these eight overarching principles are put into practice?

## *Planning and Integrating Curriculum*

- **How in the curriculum are relationships built, supported, and maintained?**
  - Between whom (children, teachers, families)?
  - Is there space that would support relationships?
  - Is there time that would support teachers knowing children and families?

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## *Planning and Integrating Curriculum*

- **Do opportunities for learning occur in the context of play?**
  - Are there times, materials, and spaces specifically for play?



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- **Are routines, spaces, materials, and interactions designed to address integrated learning across domains?**



- Are the visual and performing arts, physical development, and health addressed together across many activities?

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## *Planning and Integrating Curriculum*

- **Is there intentional teaching in both planned learning experiences and attention to moment-to-moment teaching opportunities?**
  - Are systems of assessment, documentation, reflection, and planning in place so that teachers work purposefully to guide children's developmental progress and learning?

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## *Planning and Integrating Curriculum*

- **How are family and community partnerships developed and maintained?**
  - Are there both informal and systematic ways to exchange information with families?
  - What connections to community groups exist?

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## *Planning and Integrating Curriculum*

- **How do teachers recognize and adapt to individual children?**
  - Are there specific teaching strategies or professional supports that ensure this?



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## *Planning and Integrating Curriculum*

- **How are children's cultures and languages respected?**
  - Do learning materials and environments reflect home languages and cultures?
  - How does regular communication between families and teachers happen?



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## *Planning and Integrating Curriculum*

- **Is there specific time allotted to the curriculum-planning process, so that teaching is enhanced through reflection and discussion?**
  - Are there specific procedures and times for professionals to maintain the products of documentation, engage in individual reflection, and plan curriculum as a team?

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## Planning and Integrating Curriculum

### Key parts of the curriculum-planning cycle:

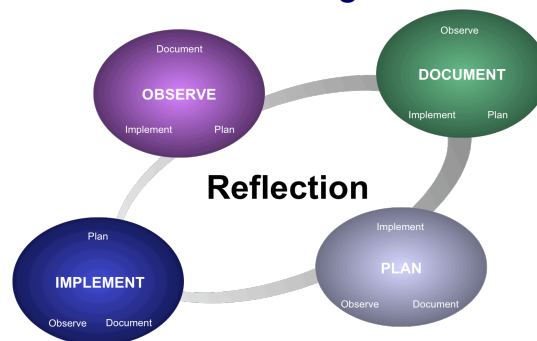
*California Preschool Curriculum Framework, Volume 2 (pp. 27-34):*

- Observation (p. 27)
- Documentation (p. 28)
- Reflection, discussion, and planning (pp. 29–30)
- Implementation (p. 31)

## Planning and Integrating Curriculum

### Keep in mind...

- How are the components of the curriculum-planning cycle seen in the curriculum I am reviewing?



## *Planning and Integrating Curriculum*

- How is observation supported?
  - Are there times available for teachers to carefully watch and listen?



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## *Planning and Integrating Curriculum*

- How is documentation supported?
  - What processes are in place to develop documentation for each child?
  - Are multiple means of documentation available and used?
  - How are time and materials provided for maintaining documentation?
  - How is family input gathered and included in documentation?
  - How is documentation shared with families?

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## *Planning and Integrating Curriculum*

- What planned opportunities are in place for teachers to reflect, discuss their observations, and review their documentation?
- Is planning done based on reflection and discussion?
- Is documentation consulted when planning is done?
- How are family culture and language included in the planning process?

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## *Planning and Integrating Curriculum*

- How is curriculum adjusted based on observation, documentation, and reflection?
- Are intentional teaching strategies developed and implemented?



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## *Planning and Integrating Curriculum*

The *California Preschool Curriculum Framework, Volume 2* addresses the learning and development domains of:

- Performing and visual arts
- Physical development
- Health

## *Planning and Integrating Curriculum*

- Where is the need for integrated curriculum specifically addressed?
- How is dual language development addressed?
  - As a way to get to know all children, what is available to be used in the planning process to gauge each child's current comprehension and use of English?

## *Planning and Integrating Curriculum*

- Are there environments and materials designed to address multiple developmental domains? For example, are there books and writing materials in all areas?
- How do environments and materials reflect children's language, culture, and family life?

## *Planning and Integrating Curriculum*

- Do environments and materials designed for specific domains show evidence that other domains are also considered?
  - For example, does a book area contain books on healthy habits?
  - Are there books in the home language (s) of children in the program?

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- Are interactions and strategies used that cut across domains?
  - For example, is dramatic play used during active outdoor time?
  - Are songs or chants related to health used throughout the day?

*Wash, wash, wash your hands*

*Wash them each day*

*Scrub and scrub and scrub*

*Scrub the germs away!*



- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?



## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Cognitive development is an important domain in many curricula for young children.
- The foundations and curriculum framework are organized by content that maps onto the California K-12 curriculum frameworks and educational standards, where there is no separate area of cognitive development.

## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Therefore, cognitive development is not a separate domain in either the preschool foundations or the preschool curriculum framework.
- Many developmental and learning processes that cut across domains in early childhood and are considered important to overall cognitive development.



## *Planning and Integrating Curriculum*

### **Integrating Cognitive Development Across the Domains**

- Develop your own version of what a cognitive domain might look like in the curriculum framework.
  - Create a list of what is considered cognitive development in other curricula and early childhood documents, including texts on child development.
- Review the substrands in the *California Preschool Curriculum Framework, Volume 2* and decide which might fit into a cognitive domain.

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