



## *Planning and Integrating Curriculum*

### **Integrating English-Language Development Across the Domains**

Children who are young dual language learners may need specific adaptations to make instruction effective, including:

- Specific teaching strategies
- Individualized interaction approaches
- Enhanced environments

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### **Integrating English-Language Development Across the Domains**

“It is recommended that, when planning curriculum for all areas of learning, teachers begin by reading and considering the information in the English-language development foundations and the curriculum framework as they gauge each child’s current comprehension and use of English”

(Page 179) *California Preschool Curriculum Framework, Volume 1*

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### **Integrating English-Language Development Across the Domains**

- How are we helping children continue developing in their home language?
- In all we do, as the child is learning English, how do we support learning and development in all domains?

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### **Vignettes:**

Visual and performing arts domain strands:

- Visual Arts (p. 61)
- Music (p. 83)
- Drama (p. 98)
- Dance (p. 115)

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Physical development domain strands:

- Fundamental Movement Skills (p. 171–172)
- Perceptual-Motor Skills and Movement Concepts (p. 190)
- Active Physical Play (p. 206)

Health domain strands:

- Health Habits (p. 250)
- Safety (p. 260)
- Nutrition (p. 274)

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Refer to the English-language development domain section on environments and materials (*California Preschool Curriculum Framework, Volume 1*, pp. 181-183).

- Are any of the recommended environments and materials evident in the vignette?
- If not, how could they be incorporated to support children if they were young dual language learners?
- Do you have any other ideas related to the environments and materials and young dual language learners?

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- Are any of the recommended interactions and strategies evident in the vignette?
- If not, how could they be incorporated to support children in this vignette if they were young dual language learners?
- Do you have any other ideas about how the interactions and strategies could come into play in this vignette if the child was a young dual language learner?

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- What new insights emerged?
- What was something you already do in your work or have seen others do?
- What was most challenging about this work?
- What can you incorporate into your work now or in the future?

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### *Pathways to Cultural Competence Project Program Guide*



National Association for the Education of Young Children  
(2010)