

Instructional Guide

California Preschool Curriculum Framework, Volume 3



*Supporting faculty in the California Community College
and California State University systems with
CDE early childhood publications and initiatives*

California Department of Education/
Early Education and Support Division
WestEd Center for Child and Family Studies



**A Foreword from the Co-Director of the
Center for Child and Family Studies, WestEd**

“Preschoolers’ understanding of history and social sciences naturally derives from their expanding knowledge of the world and their place in it”

California Department of Education, 2013, p. 44

“Children have a sense of wonder and natural curiosity about objects and events in their environment. Just like scientists, they seek information and actively explore and investigate the world around them, try things out to see what happens, and confirm or adjust their expectations”

California Department of Education, 2013, p. 136

The *California Preschool Curriculum Framework, Volume 3* gives guidance on how teachers can support preschoolers’ growing understanding of history and social sciences and science concepts and scientific inquiry. It focuses on experiences, environments and materials that support children’s developing sense of self, knowledge of the larger social world, and basic concepts of time and place. In addition to offering strategies for planning learning experiences in the areas of history and social sciences, Volume 3 of the *California Preschool Curriculum Framework* addresses curriculum planning in the science domain. With preschool teachers’ intentional planning and guidance, children’s explorations of objects and nature can become rich opportunities to engage in scientific inquiry and deepen their understanding of objects and events in the world.

This document, the CDE/ECE Faculty Initiative Project *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*, is the latest installment of practical, user-friendly resources developed by the Faculty Initiative Project. Seeking to forge a strong link between the California Department of Education’s (CDE) early care and education quality improvement activities and higher education in California, the Faculty Initiative Project has been supporting the efforts of faculty to infuse information from the CDE’s activities into their course work. The instructional guides, which are being created collaboratively with higher education faculty, are an essential component of the Faculty Initiative Project’s work.

Higher education faculty members will readily recognize the content of the preschool curriculum framework, for many of the principles, concepts, and strategies it presents reflect what they already teach. This instructional guide is designed to meet the needs of faculty in a wide variety of situations. Following a widely used teaching and learning sequence, it offers open-ended activities that can be used in their current form or adapted. In essence, the instructional guide provides an easy-to-use, ready-to-go set of comprehensive resources, including in-class activities and handouts, that relate to all instructional levels, from an introductory class to master’s level graduate study.

My colleagues and I at WestEd greatly appreciate our collaborative partnership with the Faculty Initiative Project advisors and consultants from higher education. It is our hope that this instructional guide will help faculty foster a broad and deep understanding of early learning and development in their students—tomorrow’s early childhood educators. Together with the CDE, we look forward to continuing our work with higher education to ensure that all young children have teachers who possess the knowledge, skills, and dispositions necessary to provide high quality early care and education.

Peter L. Mangione
Co-Director, Center for Child and Family Studies
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The Faculty Initiative Project, with *Caroline Pietrangelo Owens* as Project Director, works with a group of core consultants.

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Christine Moscou, Faculty Initiative Project Assistant, was a major contributor to the complete process of the creation, development, formatting, and editing of the instructional guide. Special acknowledgment goes to Christine for her exceptional skills, dedication, and comprehensive contributions.

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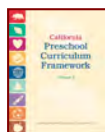
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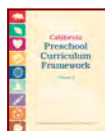
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CDE/ECE Faculty Initiative Project Instructional Guide

***California Preschool Curriculum Framework,
Volume 3***

Introduction to the Instructional Guide

Introduction to the Faculty Initiative Project: *Supporting Faculty*

Responding to early childhood priorities in California, the Early Education and Support Division of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the California Department of Education/Early Childhood Education Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Early Education and Support Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. Faculty will have information and resources to integrate content of the California Department of Education initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides: *Key Topics, Active Learning Experiences, and Resources for Higher Education Faculty*

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent Early Education and Support Division initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the Early Education and Support Division initiatives and the following publications:

- *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*
- *California Preschool Learning Foundations, Volume 1*
- *California Preschool Learning Foundations, Volume 2*
- *California Preschool Learning Foundations, Volume 3*
- *California Preschool Curriculum Framework, Volume 1*

- *California Preschool Curriculum Framework, Volume 2*
- *California Preschool Curriculum Framework, Volume 3*

Instructional guides have been developed for all of the publications listed above, including this *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*. They all are available on the Faculty Initiative Project Web site, <http://facultyinitiative.wested.org/>.

The instructional guides are developed to

- support the greatest possible utility across the complexity of California's systems of higher education;
- maintain fidelity to the content of the Early Education and Support Division's initiatives;
- adhere to commonly accepted principles of adult learning;
- provide maximum flexibility for faculty;
- support faculty as decision makers; and
- allow faculty to select curricular content that suits their particular students, courses, and program needs.

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with Early Education and Support Division publications. In the instructional guides, the word "students" refers to college students and not children in the preschool setting.

Purpose of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

The purpose of the Faculty Initiative Project's *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* is to support faculty as they deepen their students' familiarity with the content of the publication and to provide students with understanding and practice in how to use the *California Preschool Curriculum Framework, Volume 3* as a resource in planning curriculum and reflecting on intentional curriculum decisions. This instructional guide is designed to encourage students to consistently open and explore the *California Preschool Curriculum Framework, Volume 3*.

Organization of the Publication: *California Preschool Curriculum Framework, Volume 3*

The *California Preschool Curriculum Framework, Volume 3* has an organization that parallels that of the *California Preschool Learning Foundations, Volume 3*. Both of these publications address two domains of early learning and development: history–social science and science. Each domain has a specific organizational format, but generally domains are organized as strands and substrands. Within each domain of the *California Preschool Curriculum Framework, Volume 3* are sections relating to domain guiding principles, to environments and materials, and to interactions and strategies that are appropriate for implementing. There are also vignettes to illustrate the strategies and interactions as well as teachable moments and planning learning opportunities. Each domain has reflective questions and ideas for connecting to families. In addition, there is information in each domain that is specific to that domain.

The *California Preschool Curriculum Framework, Volume 3* also contains an introductory chapter with contextual information, information relating to several critical topics when planning curriculum, and a description of eight overarching principles that guided the development of the framework. This introduction parallels the introduction in the *California Preschool Curriculum Framework, Volume 1* and the *California Preschool Curriculum Framework, Volume 2*, with some adjustments for the domain content of the earlier volumes. The eight overarching principles are consistent for all three volumes of the curriculum framework.

Organization of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*: Flexible Use for Faculty in Individual Courses and Across Programs

Like the instructional guide for previous volumes of the curriculum framework, the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* is organized into instructional units. Each unit then consists of key topics. This design enables faculty to use the instructional guide in different courses in a variety of ways. The intent is to support faculty as decision makers as they piece together what will work in an individual course or across a program.

The Organizational Chart for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* illustrates the organization of the instructional guide. The location of this chart can be found in the Table of Contents of this instructional guide. This graphic suggests how faculty can explore individual domains or how they can explore some topics—such as environment and materials or interactions and strategies—across domains. For example, each

domain has a key topic for environments and materials and one for interactions and strategies, so faculty could choose to work with environments and materials and/or with interactions and strategies across both domains.

To support working across domains, both in this volume and across domains in earlier volumes, some of the suggested instructional methodology for one domain could be used in other domains. This makes it easier for faculty to expand that topic for work across all domains. This is especially true for the key topic called “Universal Design, Individualizing, and Family Partnerships.” In all domain units, the instructional design for this key topic is essentially the same with adjustments for the specific content of each domain.

This approach also supports faculty if they choose to work individually in each domain and ensures that students are getting essential information and experience in depth for that domain. Some repetition of instructional design across key topics is also intended to deepen habits of exploration and reflection that students then carry into their work.

Topics in Chapter 1 of the *California Preschool Curriculum Framework, Volume 3*, the introduction to Volume 3 of the framework, are addressed in Unit 1 of this instructional guide. Unit 1 can be used with Units 2 and/or 3 of the instructional guide, or it can be used independently of them as an overview of the *California Preschool Curriculum Framework, Volume 3*.

Units 2 and 3 of the instructional guide relate to the domains of early learning and development that are explored in the *California Preschool Curriculum Framework, Volume 3*: history–social science and science.

Unit 4 of the instructional guide provides support and practice for students in understanding how to use the *California Preschool Curriculum Framework, Volume 3* as a resource for curriculum decisions in their work. For most students, Unit 4 will work best after they are familiar with the domain content in the *California Preschool Curriculum Framework, Volume 3* and in the instructional guide. However, there will be situations, perhaps with more experienced students, where Unit 4 can be used to familiarize students with the domains within the context of curriculum planning.

Wherever possible within the instructional guide, relevant page numbers are provided as well as possible connections to the previous publications, including the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*. Key topics, active learning experiences, approaches, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their own preferred teaching styles, students, and program needs. This flexibility is offered in the hope of providing maximum utility for the initiatives and publications that the

Early Education and Support Division is preparing for the child care community in California.

Note: When the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)* and the first volumes of the *California Preschool Learning Foundations* and the *California Preschool Curriculum Framework* were published, the terms “preschool English learners” and “English-language development” were used. Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Early Education and Support Division. However, the domain in the foundations and curriculum framework is still referred to as the English-language development domain.

Structure of the Key Topics in Each Unit: *Preview Pages and Core Instructional Components*

Each key topic begins with Preview Pages that include the Focus Statement for that key topic, the Curriculum Alignment Project’s (CAP) Courses/Student Learning Outcomes for that key topic, Instructional Methodologies for that key topic, and California Early Childhood Educator Competency Areas to Consider for that key topic.

Following the Preview Pages, the key topic opens with a section titled “Before You Start.” This section provides an overview of the activity to help faculty decide if the key topics fit into their purpose and goals for a class session. Background information and a few tips for faculty preparation or reflection are also included.

Following this section, the materials in each unit and key topic adhere to a framework of core instructional components and are organized into the following six components:

1. *Motivator and Connection to Experience*

These connect the content of the unit to the personal and/or professional experience of the learner. It establishes motivation by embedding the topic within a situation or question with which the learner might be familiar and suggests ways to extend learning by providing challenges or issues to consider. The “Motivator and Connection to Experience” may include the following elements:

- *Critical question*
- *Challenging situation: short vignette that might be text, video, or audio*
- *Challenging quote or text*

The “Motivator and Connection to Experience” is often accompanied by a set of guiding questions for reflection. These are not assessment questions but are intended to engage the learner in remembering and reflecting on—not evaluating—their own experiences, feelings, personal actions, or actions of others.

2. *Information Delivery*

For each key topic, this component is designed to introduce specific content to students in the class setting. The delivery of information may be brief or long and may be composed of a single topic or several related topics, such as key concepts within a given chapter. “Information Delivery” may include lecture content, reading assignments, and/or location of key information in the *California Preschool Curriculum Framework, Volume 3* as well as the preschool learning foundations or the first two volumes of the curriculum framework.

3. *Active Learning*

In some previous instructional guides there were learning experiences designated to be used in class or out of class. In this instructional guide, these are part of the “Active Learning” instructional components. Many of these can be fashioned into work that is done in class or out of class based on faculty determination of what will work best for a particular situation. The intent of the suggested active learning is to engage students in the key topic through learning experiences that will be active, thoughtful, challenging, and relevant to the content. This work might include, but is not limited to, these instructional approaches:

- Class discussion
- Small group work
- Demonstrations
- Observations
- Interviews or panels
- Internet resources
- Research on a particular topic

4. *Questions for Reflection*

These provide opportunities for students to reflect on the experience of working with the key topic. There are also questions for reflection at the end of each strand in the *California Preschool Curriculum Framework, Volume 3*,

but they differ from the instructional guide's questions in that the curriculum framework questions generally ask students to reflect on the information in the framework. Across many but not all of the key topics in the instructional guide is a set of questions with a repeated structure. This is intentional and is designed to impart to students a useful set of questions to carry with them for reflection in their current or future work.

5. *Deeper Understanding*

This segment provides suggestions for independent research and/or ways to take students deeper into some important issues or concepts related to the key topic.

6. *Online Options*

Suggestions are made for ways to implement or adapt active learning to student work that is done online. This might be in online courses or as online assignments for face-to-face courses. These are not meant to be exhaustive but to indicate the kinds of adaptations that can be made to support faculty and students who work online.

PowerPoint Presentations



Slide 1

This symbol appears in the left margin of the instructional components through most of the key topics in the instructional guide. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the “Active Learning” component of the key topic.

**Organization of Each Active Learning Component:
*Flexible Segments***

Active Learning

This component describes learning sessions that can be conducted within the time frame of a single class or over several class sessions by individuals, pairs, small groups, or the whole class. Each “Active Learning” component is organized in a sequence by which the work can unfold for students as they move progressively deeper into the topic. These learning sessions are intended to be active, thoughtful, challenging, and relevant to the content. “Active Learning” is further divided into the following segments:

- *Getting it started*
- *Keeping it going*
- *Taking it further*

- *Putting it together*
- *Another approach*

Not every key topic contains all of these segments of “Active Learning.” They are included when they are relevant and enhance learning or instructional possibilities.

Working Across the Nine Domains

Because Volume 3 of the *California Preschool Curriculum Framework* completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California’s Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the *California Preschool Curriculum Framework*. There are many ways to do this, but this instructional guide, combined with previous instructional guides, provides some explicit ways to address all nine domains.

First, there is the possibility, mentioned previously, of working across environments and materials in all domains or across interactions and strategies in all domains. This approach is specifically supported in Unit 4 of this instructional guide.

Additionally, Appendix C and Appendix D of this instructional guide are provided as comprehensive resources.

There are also opportunities in each domain in this instructional guide that can be used, individually or in combination, to support students in exploring some ways in which the domains are connected. This is intended to support an understanding that learning in young children is integrated and multifaceted. Rather than attempting to connect each domain to every other domain, learning experiences were developed to highlight selected connections.

Features of the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Student Learning Outcomes

To support faculty in decisions regarding how and where they can best use the *California Curriculum Framework, Volume 3* in their course work or across their program, the student learning outcomes developed by the Curriculum Alignment Project for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. More information about the Curriculum Alignment Project and the student learning

outcomes can be found at https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm. At the beginning of each key topic, the Preview Pages will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's student learning outcomes, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Curriculum Framework, Volume 3* can be found in Appendix A of this instructional guide. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit/domain. The location of the Student Learning Outcomes Index is listed in the Table of Contents for this instructional guide.

These student learning outcomes are organized by the Curriculum Alignment Project's core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the key topics to address student learning outcomes in ways other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these student learning outcomes as supports for decision making, the instructional guide key topics are indexed first by units and domains, then by the Curriculum Alignment Project's courses and student learning outcomes so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by units/domains. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.

**California State University and
University of California**

The Curriculum Alignment Project (CAP) course and student learning outcome mapping with this instructional guide is done with the understanding that not all institutions will use these particular student learning outcomes or objectives. This is particularly true for faculty at the California State University and University of California campuses. The student learning outcomes do provide learning outcomes that can be used selectively or with adaptations for courses at the California State University and University of California campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.

Instructional Methodologies

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the curriculum framework. It also provides another variable for faculty to use in deciding which key topics will best suit the needs of their students and programs. In this instructional guide, these methodologies are identified for each key topic and are listed on the key topic Preview Pages. These instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units and key topics. The index also includes working definitions of each of the instructional methodologies used in the instructional guide. The location of the Instructional Methodologies Index is listed in the Table of Contents for this instructional guide.

California Early Childhood Educator Competency Areas

In this instructional guide, the competency areas of the California Early Childhood Educator Competencies are listed on the key topic Preview Pages. This list is titled “California Early Childhood Educator Competency Areas to Consider.” These are preliminary connections and are not meant to be exhaustive. Faculty will find more connections in their courses to both competency areas and competency contexts as they become more familiar with them. Competency areas are listed in this instructional guide as an initial exploration of how particular areas might be addressed through these key topics. There is no index for them in this instructional guide due to the preliminary nature of the mapping.

Instructional Guide Resources: Appendixes

To support the preparation of the early care and education workforce in California, this instructional guide offers several appendixes containing relevant content. To locate these appendixes, refer to the Table of Contents of this instructional guide.

Appendix A – “Student Learning Outcomes and CAP Lower Division Courses Mapped Onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*”

Because Volume 3 of the *California Preschool Curriculum Framework* completes the publication of the preschool curriculum framework for all nine domains of learning for preschoolers in California’s Early Learning and Development System, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the *California Preschool Curriculum Framework*.

The following appendixes provide comprehensive resources for faculty and students to work across all nine domains.

Appendix B – Summary of the *California Preschool Learning Foundations All Nine Domains*

Appendix C – Sample Environments and Materials for All Nine Domains of the *California Preschool Curriculum Framework*

Appendix D – Sample Interactions and Strategies for All Nine Domains of the *California Preschool Curriculum Framework*

Appendix E – Overarching Principles and Domain Guiding Principles All Nine Domains of the *California Preschool Curriculum Framework*

The following appendix provides links and resources for online access.

Appendix F – Related Links and Resources

For additional instructional guide resources, continue to check out the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/>.

DRAFT Organizational Chart

Instructional Guide for the California Preschool Curriculum Framework, Volume 3

	Overall introduction to the <i>California Preschool Curriculum Framework, Volume 3</i> : context and content	Getting to know the <i>California Preschool Curriculum Framework, Volume 3</i> : Learning what is in each domain chapter and how to use each domain chapter as a resource for supporting each domain		Using the curriculum framework as a resource for planning and integrating curriculum across domains
Introduction to the Instructional Guide	 Unit 1 Chapter 1: Introduction to the Framework	 Unit 2 Chapter 2: History–Social Science	 Unit 3 Chapter 3: Science	 Unit 4 Chapter 4: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum
Introduction to the Faculty Initiative Project	Getting Ready for the Unit	Getting Ready for the Unit	Getting Ready for the Unit	
About the Instructional Guides	Key Topic 1: Getting to Know the Organization of the <i>California Preschool Curriculum Framework, Volume 3</i>	Key Topic 1: Organization and Rationale of the History–Social Science Domain	Key Topic 1: Organization and Rationale of the Science Domain	Key Topic 1: Integrating the History–Social Science Domain or Science Domain with Other Domains
Purpose of the <i>Instructional Guide for the California Preschool Curriculum Framework, Volume 3</i>				
Organization of the Publication	Key Topic 2: Getting to Know the Eight Overarching Principles	Key Topic 2: Getting to Know Environments and Materials That Support History–Social Science	Key Topic 2: Getting to Know Environments and Materials That Support Science	Key Topic 2: Integrated Planning Using California’s Early Learning and Development System
Organization of the Instructional Guide				
Structure of the Key Topics in Each Unit: Core Instructional Components	Key Topic 3: Getting to Know the Curriculum-Planning Process	Key Topic 3: Getting to Know Interactions and Strategies That Support History–Social Science	Key Topic 3: Getting to Know Interactions and Strategies That Support Science	Key Topic 3: Young Dual Language Learners
Organization of Each Active Learning Component				
Working Across the Nine Domains		Key Topic 4: Universal Design, Individualizing, and Family Partnerships	Key Topic 4: Universal Design, Individualizing, and Family Partnerships	Key Topic 4: Exploring Key Elements of the Curriculum Framework Across Domains
Student Learning Outcomes				
Instructional Methodologies		Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain	Key Topic 5: Exploring the Research Highlights of the Science Domain	
ECE Competency Areas				
Appendixes				

CDE/ECE Faculty Initiative Project Instructional Guide

California Preschool Curriculum Framework, Volume 3 (2013)



Unit 2 History–Social Science Domain



Unit 2 – History–Social Science: Getting Ready for the Unit and Connecting to Experience

Focus Statement

Students acquire an increased understanding of the history–social science domain by recalling their early experiences related to the domain substrands and how these early experiences may have influenced their interests and activities as they grew older.

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 learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Conversation grid
- Pairs or small groups
- Personal reflection
- Reflective discussion

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum



Unit 2 – History–Social Science: Getting Ready for the Unit and Connecting to Experience

Getting Ready for the Unit

The history–social science domain in the *California Preschool Curriculum Framework, Volume 3* is a companion to the same domain in the *California Preschool Learning Foundations, Volume 3* and has the same strands and substrands. There are five strands: Self and Society, Becoming a Preschool Community Member (Civics), Sense of Time (History), Sense of Place (Geography and Ecology), and Marketplace (Economics.) A list of the substrands for each strand can be found on page 50 of the *California Preschool Curriculum Framework, Volume 3* and is presented here as a reference:

Strand – Self and Society

- Substrand 1.0 Culture and Diversity
- Substrand 2.0 Relationships
- Substrand 3.0 Social Roles and Occupations

Strand – Becoming a Preschool Community Member (Civics)

- Substrand 1.0 Skills for Democratic Participation
- Substrand 2.0 Responsible Conduct
- Substrand 3.0 Fairness and Respect for Other People
- Substrand 4.0 Conflict Resolution

Strand – Sense of Time (History)

- Substrand 1.0 Understanding Past Events
- Substrand 2.0 Anticipating and Planning Future Events
- Substrand 3.0 Personal History
- Substrand 4.0 Historical Changes in People and the World

Strand – Sense of Place (Geography and Ecology)

- Substrand 1.0 Navigating Familiar Locations
- Substrand 2.0 Caring for the Natural World
- Substrand 3.0 Understanding the Physical World Through Drawings and Maps

Strand – Marketplace (Economics)

- Substrand 1.0 Exchange



As with the domains in the first two volumes of the *California Preschool Curriculum Framework*, the history–social science domain contains guiding principles, characteristics or suggestions for environments and materials, vignettes, teachable moments, interactions and strategies, ideas for engaging families, research highlights, and questions for reflection. The 10 domain guiding principles and 12 characteristics of environments and materials are at the domain level; the research highlights are at the strand or substrand level; suggestions for engaging families and reflection questions are at the strand level; and the vignettes, teachable moments, and interactions and strategies are at the substrand level.

The concept of teaching history–social science to preschoolers might seem new or perhaps puzzling to many students who may think of history and social science as courses in history, geography, civics, and economics—topics not developmentally appropriate in a preschool setting. However, young children are in fact engaging in these topics as they explore and learn about the people and places in their homes and communities. The introduction to the history–social science domain on pages 44–45 of the *California Preschool Curriculum Framework, Volume 3* describes how children’s experiences during the preschool years contribute to an early understanding or “foundation for the study of history, culture, geography, economics, **civics** and citizenship, **ecology**, and the global environment that begins in the primary grades and continues throughout life” (*California Preschool Curriculum Framework, Volume 3*, p. 44). A more in-depth discussion of these foundational preschool experiences in history and social science is also on pages 1–4 of the *California Preschool Learning Foundations, Volume 3*.

Unit 2 in this instructional guide is designed to provide resources for faculty as they prepare their students to work with the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. The unit begins with a learning experience that focuses on our connections to history and social sciences content as young children and how these early experiences may have influenced our adult lives. Key Topic 1 provides opportunities to explore the rationale, organization, and guiding principles of the domain with three different subtopics. Key Topic 2 reviews the environments and materials that are recommended as supports for planning and delivering history–social science curriculum for young children. Key Topic 3 then provides students an opportunity to work with the recommended interactions and strategies for this domain. Key Topic 4 addresses the important issues of individualization, universal design, and partnering with families through three separate subtopics. Key Topic 5 can be used for strengthening students’ understanding of the research base and resources available for their work with the history–social science curriculum for young children.

Before beginning their work with the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*, instructors may decide to provide students with an opportunity to increase their understanding of the domain foundations. The following learning experiences from the *Instructional Guide for the California Preschool Learning Foundations, Volume 3* can provide an introduction or review:



- History–Social Science Learning Experience 3: Piecing Together the History–Social Science Domain Content Puzzle
- History–Social Science Learning Experience 4: Exploring the History–Social Science Domain Through Vocabulary and Key Elements
- History–Social Science Learning Experience 6: Reviewing the Research and Rationale for the History–Social Science Domain

Motivator and Connection to Experience

Before You Start

Some students may not be as familiar with the history–social science domain as part of a preschool curriculum and how it helps prepare children for school and life. Therefore, it may be helpful for students to recall some of their own early experiences related to topics in history and the social sciences and then reflect on how these experiences helped them learn skills and knowledge that they used later in their lives. Students may also recognize how some of their current interests or activities may have had roots in these early childhood experiences.

Students might find it difficult to think of experiences that relate to the substrands in the history–social science domain, so it may be helpful to provide time to review the history–social science learning foundations and some of the examples. Some other examples of early experiences for the substrands are also provided in the “Getting it started” segment that may prompt students’ recall. Students may discover that they have a lot of rich experiences because of many factors such as family culture, values, and preferences; community opportunities; participation in preschool or child care programs; and opportunities to be with children and adults outside one’s immediate family.

It is also important to acknowledge that this learning experience may bring up some memories of experiences that were uncomfortable or not as positive for some students. Remind students that they can choose whatever experiences they wish to share during the discussions. Faculty may also consider planning a short break after the learning experience to allow students an opportunity to address any strong emotions that might have surfaced.

Handout 1, provided with this key topic, can be used for students to record their memories of their early experiences. Handout 2 is a conversation grid that students can use when sharing experiences with other students. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

If students do not have copies of the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*, the Portable



Document Format (PDF) versions of the curriculum framework and the learning foundations can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Information Delivery



Slides 2-3

If students are not already familiar with the history–social science domain, it may helpful to provide an opportunity for them to review the domain’s strands and substrands. This can be done by having them read the summary on pages 49–50 of the *California Preschool Curriculum Framework, Volume 3* or pages 1–4 of the *California Preschool Learning Foundations, Volume 3*.

The knowledge areas of the strands are described or defined on page 3 of the *California Preschool Learning Foundations, Volume 3*:



Slides 4-5

Self and Society (Beginning to identify with how their family does things and understand that other families and people have ways of doing things that are different or similar to what their family does)

Civics (how to live with others and how rules work, such as taking turns to go down the slide)

History (events that happened in the past, even before they were born, such as when their mommy was a little girl)

Geography (the location of familiar places in relation to each other, such as knowing the way to preschool or that the park is across the street from the grocery store) and the different kinds of places where people live

Ecology (learning to take care of earth and animals [for example, not wasting water])

Economics (a beginning understanding of money and the exchange of things and services, such as groceries purchased at the store)

Active Learning

Getting it started

Begin this learning experience with a discussion of what history–social science is in the preschool curriculum, based on some of the information suggested in the “Information Delivery” section. Instructors may want to encourage students to add examples from their own observations and interactions with preschool children.



It will be important for students to understand what each substrand means so that they will be able to identify links to adult interests and activities.



Slide 6

Then provide students with Handout 1 or ask them to make a list of the substrands with some space to write after each one. Ask students to recall some of their earliest memories about experiences they had that relate to the substrands. The following examples may prompt students' memories:

Culture and Diversity

Visiting a relative or friend who lives in another setting (e.g., urban/rural, apartment/single resident house) or whose family typically eats different kinds of foods

Relationships

Having a first friend outside the family

Social Roles and Occupations

Going to a parent's place of work

Skills for Democratic Participation

Playing a favorite game with other children

Responsible Conduct

Being given a job at school or at home such as helping to set the table or put toys away

Fairness and Respect for Other People

Noticing that an aunt brought a Mickey Mouse hat for each of her daughters and you

Conflict Resolution

When staying overnight with several cousins, taking turns sleeping in the attic and in the bedroom

Understanding Past Events

Talking about when a favorite uncle used to let you sit on the top of the refrigerator when you visited him

Anticipating and Planning Future Events

Planning a special event such as a birthday party or visit to a relative's or friend's home, museum, park

Personal History

Showing people that you could print your first name

**Historical Changes in People and the World**

Learning about different family members' histories or stories

Navigating Familiar Locations

Having a favorite place to go to and recognizing a landmark by that place

Caring for the Natural World

Planting or helping to take care of a plant or animal

Understanding the Physical World Through Drawings and Maps

Drawing a picture of the houses on your block

Exchange

Playing store or getting to pay for something at the store

Keeping it going

Students then individually write a memory for as many of the substrands as they can; these can be just a few words or a phrase or a simple drawing. Encourage students to try to think of things that happened when they were preschool age.

After students have completed their handouts, ask them to find one or two partners to share some of their memories. Remind them that they can choose to talk about only the ones they feel comfortable sharing but encourage them to try to compare memories for some of the same substrands.

Online Options

Students could complete Handout 1 prior to class and post it online for instructor's review. Students could then review their classmates' handouts before class and be prepared to discuss the "Putting it together" questions in an instructor facilitated class discussion.

Taking it further

After students have shared their memories, ask them to think about some of their current interests or activities that are related to the substrands. For example, some students may participate in an annual clean-up-the-park day or be active in a community organization. Discuss how some of their current interests may have begun with some of these early experiences. How were those interests nurtured or how did they evolve as they were growing up?



Putting it together

Convene the students as a large group and facilitate a discussion about what they discovered in this learning experience. The following questions could be used to guide the discussion:



Slides 7-8

- What stood out for you from your individual reflection time? From sharing your memories with other students?
- For which substrands did it seem easier to come up with memories? Which were harder? What surprised you?
- What new understandings or perspectives about the history–social science domain do you now have?
- What will you take from this learning experience to your work with young children?



Slide 9

Another approach

Instead of having students share their memories with one or two other students, students could do this sharing with a conversation grid. Handout 2 is provided for this process.

Reflection

If students are keeping journals for the course, instructors may have students individually answer the reflective questions in the “Putting it together” section prior to the class discussion.



Slides 10-11

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics.

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?



Handout for the History–Social Science Domain: Connecting to Experience

Strand/Substrand		Memory of an Early Experience
Self and Society		
	1.0 Culture and Diversity	
	2.0 Relationships	
	3.0 Social Roles and Occupations	
Becoming a Preschool Community Member (Civics)		
	1.0 Skills for Democratic Participation	
	2.0 Responsible Conduct	
	3.0 Fairness and Respect for Other People	
	4.0 Conflict Resolution	
Sense of Time (History)		
	1.0 Understanding Past Events	
	2.0 Anticipating and Planning Future Events	

History–Social Science Domain:
Getting Ready
Handout 1 – Handout for the History–Social Science Domain:
Connecting to Experience



Strand/Substrand		Memory of an Early Experience
Sense of Time (History) – Continued		
	3.0 Personal History	
	4.0 Historical Changes in People and the World	
Sense of Place (Geography and Ecology)		
	1.0 Navigating Familiar Locations	
	2.0 Caring for the Natural World	
	3.0 Understanding the Physical World Through Drawings and Maps	
Marketplace (Economics)		
	1.0 Exchange	



Handout for the History–Social Science Domain: Connecting to Experience with Peers



History–Social Science Domain:
Getting Ready
Handout 2 – Handout for the History–Social Science Domain:
Connecting to Experience with Peers

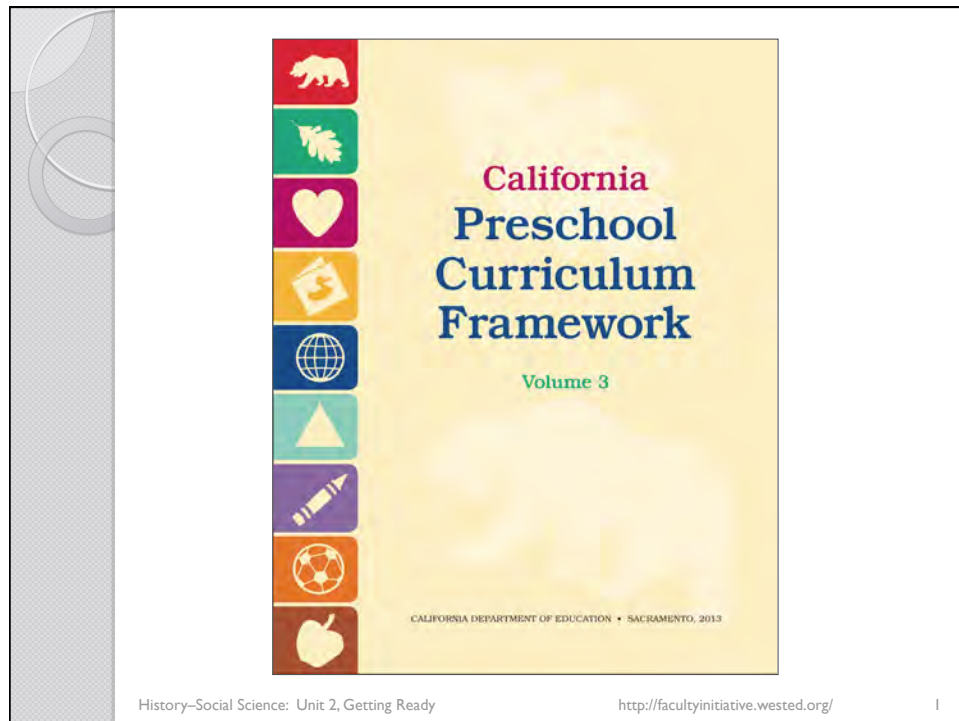
Strand/Substrand	Memory	Memory	Memory	Memory
Self and Society 1.0 Culture and Diversity	Name:	Name:	Name:	Name:
Self and Society 2.0 Relationships	Name:	Name:	Name:	Name:
Self and Society 3.0 Social Roles and Occupations	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 1.0 Skills for Democratic Participation	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 2.0 Responsible Conduct	Name:	Name:	Name:	Name:



Strand/Substrand	Memory	Memory	Memory	Memory
Becoming a Preschool Community Member (Civics) 3.0 Fairness and Respect for Other People	Name:	Name:	Name:	Name:
Becoming a Preschool Community Member (Civics) 4.0 Conflict Resolution	Name:	Name:	Name:	Name:
Sense of Time (History) 1.0 Understanding Past Events	Name:	Name:	Name:	Name:
Sense of Time (History) 2.0 Anticipating and Planning Future events	Name:	Name:	Name:	Name:
Sense of Time (History) 3.0 Personal History	Name:	Name:	Name:	Name:



Strand/Substrand	Memory	Memory	Memory	Memory
Sense of Time (History) 4.0 Historical Changes in People and the World	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 1.0 Navigating Familiar Locations	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 2.0 Caring for the Natural World	Name:	Name:	Name:	Name:
Sense of Place (Geography and Ecology) 3.0 Understanding the Physical World Through Drawings and Maps	Name:	Name:	Name:	Name:
Marketplace (Economics) 1.0 Exchange	Name:	Name:	Name:	Name:



History–Social Science

The history–social science domain in the *California Preschool Curriculum Framework, Volume 3* is:

- A companion to the same domain in the *California Preschool Learning Foundations, Volume 3*.
- A guide for teachers in planning curriculum in history–social science.
- Organized with the same strands and substrands as the foundations.

History–Social Science

History–social science in the *California Preschool Curriculum Framework, Volume 3* contains:

- Guiding principles
- Suggestions for environments and materials
- Vignettes
- Teachable moments
- Interactions and strategies
- Strategies for engaging families
- Research highlights
- Questions for reflection

History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

- Self and Society
Beginning to identify with how their family does things and understand that other families and people have ways of doing things that are different or similar to their family
- Civics
How to live with others and how rules work
- History
Events that happened in the past, even before they were born

History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

- Geography

The location of familiar places in relation to each other and the different kinds of places where people live

- Ecology

Learning to take care of earth and animals

- Economics

A beginning understanding of money and the exchange of things and services

History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

Unit 2, Getting Ready, Handout 1

Handout for the History–Social Science Domain: Connecting to Experience

Strand/Substrand	Memory of an Early Experience
Self and Society	
1.0 Culture and Diversity	
2.0 Relationships	
3.0 Social Roles and Occupations	
Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
2.0 Responsible Conduct	



History–Social Science Domain:
Getting Ready
Handout for the History–Social Science Domain:
Connecting to Experience

History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

- What stood out for you from your individual reflection time? From sharing your memories with other students?
- For which substrands did it seem easier to come up with memories? Which were harder? What surprised you?

History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

- What new understandings or perspectives about the history–social science domain do you now have?
- What will you take from this learning experience to your work with young children?



History–Social Science: Unit 2, Getting Ready

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

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History–Social Science

Unit 2, Getting Ready, Handout 2 

**Handout for the History–Social Science Domain:
Connecting to Experience with Peers**

Strand/Substrand	Memory	Memory	Memory	Memory
Self and Society 1.0 Culture and Diversity	Name:	Name:	Name:	Name:
Self and Society 2.0 Relationships	Name:	Name:	Name:	Name:
Self and Society 3.0 Social Roles and Occupations	Name:	Name:	Name:	Name:


 History–Social Science Domain:
 Getting Ready
 Handout 2 – Handout for the History–Social Science Domain:
 Connecting to Experience with Peers

History–Social Science: Unit 2, Getting Ready <http://facultyinitiative.wested.org/> 9



- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

History–Social Science: Unit 2, Getting Ready <http://facultyinitiative.wested.org/> 10



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?



Unit 2 – History–Social Science:

Key Topic 1: Organization and Rationale of the History–Social Science Domain

Focus Statement

Students become familiar with the rationale and guiding principles for the history–social science domain in the *California Preschool Curriculum Framework, Volume 3*. They also explore how the domain is organized.

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 learning experience. 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
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Notetaking outline or guide
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Professionalism



Unit 2 – History–Social Science:

Key Topic 1: Organization and Rationale of the History–Social Science Domain

Before You Start

As in the instructional guides for the *California Preschool Curriculum Framework, Volumes 1 and 2*, Key Topic 1 for the history–social science domain has three main components or subtopics: rationale for the domain, organization of the domain, and guiding principles for the domain. Each subtopic has a set of active learning experiences that are designed to help students become familiar with the overall content and key elements of the history–social science domain and know how to locate these elements when doing their curriculum planning. Opportunities to explore the domain content in more depth and detail are provided in other key topics.

If students have already done Key Topic 1 of Unit 1 or Key Topic 1/Subtopic 2 of Unit 3 of this instructional guide, they may already have acquired an understanding of the domain’s organization. Instructors may then wish to skip Subtopic 2 and focus on Subtopic 1, Rationale for the History–Social Science Domain, or Subtopic 3, Guiding Principles for the History–Social Science Domain.

Reflection questions are presented at the end of this key topic as well as for each of the subtopics in the “Putting it all together” sections. Please note that the *California Preschool Curriculum Framework, Volume 3* also has “Questions for Reflection” at the end of each strand. The questions in the framework were designed to help students think about their teaching practices related to the content of the strand whereas the questions in this instructional guide focus on students’ understanding of the learning experiences presented in the key topics and how these experiences can be applied in their work. The following considerations for some of the active learning experiences in the three subtopics are presented for instructors’ planning:

Subtopic 1: Rationale for the History–Social Science Domain.

For this subtopic, students are asked to read several pages of the *California Preschool Curriculum Framework, Volume 3*. If students do not have copies of the publication, faculty may wish to remind students that a Portable Document Format (PDF) version of the curriculum framework can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp>.

Subtopic 2: Organization of the History–Social Science Domain.

Two handouts are provided with this subtopic. Students can use Handout 1 when recording the elements or structures of the history–social science domain. Handout 2 is a completed version of Handout 1, which is provided as a reference for faculty. If students



have hard copies of the *California Preschool Curriculum Framework, Volume 3*, an alternative for reviewing the organizational structure of the domain is to ask students to tab the key elements of the chapter. If faculty choose this option, it will be helpful to have Post-it® Notes or some other kind of sticky note or page marker available for students.

Students also compare their work with Appendix A of the *California Preschool Learning Foundations, Volume 3*. The PDF versions of the curriculum framework and the learning foundations can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>. Handout 3, a summary of the strands, substrands, and foundations for the history–social science domain, is also provided with this subtopic.

Subtopic 3: Guiding Principles for the History–Social Science Domain

Students are asked to read the 10 guiding principles for the history–social science domain and review the interactions and strategies found in the substrands. If students do not have the *California Preschool Curriculum Framework, Volume 3*, faculty may wish to provide copies of the pages containing the principles (pp. 45–46). A list of the interactions and strategies is provided as Handout 4. Handout 5 is a grid that students can use to note the intersections between the domain principles and interactions and strategies. Handout 6 is provided as a sample for recording the number of substrands and interactions and strategies the students identify for each domain principle.

Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Information Delivery

Depending on students' understanding of and experience with the history–social science domain as a curricular area, faculty may choose to provide time for students to familiarize themselves with the history–social science foundations. The following sections from the *California Preschool Learning Foundations, Volume 3* can provide this background knowledge:



Slide 2

- Overview of the history–social science strands and substrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

A summary of the strands and substrands is on page 50 of the *California Preschool Curriculum Framework, Volume 3* and is listed here for reference:



Slides 3-6

- Self and Society [strand]
 - 1.0 Culture and Diversity [substrand]
 - 2.0 Relationships [substrand]
 - 3.0 Social Roles and Occupations [substrand]
- Becoming a Preschool Community Member (Civics) [strand]
 - 1.0 Skills for Democratic Participation [substrand]
 - 2.0 Responsible Conduct [substrand]
 - 3.0 Fairness and Respect for Other People [substrand]
 - 4.0 Conflict Resolution [substrand]
- Sense of Time (History) [strand]
 - 1.0 Understanding Past Events [substrand]
 - 2.0 Anticipating and Planning Future Events [substrand]
 - 3.0 Personal History [substrand]
 - 4.0 Historical Changes in People and the World [substrand]
- Sense of Place (Geography and Ecology) [strand]
 - 1.0 Navigating Familiar Locations [substrand]
 - 2.0 Caring for the Natural World [substrand]
 - 3.0 Understanding the Physical World Through Drawings and Maps [substrand]
- Marketplace (Economics) [strand]
 - 1.0 Exchange [substrand]

In addition, these sections from the *California Preschool Curriculum Framework, Volume 3* will be discussed in Subtopic 1:

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands (pp. 51, 53, 60, 63, 69, 70, 75, 78, 80, 86–87, 88, 91, 94, 97, 103–104, 105, 108, 112, 117, and 118)
- Research highlights (pp. 51–52, 83–84, 93, and 111)

For Subtopic 2, pages 9–11 of the *California Preschool Curriculum Framework, Volume 3* will be discussed—Organization of the Framework.



Active Learning

Subtopic 1: Rationale for the History–Social Science Domain

Getting it started

Ask students to begin this learning experience by reading the following pages of the *California Preschool Curriculum Framework, Volume 3*:



Slide 7

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands (pp. 51, 53, 60, 63, 69, 70, 75, 78, 80, 86–87, 88, 91, 94, 97, 103–104, 105, 108, 112, 117, and 118)
- Research highlights (pp. 51–52, 83–84, 93, and 111)

Ask them to note any key points or concepts and vocabulary that stand out from their reading. Then conduct a class discussion to ensure that the students have an understanding of the relevance of the substrands in a preschool curriculum.

Keeping it going

Instructors can assign students or ask students to self-select into 15 small groups, one for each substrand. Explain that the class is writing a parent handbook on the history–social science curriculum for a preschool program. Each group is to compose a short paragraph that explains to families what the substrand means and why it is included in the preschool curriculum. Groups can also include a graphic that helps to illustrate the substrand.

Taking it further

Each group then shares its paragraph with three other groups, and the other groups provide some feedback—one strength and one suggestion. Having only three other groups review each group’s paragraph is suggested because a review of all groups’ paragraphs could take a lot of time. However, faculty may choose

Online Options

Subtopic 1: Students could post their paragraphs online for their instructors and classmates to review. Students are then responsible for providing feedback on at least three paragraphs, using the comments feature for Microsoft Word documents. The student(s) who write the paragraphs then finalize their paragraphs after reading their instructor’s and classmates’ comments.



to use a different review process depending on the time available in the class.

The group that wrote the paragraph then reviews the feedback and makes any revisions it feels are appropriate. If possible, compile all the paragraphs into a sample parent handbook as a resource for the students.

Putting it together

Conclude this subtopic by facilitating a class discussion with the following questions:



Slides 8-9

- What are some things that stood out for you from the paragraphs you read?
- What was easy or difficult about writing your paragraph? Why?
- What did you learn from explaining the information in the history–social science domain for parents? What would you want to know about the families in your preschool program before sharing this information with them?
- What are some other ways you might explain to families why and how the history–social science domain is included in your preschool program?

Another approach

Instead of dividing the class into 15 small groups and having each group work on one substrand, faculty could ask students to work on a full strand. Each group could prepare a page on its strand, again including graphics as appropriate.

Faculty might choose to ask students to do a class presentation on its strand rather than create a parent handbook. The presentation could take any form such as a poster, oral presentation, panel discussion, or role playing. The presentation is to demonstrate how the strand could be explained to families.

Subtopic 2: Organization of the History–Social Science Domain

Getting it started

Begin this subtopic by asking students to read the “Organization of the Framework” section of the *California Preschool Curriculum Framework, Volume 3* (pp. 9–11). Ask students to make note of the main organizational structures of the framework.



Slide 10

Keeping it going

Next provide students with Handout 1 for this subtopic, titled “Organization of the History–Social Science Domain.” Ask them to compare the elements on the handout with the organizational structures they identified in their reading. Explain that their task is to complete the handout so that they will then have an expanded table of contents that can be used as a reference. The notes column can be used to indicate information they may find helpful in using the framework, such as the number of vignettes, interactions and strategies, or research highlights in the strand or substrand. Please note that Handout 2, a completed version of Handout 1, is provided for instructors.

Instructors may choose to have students work individually, in pairs, or in small groups. This decision may be partly based on the students’ access to the *California Preschool Curriculum Framework, Volume 3*—either a hard copy or electronic copy of the publication.



Slides 11-12

Taking it further

After students have completed their handouts, ask them to review Appendix A of the *California Preschool Learning Foundations, Volume 3* (pp. 103–107), which provides a summary of the strands, substrands, and foundations for the history–social science domain. This summary is also provided as Handout 3 for this key topic.

Ask the students to compare their completed Handout 1 with Handout 3 and note the parallel organization of the learning foundations and the curriculum framework for this domain. It is important for students to understand that the foundations are the **what**—goal-like statements that describe **what** children typically learn and develop with optimal learning opportunities and support. The curriculum framework is the **how**—guidance for **how** teachers can intentionally support children’s learning and development.

It is also important for students to understand that the curriculum framework does not provide a one-to-one match between individual foundations and curriculum guidance such as the interactions and strategies.

Another way

If students have hard copies of the *California Preschool Curriculum Framework, Volume 3*, they can tab the sections of the publication with small Post-It® Notes or a similar kind of sticky note or page marker. Different colors could be used for the different sections. This tabbing could be done in place of or in addition to completing Handout 1.



Putting it together

This subtopic can be concluded with a facilitated group discussion or individual student reflection on the following questions:



Slides 13-14

- Which components or elements of the history–social science chapter caught your attention?
- Which component do you want to spend more time reading about? Why?
- Which organizational element(s) do you think will help you become more intentional in your curriculum planning and teaching of history and social science? Why and how?
- In what ways can you use this organizational guide of the history–social science domain as a reference in your work?

Online Options

Subtopic 2: Students could complete Handout 1 individually. If online discussion is available, the instructor could then facilitate a discussion on each of the questions in the “Putting it together” section. Each question could be a separate discussion thread.

Subtopic 3: Guiding Principles for the History–Social Science Domain



Slides 15-17

Getting it started

Begin this subtopic by asking students to review the 10 guiding principles for the history–social science domain on pages 45–46 of the *California Preschool Curriculum Framework, Volume 3*. In a class discussion, ask students to highlight key words and concepts in each principle. Also provide opportunities for students to ask for clarification about any principles or share other examples of what the principle might look like in a classroom.

Keeping it going

Next ask the students to form pairs or small groups so that there are 15 groupings. Each group is assigned one of the 15 substrands and given a copy of Handout 5 included with this subtopic.



Slides 18-19

Next give each group a set of the interactions and strategies for that substrand. Handout 4 lists the interactions and strategies by substrand. Each group will have 7 to 12 interactions and strategies. Ask students to write each interaction and strategy in the left hand



column of Handout 5. Students do not have to write the full interaction or strategy; they can write a few words that capture the main point of the strategy. Students then are to decide which interactions and strategies implement the guiding principles by placing an “X” in the box on the grid where the interaction/strategy and principle intersect.

Online Options

Subtopic 3: Students could complete Handout 5 individually or in small groups and then post the handout online. After reviewing the other students’ or groups’ handouts, students would write individual responses to the questions in the “Putting it together” section for the instructor’s review.

Taking it further

Then bring the students together as a full class. Read each principle and ask which groups included an interaction or strategy that implements that principle. Ask one student to keep track of how many substrands were identified for each principle. Ask another student to note how many interactions and strategies are reported for each principle. It would be helpful if the students can record these tallies on a large sheet of paper so that all the students can see them. Handout 6 is provided as a sample.

Putting it together

Conclude this subtopic with a facilitated group discussion or individual student reflection on the following questions:



Slides 20-21

- What stood out for you from comparing the guiding principles and interactions and strategies?
- Which principles seemed to encompass the most interactions and strategies? The fewest? What might be some reasons for these differences?
- Which principles do you think will be the easiest for you to implement in your teaching? The most difficult? Why?
- How will you keep these principles in mind when you are planning curriculum and working with young children and families in your preschool program?

Reflection



Slides 22

The following questions can be used to support reflection on this key topic as a whole:

- As you think about the rationale, organizational structure, and guiding principles of the history–social science domain, what are



some things that you remember?

- Which aspects seemed the most important to you? Why?
- What was useful in helping you understand the elements of the history–social science domain?
- How might you use the resource tools you developed in curriculum planning? In explaining to families how history and social science are part of their children’s learning and development?



Slides 23

Deeper Understanding



Slides 24

There are two sample developmental sequences in the chapter on history–social science in the *California Preschool Curriculum Framework, Volume 3*. One is on the sense of time (p. 87), and the other is on the sense of place (p. 104).

Students could look for information on similar developmental sequences for the other strands or substrands in the history–social science domain. The Endnotes (pp. 126–129) and the Bibliography (pp. 130–134) are resources for locating information on possible developmental sequences. In addition, in the *California Preschool Learning Foundations, Volume 3* the Bibliographic Notes (pp. 23–38) include references to children’s acquisition of knowledge and skills for each of the substrands.

Ask students to summarize their findings for a particular strand or substrand following the two sample developmental sequences: beginning level, next level, next level, and mature or proficient level. Students should include the references they used in constructing these sequences.



Handout for the Organization of the History–Social Science Domain

Indicate the pages where each component can be found in the history–social science domain chapter of the *California Preschool Curriculum Framework, Volume 3*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 10 guiding principles in this domain or that there are five vignettes in the first substrand of the Self and Society Strand.

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Self and Society (strand)		
1.0 Culture and Diversity (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Relationships (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Social Roles and Occupations (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		

History–Social Science Domain:
Key Topic 1
Handout 1 – Handout for the Organization of the History–Social Science Domain



Component	Page(s)	Notes
Questions for Reflection		
Other		
Becoming a Preschool Community member (Civics) (strand)		
<i>1.0 Skills for Democratic Participation (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Responsible Conduct (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Fairness and Respect for Other People (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>4.0 Conflict Resolution (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
Sense of Time (History) (strand)		
<i>1.0 Understanding Past Events (substrand)</i>		



Component	Page(s)	Notes
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Anticipating and Planning Future Events (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>3.0 Personal History (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>4.0 Historical Changes in People and the World (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
Sense of Place (Geography and Ecology) (strand)		
<i>1.0 Navigating Familiar Locations (substrand)</i>		
Vignettes and Teachable Moments		
Interactions and Strategies		
<i>2.0 Caring for the Natural World (substrand)</i>		
Vignettes and Teachable Moments		



Component	Page(s)	Notes
Interactions and Strategies		
3.0 Understanding the Physical World Through Drawings and Maps (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		
Marketplace (Economics) (strand)		
1.0 Exchange (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		
Questions for Reflection		
Other		



Handout for the Organization of the History–Social Science Domain

Indicate the pages where each component can be found in the history–social science domain chapter of the *California Preschool Curriculum Framework, Volume 3*. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 10 guiding principles in this domain or that there are five vignettes in the first substrand of the Self and Society Strand.

Note to Faculty: This completed handout is provided as a reference for instructors.

Component	Page(s)	Notes
Guiding Principles	45–46	10 principles
Environments and Materials	46–48	12 environments and materials
Summary of the Strands and Substrands	49–50	
Teacher Resources	125	
Glossary	244	
Other		
Self and Society (strand)	51	
1.0 Culture and Diversity (substrand)	53	
Vignettes and Teachable Moments	53–57	5 vignettes
Interactions and Strategies	58–59	10 interactions and strategies
2.0 Relationships (substrand)	60	
Vignettes and Teachable Moments	60	1 vignette
Interactions and Strategies	61–62	9 interactions and strategies
3.0 Social Roles and Occupations (substrand)	63	
Vignettes and Teachable Moments	63	1 vignette
Interactions and Strategies	64–65	10 interactions and strategies
Research Highlight(s)	51–52	



Component	Page(s)	Notes
Engaging Families	67	1 research highlight—Research Highlight: Anti-Bias Curriculum Approach
Questions for Reflection	68	4 suggestions
Other		6 questions
Becoming a Preschool Community member (Civics) (strand)	69	
<i>1.0 Skills for Democratic Participation (substrand)</i>	70	
Vignettes and Teachable Moments	70	1 vignette
Interactions and Strategies	71–74	12 interactions and strategies
<i>2.0 Responsible Conduct (substrand)</i>	75	
Vignettes and Teachable Moments	75	1 vignette
Interactions and Strategies	76–77	10 interactions and strategies
<i>3.0 Fairness and Respect for Other People (substrand)</i>	78	
Vignettes and Teachable Moments	78	1 vignette
Interactions and Strategies	79	8 interactions and strategies
<i>4.0 Conflict Resolution (substrand)</i>	80	
Vignettes and Teachable Moments	80	1 vignette
Interactions and Strategies	81–82	9 interactions and strategies
Research Highlight(s)	83–84	1 research highlight
Engaging Families	84	4 suggestions
Questions for Reflection	85	7 questions
Other		
Sense of Time (History) (strand)	86	



Component	Page(s)	Notes
1.0 Understanding Past Events (substrand)	88	
Vignettes and Teachable Moments	88–89	2 vignettes
Interactions and Strategies	89–90	7 interactions and strategies
2.0 Anticipating and Planning Future Events (substrand)	91	
Vignettes and Teachable Moments	91–92	3 vignettes
Interactions and Strategies	92–93	7 interactions and strategies
3.0 Personal History (substrand)	94	
Vignettes and Teachable Moments	94–95	3 vignettes
Interactions and Strategies	95–96	7 interactions and strategies
4.0 Historical Changes in People and the World (substrand)	97	
Vignettes and Teachable Moments	97–98	3 vignettes
Interactions and Strategies	98–99	7 interactions and strategies
Research Highlight(s)	93	1 research highlight
Engaging Families	101	5 suggestions
Questions for Reflection	102	4 questions
Other	87	Sample Developmental Sequence: Sense of Time
Sense of Place (Geography and Ecology) (strand)	103–104	
1.0 Navigating Familiar Locations (substrand)	105	
Vignettes and Teachable Moments	105	1 vignette
Interactions and Strategies	106–107	10 interactions and strategies
2.0 Caring for the Natural World (substrand)	108	



Component	Page(s)	Notes
Vignettes and Teachable Moments	108	2 vignettes
Interactions and Strategies	109–110	12 interactions and strategies
3.0 Understanding the Physical World Through Drawings and Maps (substrand)	112	
Vignettes and Teachable Moments	112	1 vignette
Interactions and Strategies	113–114	12 interactions and strategies
Research Highlight(s)	111	1 research highlight
Engaging Families	115–116	5 suggestions
Questions for Reflection	116	4 questions
Other	104	Sample Developmental Sequence: Sense of Place
Marketplace (Economics) (strand)	117	
1.0 Exchange (substrand)	118	
Vignettes and Teachable Moments	118	1 vignette
Interactions and Strategies	119–120	10 interactions and strategies
Research Highlight(s)		
Engaging Families	121–122	5 suggestions
Questions for Reflection	122	5 questions
Other		



History–Social Science

Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.

3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

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Becoming a Preschool Community Member (Civics)

1.0 Skills for Democratic Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.

2.0 Responsible Conduct

2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.

3.0 Fairness and Respect for Other People

3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.

4.0 Conflict Resolution

4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.

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Sense of Time (History)

1.0 Understanding Past Events

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.

2.0 Anticipating and Planning Future Events

2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.

3.0 Personal History

3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.

4.0 Historical Changes in People and the World

4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.

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Sense of Place (Geography and Ecology)

1.0 Navigating Familiar Locations

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.

2.0 Caring for the Natural World

2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).

3.0 Understanding the Physical World Through Drawings and Maps

3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.

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Marketplace (Economics)

1.0 Exchange

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

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Interactions and Strategies that Support History–Social Science

History–Social Science Domain:
Key Topic 1
Handout 4 – Interactions and Strategies that Support History–
Social Science

Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.
Create an environment, both indoors and outdoors, that is inclusive of all children's abilities.	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships.	Highlight the roles that elders play in family life and in society.
Address children's initial comments and inquiries about diversity with honest, direct communication . . .	Reinforce pro-social behavior and its impact on others.	Incorporate books, magazines, and other forms of print that include images and stories of different workers.
Converse about similarities and differences.	Offer sensitive guidance as children experience challenges related to peer interactions and friendship.	Include the pursuit of further education among work options.



Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Sing songs and share stories in different languages.	Facilitate positive social problem solving.	Invite family members to share their work experiences, including those that may diverge from traditional gender roles.
Plan meaningful celebrations with support of the children and families.	Read books that deal with the themes of friendship and relating to others.	Talk about future career goals.
Read and converse about books that accurately represent the lives and experiences of children.		Visit community stores, businesses, and service providers to observe workers in action.



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Share control of the preschool environment with children.	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine.	Maintain a culturally inclusive environment.	Prevent conflicts by limiting program transitions and minimizing waiting time.
Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults: . . .	Create community rules with children’s input.	Model respect and care in everyday interactions.	Model cooperation and care for others.
Incorporate class meetings into the daily routine of older preschool children.	Model the behaviors you expect.	Use language that promotes concern and care for the community.	Provide children with a calm presence in conflict situations.
Support freedom of thought and speech in individual investigations, as well as in planned group experiences.	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts.	Converse about the “whys” of fairness and respect.	Use descriptive language to help children make sense of conflict.
Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security.	Plan opportunities to further explore and converse about community rules during small- or large-group meetings.	Teach social skills, such as patience and generosity, by using social stories and role-play experiences.	Prompt children with open-ended questions and statements.



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Engage children in community brainstorming and problem solving.	Redirect children's actions toward more appropriate behavior by using positive descriptions of what you expect children to do.	Coach children during their interactions with peers.	Involve children in the problem-solving process.
Make group decisions when appropriate.	Facilitate problem solving.	Intervene and address negative interactions immediately.	Create problem-solving kits.
Acknowledge emotions related to group brainstorming and decision making.	Reinforce responsible conduct by using descriptive language.	Use storybooks to enhance children's understanding of ways to express feelings and build relationships.	Read books related to social conflict.
Model citizenship skills.	Utilize books to build on the children's ability to empathize and extend care to others.		Use "persona dolls" or puppets and social stories to promote skill development and perspective taking.
Use guidance to redirect children to more appropriate actions and behavior.	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility.		
Reinforce behavior.			



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Create an inclusive environment that values and encourage the participation of children from all cultural and linguistic backgrounds as well as children with special needs.			



Strand: Sense of Time (History)			
Substrand 1.0: Understanding Past Events	Substrand 2.0: Anticipating and Planning Future Events	Substrand 3.0: Personal History	Substrand 4.0: Historical Changes in People and the World
Use predictable routines to facilitate children's sense of time.	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations.	Share memories.	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences.
Incorporate time words into conversation.	Converse with children about upcoming events.	Ask questions to increase children's recollections of events.	Read children's stories about different places and times to expand children's perspective.
Create opportunities to converse with children about meaningful experiences and build connections between current and past events.	Comment on behaviors that anticipate future events.	Encourage children to express their feelings and reactions to experiences.	Expose children to the arts.
Listen attentively to children's narrative descriptions.	Promote planning as children engage in child-initiated projects.	Document children's work over time and create individual portfolios for each child.	Observe changes in animals, plants, and the outdoors.



Strand: Sense of Time (History)			
Substrand 1.0: Understanding Past Events	Substrand 2.0: Anticipating and Planning Future Events	Substrand 3.0: Personal History	Substrand 4.0: Historical Changes in People and the World
Communicate with awareness about children's narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental "scripts."	Involve children in program planning.	Acknowledge birthdays.	Celebrate special events in a meaningful and authentic way.
Document and display children's work at their eye level to encourage recall and reflection.	Introduce time-keeping tools to help children monitor the passage of time . . .	Provide activities that invite personal reflection.	Record significant events on a large calendar to create a program history.
Sing songs, recite poetry, and read books that involve sequencing.	Talk with children using time words . . .	Make use of children's stories that explore growth and individual change.	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools).



Strand: Sense of Place (Geography and Ecology)		
Substrand 1.0: Navigating Familiar Locations	Substrand 2.0: Caring for the Natural World	Substrand 3.0: Understanding the Physical World Through Drawings and Maps
Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships.	Use children's current knowledge to plan effective curriculum.	Engage children in a conversation about maps.
Describe your own actions as you travel between locations.	Set aside time for outdoor explorations each day.	Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day.
Play games about how to get from here to there.	Provide children with sensory experiences, especially those with sand and water.	Incorporate maps in dramatic play experiences.
Engage children in conversation about how they travel to and from preschool each day.	Integrate living things into the indoor learning environment.	Provide children with map-making tools in both the indoor and outdoor preschool settings.
Take walks through familiar locations and neighboring areas.	Observe life in a natural setting.	Capitalize on children's initiative in exploring maps.
Converse about the here and now as well as encouraging later reflection.	Model respect and care for the natural world.	Utilize maps while planning and attending group outings, in preparation for safe exercises (e.g., fire drills), and as children join the program or move to a new home.
Locate and explore local landmarks.	Use descriptive language to converse about the earth and its features.	Play board games that use trails and pathways.



Strand: Sense of Place (Geography and Ecology)		
Substrand 1.0: Navigating Familiar Locations	Substrand 2.0: Caring for the Natural World	Substrand 3.0: Understanding the Physical World Through Drawings and Maps
Promote children's understanding of weather and its impact on their day-to-day experiences.	Compare and contrast living and non-living things.	Make a map of the early learning environment.
Comment on weather patterns and invite children to share their observations.	Teach young children easy ways to conserve the earth's resources.	Invite children to use their imagination and create maps to go along with familiar stories.
Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines.	Grow a garden in the program's outdoor space.	View locations from different physical perspectives.
	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible.	Prepare a treasure hunt.
	Use books to extend children's investigations of the earth and its attributes.	Document work over time.



Strand: Marketplace (Economics)	
Substrand 1.0: Exchange	
Introduce economic concepts (e.g., production, exchange, consumption) through children's books.	
Provide open-ended materials to support children's spontaneous investigations of business and the economy.	
Offer dramatic play experiences that allow children to explore economic concepts.	
Explore alongside children, expanding on their initiative . . .	
Draw attention to trends of consumption in the preschool setting . . .	
Converse about wants and needs.	
Allow children to make economic decisions.	
Explore all forms of exchange.	
Visit local businesses.	
Create an opportunity for children to make their own product.	



**History–Social Science Domain:
Key Topic 1
Handout 5 – History–Social Science Domain Guiding Principles
and Interactions and Strategies Grid**

Domain Principles ↑  Interactions and Strategies →	Build a cooperative, inclusive preschool community.					
	Create activities that will actively encourage children's social skills and understanding.					
	Affirm children's home cultures, experiences, and values.					
	Encourage children's social curiosity.					
	Model social behavior and attitudes with explanations.					
	Actively teach and practice the essential skills of democratic participation.					
	Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.					
	Observe and converse with children during play in order to learn about their current understanding of time and history.					
	Help children deepen their own sense of place.					
	Nurture children's sense of wonder about nature.					



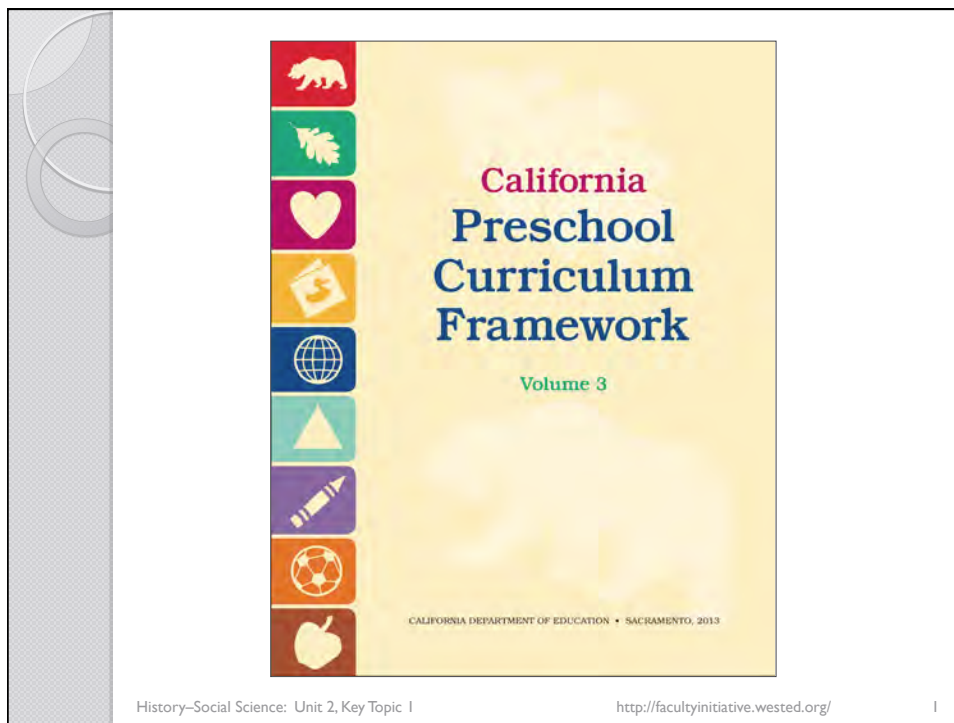
 Domain Principles ↑ Interactions and Strategies →	Build a cooperative, inclusive preschool community.					
	Create activities that will actively encourage children's social skills and understanding.					
	Affirm children's home cultures, experiences, and values.					
	Encourage children's social curiosity.					
	Model social behavior and attitudes with explanations.					
	Actively teach and practice the essential skills of democratic participation.					
	Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.					
	Observe and converse with children during play in order to learn about their current understanding of time and history.					
	Help children deepen their own sense of place.					
	Nurture children's sense of wonder about nature.					



History–Social Science Domain Guiding Principles, Substrands, and Interactions and Strategies

**History–Social Science Domain:
Key Topic 1
Handout 6 – History–Social Science Domain Guiding Principles,
Substrands, and Interactions and Strategies**

Domain Guiding Principle	# of Substrands	# of Interactions and Strategies
Build a cooperative, inclusive preschool community.		
Create activities that will actively encourage children's social skills and understanding.		
Affirm children's home cultures, experiences, and values.		
Encourage children's social curiosity.		
Model social behavior and attitudes with explanations.		
Actively teach and practice the essential skills of democratic participation.		
Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.		
Observe and converse with children during play in order to learn about their current understanding of time and history.		
Help children deepen their own sense of place.		
Nurture children's sense of wonder about nature.		



History–Social Science

Read and review:

- Overview of the history–social science strands and substrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

History–Social Science

Self and Society [strand]

- 1.0 Culture and Diversity [substrand]
- 2.0 Relationships [substrand]
- 3.0 Social Roles and Occupations [substrand]



History–Social Science: Unit 2, Key Topic 1

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History–Social Science

Becoming a Preschool Community Member (Civics) [strand]

- 1.0 Skills for Democratic Participation [substrand]
- 2.0 Responsible Conduct [substrand]
- 3.0 Fairness and Respect for Other People [substrand]
- 4.0 Conflict Resolution [substrand]

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History–Social Science

Sense of Time (History) [strand]

- 1.0 Understanding Past Events [substrand]
- 2.0 Anticipating and Planning Future Events [substrand]
- 3.0 Personal History [substrand]
- 4.0 Historical Changes in People and the World [substrand]

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History–Social Science

Sense of Place (Geography and Ecology) [strand]

- 1.0 Navigating Familiar Locations [substrand]
- 2.0 Caring for the Natural World [substrand]
- 3.0 Understanding the Physical World Through Drawings and Maps [substrand]

Marketplace (Economics) [strand]

- 1.0 Exchange [substrand]

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History–Social Science

Read and review

- Introduction to Chapter 2, History–Social Science (pp. 44–45)
- Summary of the History–Social Science Foundations (pp. 49–50)
- Discussion of the five history–social science strands and substrands
- Research highlights (pp. 51–52, 83–84, 93, and 111)

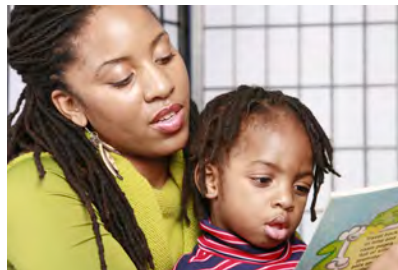
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History–Social Science

- What are some things that stood out for you from the paragraphs you read?
- What was easy or difficult about writing your paragraph? Why?



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History–Social Science

- What did you learn from explaining the information in the history–social science domain for parents? What would you want to know about the families in your preschool program before sharing this information with them?
- What are some other ways you might explain to families why and how the history–social science domain is included in your preschool program?

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History–Social Science

Unit 2, Key Topic 1, Handout 1

Handout for the Organization of the History–Social Science Domain

Indicate the pages where each component can be found in the history–social science domain chapter of the California Preschool Curriculum Framework, Volume 3. Use the notes column for any information that will help you remember what is in each component. For example, you might want to indicate that there are 10 guiding principles in this domain or that there are five vignettes in the first substrand of the Self and Society Strand.

Component	Page(s)	Notes
Guiding Principles		
Environments and Materials		
Summary of the Strands and Substrands		
Teacher Resources		
Glossary		
Other		
Self and Society (strand)		
1.0 Culture and Diversity (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
2.0 Relationships (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
3.0 Social Roles and Occupations (substrand)		
Vignettes and Teachable Moments		
Interactions and Strategies		
Research Highlight(s)		
Engaging Families		

Handout for the Organization of the History–Social Science Domain
Unit 2, Key Topic 1
Handout 1

History–Social Science: Unit 2, Key Topic 1

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History–Social Science

The **foundations** are the **what**

~ goal-like statements that describe **what** children typically learn and develop with optimal learning opportunities and support.

The **curriculum framework** is the **how**

~ guidance for **how** teachers can intentionally support children's learning and development.

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History–Social Science

Unit 2, Key Topic 1, Handout 3

History–Social Science

Self and Society

1.0 Culture and Diversity

At around 48 months of age

1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.

At around 60 months of age

1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.

2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.

3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.

3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

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History–Social Science

- Which components or elements of the history–social science chapter caught your attention?
- Which component do you want to spend more time reading about? Why?

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History–Social Science

- Which organizational element(s) do you think will help you become more intentional in your curriculum planning and teaching of history and social science? Why and how?
- In what ways can you use this organizational guide of the history–social science domain as a reference in your work?

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History–Social Science

Guiding Principles: History–Social Science

- Build a cooperative, inclusive preschool community.
- Create activities that will actively engage children's social skills and understanding.
- Affirm children's home cultures, experiences, and values.
- Encourage children's social curiosity.

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History–Social Science

Guiding Principles: History–Social Science

- Model social behavior and attitudes with explanations.
- Actively teach and practice the essential skills of democratic participation.
- Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.

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History–Social Science

Guiding Principles: History–Social Science

- Observe and converse with children during play in order to learn about their current understanding of time and history.
- Help children deepen their own sense of place.
- Nurture children's sense of wonder about nature.

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History–Social Science

Domain Principles  Interactions and Strategies	Build a cooperative, inclusive preschool community.	Create activities that will actively encourage children's social skills and understanding.	Affirm children's home cultures, experiences, and values.	Encourage children's social curiosity.	Model social behavior and attitudes with explanations.	Actively teach and practice the essential skills of democratic participation.	Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play.	Observe and converse with children during play in order to learn about their current understanding of time and history.	Help children deepen their own sense of place.	Nurture children's sense of wonder about nature.

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History–Social Science

Interactions and Strategies that Support History–Social Science

Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.

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History–Social Science

- What stood out for you from comparing the guiding principles and interactions and strategies?
- Which principles seemed to encompass the most interactions and strategies? The fewest? What might be some reasons for these differences?

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History–Social Science

- Which principles do you think will be the easiest for you to implement in your teaching? The most difficult? Why?
- How will you keep these principles in mind when you are planning curriculum and working with young children and families in your preschool program?

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- As you think about the rationale, organizational structure, and guiding principles of the history–social science domain, what are some things that you remember?
- Which aspects seemed the most important to you? Why?
- What was useful in helping you understand the elements of the history–social science domain?



History–Social Science: Unit 2, Key Topic 1

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- How might you use the resource tools you developed in curriculum planning? In explaining to families how history and social science are part of their children's learning and development?

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History–Social Science

Developmental Sequences in History–Social Science

- Review sample sequences: sense of time (p. 87) and sense of place (p. 104).
- Identify developmental sequences for other strands or substrands.
- Summarize findings, including:
 - ✓ Beginning level, next level, next level and mature or proficient level
 - ✓ References used in constructing these sequences

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Unit 2 – History–Social Science:

Key Topic 2: Getting to Know Environments and Materials that Support History–Social Science

Focus Statement

Students review the 12 characteristics of environments and materials that support children’s learning in the history–social science domain and explore how each characteristic relates to the different substrands.

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 learning experience. 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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Observation and Assessment
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation
- Development of a resource tool
- Interview
- Observations
- Pairs or small groups
- Panel/guest speaker
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

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



Unit 2 – History–Social Science:

Key Topic 2: Getting to Know Environments and Materials that Support History–Social Science

Before You Start

This key topic provides an opportunity for students to link the 12 characteristics of the environment and materials with the substrands in the history–social science domain. Students review the sections on curriculum planning and environments and materials in the *California Preschool Curriculum Framework, Volume 3* as preparation for this learning experience.

In the “Deeper Understanding” segment, students can learn directly from early care and education professionals by either (1) observing a classroom and interviewing the teaching staff or (2) hearing from a speaker or panel and viewing photographs of a classroom. Depending on students’ familiarity with preschool programs in their community, instructors may wish to prepare a list of programs that students can visit. It is also important to remind students to check with the program director about policies and procedures for observation visits. If faculty choose to have a speaker or panel, it would be helpful to provide the speaker(s) with a copy of the *California Preschool Curriculum Framework, Volume 3* and point out the section on Environments and Materials (pp. 46–48).

If students visit classrooms, they are asked to take photographs of examples of the 12 characteristics. If some students do not have access to a camera or other photographic capability such as a cell phone or tablet (i.e., tablet computer), students may do their observations in pairs or groups of three. Instructors may choose to have students do these classroom visits in small groups regardless of photographic capability to encourage more discussion.

Handout 1, which is included with this key topic, is a table or matrix that students can use to record how each of the 12 materials and environments characteristics helps to support children’s learning in one or more of the substrands. An electronic version of this handout will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Information Delivery

This key topic focuses on the 12 characteristics of environments and materials that can support children’s learning in history and the social sciences. Each characteristic includes an explanation and/or



Slides 2-5

examples that can help students better understand why the environment and materials are a critical part of the preschool learning environment. The 12 characteristics are found on pages 46–48 of the *California Preschool Curriculum Framework, Volume 3*.

The section on curriculum planning in the *California Preschool Curriculum Framework, Volume 3* is also referred to in the “Getting it started” segment:

- “Curriculum Planning” (pp. 15–29)
- “The environment as curriculum: Interest areas to support children’s play and child-initiated learning” (pp. 21–22)

Active Learning

Getting it started

Begin this key topic by asking students to read and discuss the “Curriculum Planning” section of the *California Preschool Curriculum Framework, Volume 3* on pages 15–29. Ask them to note key points from the section titled “The environment as curriculum: Interest areas to support children’s play and child-initiated learning” (pp. 21–22) and the section titled “Daily routines as curriculum” (pp. 22–24).

Keeping it going

Next ask students to read the “Environments and Materials” section in the history–social science chapter of the *California Preschool Curriculum Framework, Volume 3* (pp. 46–48). If this is the first time students are working with one of the three volumes of the curriculum framework, explain that there is an “Environments and Materials” section for each of the nine domains.

Make sure that students recognize how some of the examples for a characteristic reflect one or more substrands. For example, under “Extended projects that are centered on a topic in history or social science and emerge from children’s interests or inquiries” (p. 47), the example about group decision making supports the Skills for Democratic Participation substrand. The example about caring for the earth is a direct link to the Caring for the Natural World substrand.



Slide 6

Then explain that students are to identify how the other examples in the 12 characteristics of environments and materials support children’s learning in specific substrands of the history–social science domain. Faculty can provide Handout 1 for students to use or ask them to create a similar one. Instructors may choose to have the students work individually or in small groups.

**Taking it further**

After students have identified examples from the curriculum framework, ask them to add other examples. It is suggested that students list at least one substrand for each characteristic.

Online Options

Students could post their completed handouts and review their classmates' handouts online.

Putting it together

After students have completed the handout, provide time for them to share their work. This can be done in a number of ways:

- If students have worked individually, they can find one or two partners and compare their ideas. Or students can pass their handouts to a student seated to one side, for instance going in a clockwise direction, until all the students have had a chance to review all the other students' handouts. With either approach, encourage students to note ideas that are different from theirs and present a new way of thinking about the environmental characteristic or material.
- If students have completed the handouts in pairs or small groups, students share their work with someone from another group. Again ask students to look for similarities and differences in their results.
- If there is space in the room, post 12 large sheets of paper on the walls, one for each environmental characteristic or material. Students then write their examples and substrands on the appropriate sheet, moving from one sheet to the next. Depending on the time allotted for this learning experience, instructors can ask students to write an example and substrand on all 12 sheets or just on three or four sheets, making sure that there are some

Online Options

If online-discussion capability is available for the course, students could discuss the similarities and differences they notice in the completed handouts.

Online Options

If document-sharing is available, faculty could facilitate a discussion of the 12 environmental characteristics and materials and ask for students' suggestions. The instructor or a student could then write the suggestions while the other students are viewing the document.



examples on each sheet. Then provide time for the students to review the examples for all 12 characteristics.



Slide 7

Another approach

After reading the “Curriculum Planning” section of the *California Preschool Curriculum Framework, Volume 3* on pages 15–29 and the “Environments and Materials” section on pages 46–48, ask students to write a two- to three-page paper about the 12 characteristics. Then, ask them to describe why they think that particular characteristic is important in supporting children’s learning in history and the social sciences. They should pay particular attention to characteristics that could be included for other domains or as part of curriculum in general.

Reflection

Conclude this key topic by asking students to reflect on the following questions. Students could respond individually in journals, or a class discussion could be held.



Slides 8-9

- When you reviewed the 12 environmental characteristics and materials in the history–social science domain, which ones stood out for you?
- Which ones were easier to apply to the substrands? Which ones were more challenging? Why?
- What do you think are the most important environmental characteristics or elements to include in a preschool program that support children’s learning in history and the social sciences?
- How would you ensure that you are including these elements? What supports might you need?

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics.



Slides 10-11

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the



content? What else would have helped?

- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding



Slides 12

Students can continue their exploration of the environments and materials by talking with teachers and observing classrooms that contain many of the characteristics described in the *California Preschool Curriculum Framework, Volume 3*. This can be done in two ways.

1. Ask students to visit a preschool classroom, take photos of the environment, and interview the teacher(s) about the ways the teachers plan and implement many of the 12 characteristics. Faculty could then ask students to prepare a written summary of the visit or do a class presentation on the interview.
2. Invite a teacher to be a guest speaker or several teachers to be a panel. Ask them to bring some photos of their classroom environments (indoors and outdoors) that illustrate some of the 12 characteristics and to be prepared to describe how they incorporate these characteristics over the course of the year.



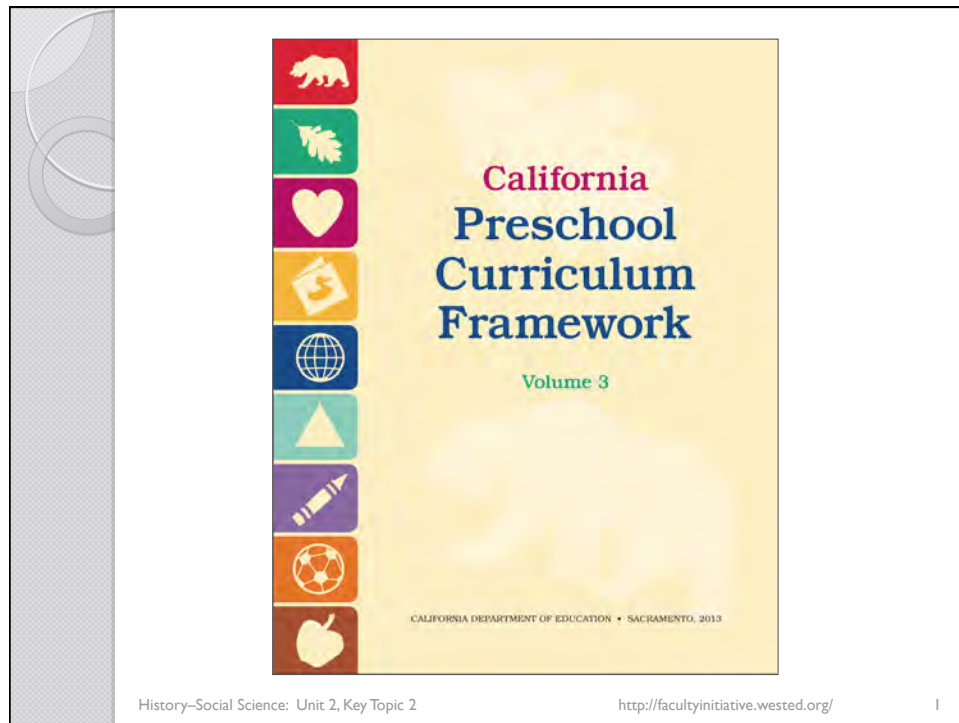
Handout for the History–Social Science Domain: Getting to Know Environments and Materials

Environments & Materials	Examples	Substrands
Extended projects that are centered on a topic in history or social science and emerge from children's interests and inquiries		
Reflective of diversity		
A balance between child choice and adult direction		
A variety of materials to support children's inquiry-based learning and practice in the skills of social science		
Materials that connect children to times and places		
Real experiences with nature and other environmental education materials		

History–Social Science Domain:
 Key Topic 2
 Handout 1 – Handout for the History–Social Science Domain:
 Getting to Know Environments and Materials



Environments & Materials	Examples	Substrands
Tools and practices for appreciating and caring for the earth and its resources		
Display of children's work and experiences		
Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions		
High-quality children's books with content related to self, family, and community		
Extension of learning into the local community to help children learn in the "here and now" of the world around them		
Family involvement in program planning		



Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries
- Reflective of diversity
- A balance between child choice and adult direction

Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- A variety of materials to support children's inquiry-based learning and practice in the skills of social science
- Materials that connect children to times and places
- Real experiences with nature and other environmental education materials

History–Social Science: Unit 2, Key Topic 2

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

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Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- Tools and practices for appreciating and caring for the earth and its resources
- Display of children's work and experiences
- Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions

History–Social Science: Unit 2, Key Topic 2

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Supporting History–Social Science

Characteristics of Suggested Environments and Materials for the History–Social Science Domain (p. 46–48) include:

- High-quality children’s books with content related to self, family, and community
- Extension of learning into the local community to help children learn in the “here and now” of the world around them
- Family involvement in program planning

History–Social Science: Unit 2, Key Topic 2

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Supporting History–Social Science

Unit 2, Key Topic 2, Handout 1

Handout for the History–Social Science Domain:
Getting to Know Environments and Materials

Environments & Materials	Examples	Substrands
Extended projects that are centered on a topic in history or social science and emerge from children’s interests and inquiries		
Reflective of diversity		
A balance between child choice and adult direction		
A variety of materials to support children’s inquiry-based learning and practice in the skills of social science		

History–Social Science: Unit 2, Key Topic 2

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Supporting History–Social Science

“Curriculum Planning” pages 15–29

“Environments and Materials” pages 46–48

California Preschool Curriculum Framework, Volume 3

- ✓ Write a 2–3 page paper about the characteristics of the suggested environments and materials.
- ✓ Describe why particular characteristics are important in supporting children’s learning in history and the social sciences.
- ✓ Consider characteristics that could be included for other domains or part of curriculum in general.

History–Social Science: Unit 2, Key Topic 2

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- When you reviewed the 12 environmental characteristics and materials in the history–social science domain, which ones stood out for you?
- Which ones were easier to apply to the substrands? Which ones were more challenging? Why?

History–Social Science: Unit 2, Key Topic 2

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- What do you think are the most important environmental characteristics or elements to include in a preschool program that support children's learning in history and the social sciences?
- How would you ensure that you are including these elements? What supports might you need?

History–Social Science: Unit 2, Key Topic 2

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- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

History–Social Science: Unit 2, Key Topic 2

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- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

History–Social Science: Unit 2, Key Topic 2

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

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Supporting History–Social Science

- Visit a preschool classroom, take photos of the environment, and interview the teacher(s) about the ways the teachers plan and implement many of the 12 characteristics.
- Write a summary of the visit or do a class presentation on the interview.

History–Social Science: Unit 2, Key Topic 2

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Unit 2 – History–Social Science:

Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science

Focus Statement

Students explore interactions and strategies that can support children’s learning in history and the social sciences.

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 learning experience. 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 discussion
- Development of a resource tool
- Personal reflection
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- 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 2 – History–Social Science:

Key Topic 3: Getting to Know Interactions and Strategies that Support History–Social Science

Before You Start

In this key topic, students examine the interactions and strategies in each substrand of the history–social science domain and reflect on their confidence and capability to use those strategies in their teaching. In the “Deeper Understanding” segment, students look for children’s books that help build children’s understanding of history and social science concepts.

There are 140 interactions and strategies in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. As in volumes 1 and 2 of the curriculum framework, these interactions and strategies are located after the vignette(s) and teachable moment(s) in the substrand. In this key topic, a table in the “Information Delivery” section lists the number of vignettes and interactions and strategies by substrand. This table may assist faculty in deciding how many substrands to assign to students during the active learning.

If students are not familiar with how the three volumes of the *California Preschool Curriculum Framework* are structured, it may be helpful for them to do Key Topic 1, Subtopic 2 in this unit of this instructional guide. Or instructors may provide an overview of the curriculum framework’s overall structure.

It will also be helpful for students to review the *California Preschool Learning Foundations, Volume 3*. As stated in Key Topic 1, Subtopic 2 of Unit 2 of this instructional guide—and in the instructional guides for the *California Preschool Curriculum Framework, Volumes 1 and 2*—the learning foundations describe **what** children typically learn and develop with optimal learning opportunities and support. The curriculum framework provides guidance for **how** teachers can intentionally provide these learning opportunities and supports. It is important for students to understand this distinction, particularly when working with the interactions and strategies, and that there is not a one-to-one match between the curriculum framework and the individual foundations.

In the “Taking it further” segment, students are asked to self-assess how well they feel they can implement the interactions and strategies. It may be helpful to preface the discussion by reminding students that this self-assessment is designed to help students strengthen their teaching practices. By sharing examples with their classmates, students can learn new ways they may be able to implement the strategies in their classrooms. When students share strategies for which they can use support, other students may be able to offer some ideas or resources.



If students do not have copies of the *California Preschool Curriculum Framework, Volume 3* and the *California Preschool Learning Foundations, Volume 3*, the Portable Document Format (PDF) versions of the curriculum framework and the learning foundations can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp> and <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Three handouts are provided with this key topic. Handout 1 is a list of the interactions and strategies by substrand. This list is identical to the one in Unit 2, Key Topic 1 of this instructional guide. Handout 2 is a sample table that students can use to record the key words and concepts, examples, and their self-assessment of their ability to use some of the interactions and strategies. Handout 3 is a list of resources to assist students in identifying children's books related to the strands and substrands of the history–social science domain. Electronic versions of these handouts will be available when this instructional guide is online at <http://facultyinitiative.wested.org/>.

Information Delivery

Depending on students' experience with the history–social science domain, instructors may decide to begin work on this key topic by asking students to read certain sections from the *California Preschool Learning Foundations, Volume 3* and the *California Preschool Curriculum Framework, Volume 3*.

These sections from the *California Preschool Learning Foundations, Volume 3* can introduce students to what history and social science are in a preschool curriculum:



Slide 2

- Overview of the history–social science strands and substrands (pp. 1–4)
- Bibliographic notes for the five strands (pp. 23–38)
- Glossary for the history–social science domain (p. 39)

The organizational structure of the *California Preschool Curriculum Framework, Volume 3* is found on pages 9–11. A summary of the history–social science domain strands and substrands is on page 50. The following table lists the strands, substrands, and number of vignettes and interactions and strategies in each substrand.



Note to Faculty: The number of vignettes and interactions and strategies are provided in the following table so that faculty can decide how to assign strands and/or substrands so that they are distributed as evenly as possible among students.



Slides 3-4

Strands and Substrands	Vignettes	Interactions and Strategies
<i>Strand: Self and Society</i>	7	29
1.0 Culture and Diversity	5	10
2.0 Relationships	1	9
3.0 Social Roles and Occupations	1	10
<i>Strand: Becoming a Preschool Community Member (Civics)</i>	4	39
1.0 Skills for Democratic Participation	1	12
2.0 Responsible Conduct	1	10
3.0 Fairness and Respect for Other People	1	8
4.0 Conflict Resolution	1	9
<i>Strand: Sense of Time (History)</i>	11	28
1.0 Understanding Past Events	2	7
2.0 Anticipating and Planning Future Events	3	7
3.0 Personal History	3	7
4.0 Historical Changes in People and the World	3	7
<i>Strand: Sense of Place (Geography and Ecology)</i>	4	34
1.0 Navigating Familiar Locations	1	10
2.0 Caring for the Natural World	2	12
3.0 Understanding the Physical World Through Drawings and Maps	1	12
<i>Strand: Marketplace (Economics)</i>	1	10
1.0 Exchange	1	10

Active Learning



Slide 5

Getting it started

Begin by reviewing the organizational structure of the domain and where to locate the vignettes, teachable moments, and interactions and strategies in each substrand. Point out how the interactions and strategies follow the vignette(s) and teachable moment(s). It may also be helpful to review the section “Organization of the Framework”



on pages 9–11 of the *California Preschool Curriculum Framework, Volume 3*.

Next ask students to discuss the terms “interactions,” “strategies,” and “teachable moments” and their relation to each other. As described on page 10, strategies “range from spontaneous to planned. Some sample strategies focus on how teachers build on children’s interests during interaction and instruction; some rely on planning and teacher initiation; and others reflect a combination of teacher planning and spontaneous responses to children’s learning.” Also remind students that the interactions and strategies in each substrand are examples and not meant to be complete lists of intentional teaching practices.

Students now have an opportunity to review in depth a set of interactions and strategies. Instructors may choose to assign a specific substrand to each student or let students choose a substrand that particularly interests them. The list of interactions and strategies by substrand in the “Information Delivery” section of this key topic may help instructors decide how to ensure that students have an approximately equal number of interactions and strategies to explore.



Slide 6

In their review, students are to read the vignettes, teachable moments, and interactions and strategies for their assigned substrand. Ask them to note any examples or key words that facilitate their understanding of the interaction or strategy. Instructors may give students Handout 2 to use or have students create a similar handout on their own.

Keeping it going

Now ask students to come up with an additional example that they might use in a preschool program for each interaction and strategy. If they are working in preschool programs, they can use examples from their work.

Online Options

If the course has online-discussion capability, faculty may facilitate a discussion of additional examples of the interactions and strategies for each substrand.

Taking it further

After listing an example for each interaction and strategy, students then do a self-assessment by indicating if they feel confident in implementing the strategy or need some additional support such as coaching, resources, or opportunities for practice. This self-



assessment is for students' own reflective practice and professional growth.

Putting it together

Provide time for students to share their examples and self-assessments. If more than one student worked on the same substrand, these students can form a group. Or instructors may choose to have a full class discussion and ask each student to share a different interaction and strategy so that each substrand is covered.

It may be helpful to preface the discussion by reminding students that this learning experience is designed to help students strengthen their teaching practices. By sharing examples with their classmates, students can increase the ways they may be able to implement the strategies in their classrooms. When students share strategies for which they can use support, other students may be able to offer some ideas or resources. During the discussion, ask students to share other examples and possible resources for each strategy presented.

Reflection

Conclude this key topic by asking students to reflect on their experience of this key topic by responding to the following questions. Students could respond individually in journals or a class discussion could be held.



Slides 7-8

- Which three interactions and strategies stood out from your review of the ones in your assigned substrand or from the class discussion?
- What was intriguing to you about the strategies?
- What were some themes in the interactions and strategies that surfaced from the class discussion? Which themes do you think are applicable to other domains as well as to the history–social science domain?
- What are some new strategies that you would like to try in your teaching to support children's learning in history and social sciences?

Deeper Understanding

A number of strategies list children's books as a way for children to build their understanding of some concepts or develop a different perspective. Ask students to write a short paper describing why and



Slide 9

how children's books can be used throughout a preschool program to support children's development of history and social science concepts and skills.

Students are also to include an annotated list of 15 children's books—one for each substrand. Students can use up to 5 books that are listed in the interactions and strategies of the *California Preschool Curriculum Framework, Volume 3*, but the other 10 should be identified by the students. Students may begin by reviewing the "Teacher Resources" for ideas (*California Preschool Curriculum Framework, Volume 3*, p. 125). Instructors can also provide additional guidance. The following resources may be helpful for students and can also be found on Handout 3 of this key topic:

- Center on the Social and Emotional Foundations for Early Learning (CSEFEL) includes a list of children's books, primarily for children aged infant to eight years, that is divided into different categories of children's social and emotional development. Many of these relate to some of the history–social science substrands, such as "Accepting Different Kinds of Friends," "Good Behavior Expectations," "Problem Solving," and "Caring About Others and Empathy." The "Book Nook" has teacher or caregiver guides that provide ideas and activities based on familiar children's books. These lists and guides can be found on the CSEFEL Web site: <http://csefel.vanderbilt.edu/resources/strategies.html>.
- The National Council for the Social Studies (NCSS) puts out an annual list of "Notable Social Studies Trade Books for Young People." The current year is available only to NCSS members, but lists for 2000–2013 can be downloaded as PDF files from its Web site at <http://www.socialstudies.org/notable>. The suggested reading level for each book is included, and most of the selections are for children in kindergarten through the eighth grade. However, some of the kindergarten-level books may be appropriate for older preschoolers.
- *Social Studies for the Preschool/Primary Child*, 9th edition, by Carol Seefeldt, Sharon D. Castle, and Renee D. Falconer includes references to children's literature in many chapters. The eighth edition of this book is listed in the "Teacher Resources" section of the *California Preschool Curriculum Framework, Volume 3* on page 125.
- The American Library Association (ALA) has several lists of and links to children's books. The lists can be found on the ALA



Summary Fact Sheet 23 at <http://www.ala.org/readinglists>.

- ~ The Association for Library Service to Children (ALSC) annually compiles an annotated list of notable children's books that is loosely grouped by age levels. "Young Readers" include preschool to grade level two or age seven and "All Ages" are for children from preschool to grade level eight. Lists from 1999 through 2014 are on the ALSC Web site at <http://www.ala.org/alsc/awardsgrants/notalists/ncb>.
- ~ Booklist Editors' Choice: Books for Youth, 2013. The list is divided into nonfiction and fiction categories, and each category has a list for older, middle, and young readers. There are some books for preschoolers in the fiction list for young readers. The list can be found on this Web site: <http://www.booklistonline.com/Booklist-Editors-Choice-Books-for-Youth-2013-Gillian-Engberg/pid=6578139>.
- ~ Día Book List is divided into four age groups: birth–four years, four to eight years, eight to twelve years, and twelve years and up. The lists are in English/Spanish and English/Chinese. The book lists are among the many resources and programs that Día provides. Día is a national initiative that promotes the importance of literacy for all children from all linguistic and cultural backgrounds. Information about Día can be found on its Web site at <http://dia.ala.org/content/about-día/>. The book list can be found on this Web page: <http://dia.ala.org/content/free-program-downloads>.
- ~ The Quicklists Consulting Committee of the ALSC developed the "Money as You Grow" book list in 2012. This list is divided into three age groups: three to five years, six to ten years, and eleven to thirteen years. The Money as You Grow Web site has additional information on financial responsibility at <http://www.moneyasyougrow.org/>.
- Reading Rockets has book lists by themes on the Web site: <http://www.readingrockets.org/books/booksbytheme>. Many of these are recommended for preschoolers.

Students' lists can be compiled into a master resource list for the whole class.



Interactions and Strategies that Support History–Social Science

History–Social Science Domain:
Key Topic 3
Handout 1 – Interactions and Strategies that Support History–
Social Science

Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.
Create an environment, both indoors and outdoors, that is inclusive of all children's abilities.	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships.	Highlight the roles that elders play in family life and in society.
Address children's initial comments and inquiries about diversity with honest, direct communication . . .	Reinforce pro-social behavior and its impact on others.	Incorporate books, magazines, and other forms of print that include images and stories of different workers.
Converse about similarities and differences.	Offer sensitive guidance as children experience challenges related to peer interactions and friendship.	Include the pursuit of further education among work options.



Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Sing songs and share stories in different languages.	Facilitate positive social problem solving.	Invite family members to share their work experiences, including those that may diverge from traditional gender roles.
Plan meaningful celebrations with support of the children and families.	Read books that deal with the themes of friendship and relating to others.	Talk about future career goals.
Read and converse about books that accurately represent the lives and experiences of children.		Visit community stores, businesses, and service providers to observe workers in action.



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Share control of the preschool environment with children.	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine.	Maintain a culturally inclusive environment.	Prevent conflicts by limiting program transitions and minimizing waiting time.
Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults: . . .	Create community rules with children’s input.	Model respect and care in everyday interactions.	Model cooperation and care for others.
Incorporate class meetings into the daily routine of older preschool children.	Model the behaviors you expect.	Use language that promotes concern and care for the community.	Provide children with a calm presence in conflict situations.
Support freedom of thought and speech in individual investigations, as well as in planned group experiences.	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts.	Converse about the “whys” of fairness and respect.	Use descriptive language to help children make sense of conflict.
Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security.	Plan opportunities to further explore and converse about community rules during small- or large-group meetings.	Teach social skills, such as patience and generosity, by using social stories and role-play experiences.	Prompt children with open-ended questions and statements.



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Engage children in community brainstorming and problem solving.	Redirect children's actions toward more appropriate behavior by using positive descriptions of what you expect children to do.	Coach children during their interactions with peers.	Involve children in the problem-solving process.
Make group decisions when appropriate.	Facilitate problem solving.	Intervene and address negative interactions immediately.	Create problem-solving kits.
Acknowledge emotions related to group brainstorming and decision making.	Reinforce responsible conduct by using descriptive language.	Use storybooks to enhance children's understanding of ways to express feelings and build relationships.	Read books related to social conflict.
Model citizenship skills.	Utilize books to build on the children's ability to empathize and extend care to others.		Use "persona dolls" or puppets and social stories to promote skill development and perspective taking.
Use guidance to redirect children to more appropriate actions and behavior.	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility.		
Reinforce behavior.			



Strand: Becoming a Preschool Community Member (Civics)			
Substrand 1.0: Skills for Democratic Participation	Substrand 2.0: Responsible Conduct	Substrand 3.0: Fairness and Respect for Other People	Substrand 4.0: Conflict Resolution
Create an inclusive environment that values and encourage the participation of children from all cultural and linguistic backgrounds as well as children with special needs.			



Strand: Sense of Time (History)			
Substrand 1.0: Understanding Past Events	Substrand 2.0: Anticipating and Planning Future Events	Substrand 3.0: Personal History	Substrand 4.0: Historical Changes in People and the World
Use predictable routines to facilitate children's sense of time.	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations.	Share memories.	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences.
Incorporate time words into conversation.	Converse with children about upcoming events.	Ask questions to increase children's recollections of events.	Read children's stories about different places and times to expand children's perspective.
Create opportunities to converse with children about meaningful experiences and build connections between current and past events.	Comment on behaviors that anticipate future events.	Encourage children to express their feelings and reactions to experiences.	Expose children to the arts.
Listen attentively to children's narrative descriptions.	Promote planning as children engage in child-initiated projects.	Document children's work over time and create individual portfolios for each child.	Observe changes in animals, plants, and the outdoors.



Strand: Sense of Time (History)			
Substrand 1.0: Understanding Past Events	Substrand 2.0: Anticipating and Planning Future Events	Substrand 3.0: Personal History	Substrand 4.0: Historical Changes in People and the World
Communicate with awareness about children's narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental "scripts."	Involve children in program planning.	Acknowledge birthdays.	Celebrate special events in a meaningful and authentic way.
Document and display children's work at their eye level to encourage recall and reflection.	Introduce time-keeping tools to help children monitor the passage of time . . .	Provide activities that invite personal reflection.	Record significant events on a large calendar to create a program history.
Sing songs, recite poetry, and read books that involve sequencing.	Talk with children using time words . . .	Make use of children's stories that explore growth and individual change.	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools).



Strand: Sense of Place (Geography and Ecology)		
Substrand 1.0: Navigating Familiar Locations	Substrand 2.0: Caring for the Natural World	Substrand 3.0: Understanding the Physical World Through Drawings and Maps
Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships.	Use children's current knowledge to plan effective curriculum.	Engage children in a conversation about maps.
Describe your own actions as you travel between locations.	Set aside time for outdoor explorations each day.	Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day.
Play games about how to get from here to there.	Provide children with sensory experiences, especially those with sand and water.	Incorporate maps in dramatic play experiences.
Engage children in conversation about how they travel to and from preschool each day.	Integrate living things into the indoor learning environment.	Provide children with map-making tools in both the indoor and outdoor preschool settings.
Take walks through familiar locations and neighboring areas.	Observe life in a natural setting.	Capitalize on children's initiative in exploring maps.
Converse about the here and now as well as encouraging later reflection.	Model respect and care for the natural world.	Utilize maps while planning and attending group outings, in preparation for safe exercises (e.g., fire drills), and as children join the program or move to a new home.
Locate and explore local landmarks.	Use descriptive language to converse about the earth and its features.	Play board games that use trails and pathways.



Strand: Sense of Place (Geography and Ecology)		
Substrand 1.0: Navigating Familiar Locations	Substrand 2.0: Caring for the Natural World	Substrand 3.0: Understanding the Physical World Through Drawings and Maps
Promote children's understanding of weather and its impact on their day-to-day experiences.	Compare and contrast living and non-living things.	Make a map of the early learning environment.
Comment on weather patterns and invite children to share their observations.	Teach young children easy ways to conserve the earth's resources.	Invite children to use their imagination and create maps to go along with familiar stories.
Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines.	Grow a garden in the program's outdoor space.	View locations from different physical perspectives.
	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible.	Prepare a treasure hunt.
	Use books to extend children's investigations of the earth and its attributes.	Document work over time.



Strand: Marketplace (Economics)	
Substrand 1.0: Exchange	
Introduce economic concepts (e.g., production, exchange, consumption) through children's books.	
Provide open-ended materials to support children's spontaneous investigations of business and the economy.	
Offer dramatic play experiences that allow children to explore economic concepts.	
Explore alongside children, expanding on their initiative . . .	
Draw attention to trends of consumption in the preschool setting . . .	
Converse about wants and needs.	
Allow children to make economic decisions.	
Explore all forms of exchange.	
Visit local businesses.	
Create an opportunity for children to make their own product.	



Handout for the History–Social Science Domain: Getting to Know Interactions and Strategies

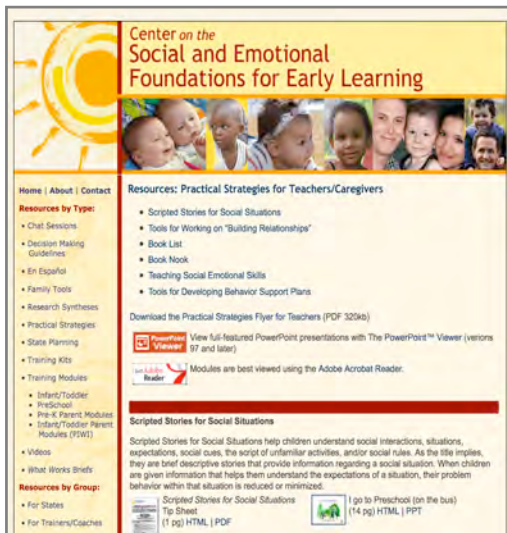
Substrand: _____

Interactions and Strategies	Key words/ concepts	Examples	Self- assessment

History–Social Science Domain:
Key Topic 3
Handout 2 – Getting to Know Interactions and Strategies that
Support History–Social Science



Resources that Support Deeper Understanding



Center on the Social and Emotional Foundations for Early Learning (CSEFEL) includes a list of children's books, primarily for children aged infant to eight years, that is divided into different categories of children's social and emotional development. Many of these relate to some of the history–social science substrands, such as “Accepting Different Kinds of Friends,” “Good Behavior Expectations,” “Problem Solving,” and “Caring About Others and Empathy.” The “Book Nook” has teacher or caregiver guides that provide ideas and activities based on familiar children's books. These lists and guides can be found on the CSEFEL Web site:

<http://csefel.vanderbilt.edu/resources/strategies.html>.

History–Social Science Domain:
Key Topic 3
Handout 3 – Resources that Support Deeper Understanding

The **National Council for the Social Studies (NCSS)** puts out an annual list of “Notable Social Studies Trade Books for Young People.” The current year is available only to NCSS members, but lists for 2000–2013 can be downloaded as PDF files from its Web site at <http://www.socialstudies.org/notable>. The suggested reading level for each book is included, and most of the selections are for children in kindergarten through the eighth grade. However, some of the kindergarten-level books may be appropriate for older preschoolers.



Social Studies for the Preschool/Primary Child, 9th edition, by Carol Seefeldt, Sharon D. Castle, and Renee D. Falconer includes references to children's literature in many chapters. The eighth edition of this book is listed in the “Teacher Resources” section of the *California Preschool Curriculum Framework, Volume 3* on page 125.



The screenshot shows the ALA (American Library Association) website. The header includes the ALA logo and navigation links like 'ALA Connect', 'Contact ALA', 'GiveALA', 'Join/Renew', and 'Login'. A search bar is also present. Below the header, there's a navigation menu with 'Committees', 'Divisions', 'Offices', 'Round Tables', 'Publications', and 'Related'. The main content area is titled 'ALA Recommended Reading' and features 'ALA Library Fact Sheet 23'. This fact sheet provides a list of links to ALA's literature award winners and various notable reading lists for all ages, sorted by age group. It includes links for 'General Lists (across two or more age groups; includes lists for tweens)', 'For Children', 'For Young Adults/Teens', 'For Adults', 'For Students (of all ages)', and 'For Librarians, Readers' Advisory'. A shortcut URL is provided: <http://www.ala.org/readinglists>. The page also mentions that it is compiled by the ALA Library and provides contact information for Valerie Hawkins. A sidebar on the left lists various library resources and fact sheets.

The **American Library Association (ALA)** has several lists of and links to children's books. The lists can be found on the ALA Summary Fact Sheet 23 at <http://www.ala.org/readinglists>.

- The **Association for Library Service to Children (ALSC)** annually compiles an annotated list of notable children's books that is loosely grouped by age levels. "Young Readers" include preschool to grade level two or age seven and "All Ages" are for children from preschool to grade level eight. Lists from 1999 through 2014 are on the ALSC Web site at <http://www.ala.org/alsc/awardsgrants/notalists/ncb>.
- **Booklist Editors' Choice: Books for Youth, 2013.** The list is divided into nonfiction and fiction categories, and each category has a list for older, middle, and young readers. There are some books for preschoolers in the fiction list for young readers. The list can be found on this Web site: <http://www.booklistonline.com/Booklist-Editors-Choice-Books-for-Youth-2013-Gillian-Engberg/pid=6578139>.
- **Día Book List** is divided into four age groups: birth–four years, four to eight years, eight to twelve years, and twelve years and up. The lists are in English/Spanish and English/Chinese. The book lists are among the many resources and programs that Día provides. Día is a national initiative that promotes the importance of literacy for all children from all linguistic and cultural backgrounds. Information about Día can be found on its Web site at <http://dia.ala.org/content/about-dia/>. The book list can be found on this Web page: <http://dia.ala.org/content/free-program-downloads>.

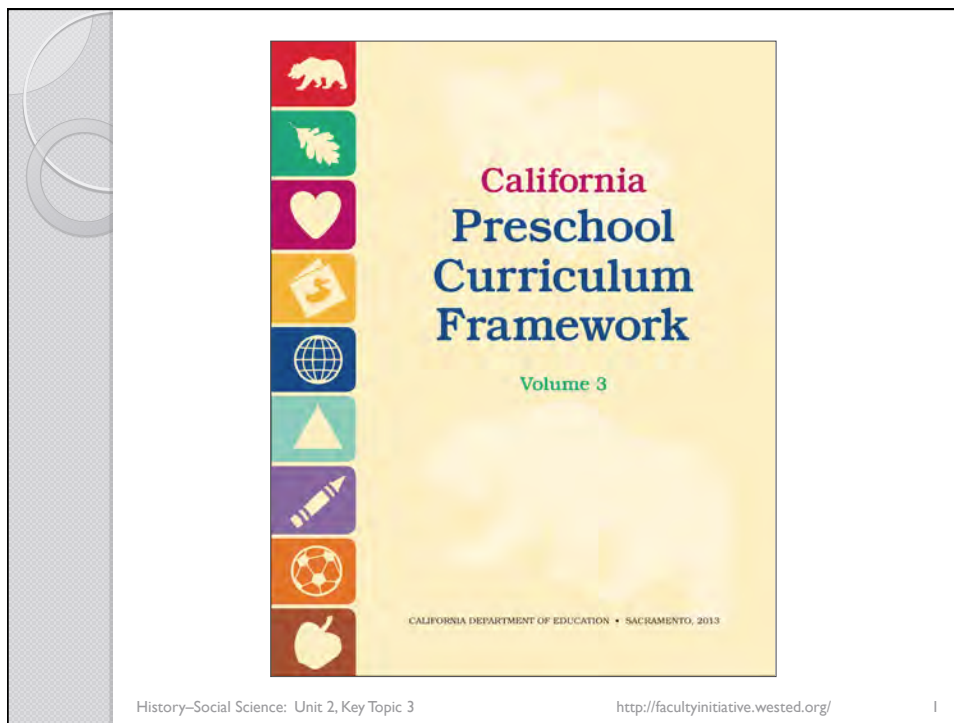


- The **Quicklists Consulting Committee of the ALSC** developed the “Money as You Grow” book list in 2012. This list is divided into three age groups: three to five years, six to ten years, and eleven to thirteen years. The Money as You Grow Web site has additional information on financial responsibility at <http://www.moneyasyougrow.org/>.



Reading Rockets has book lists by themes on the Web site:

<http://www.readingrockets.org/books/booksbytheme>. Many of these are recommended for preschoolers.



History–Social Science

***California Preschool Learning Foundations,
Volume 3:***

- Overview of strands and subtrands (pp. 1–4)
- Bibliographic notes (pp. 23–38)
- Glossary (p. 39)

History–Social Science: Unit 2, Key Topic 3

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

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History–Social Science

Strands and Substrands	
Strand: Self and Society	
1.0 Culture and Diversity	
2.0 Relationships	
3.0 Social Roles and Occupations	
Strand: Becoming a Preschool Community Member (Civics)	
1.0 Skills for Democratic Participation	
2.0 Responsible Conduct	
3.0 Fairness and Respect for Other People	
4.0 Conflict Resolution	
Strand: Sense of Time (History)	
1.0 Understanding Past Events	
2.0 Anticipating and Planning Future Events	
3.0 Personal History	
4.0 Historical Changes in People and the World	
Strand: Sense of Place (Geography and Ecology)	
1.0 Navigating Familiar Locations	
2.0 Caring for the Natural World	
3.0 Understanding the Physical World Through Drawings and Maps	
Strand: Marketplace (Economics)	
1.0 Exchange	

History–Social Science: Unit 2, Key Topic 3

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

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History–Social Science

Unit 2, Key Topic 3, Handout 1



Interactions and Strategies that Support History–Social Science

Strand: Self and Society		
Substrand 1.0: Culture and Diversity	Substrand 2.0: Relationships	Substrand 3.0: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others.	Develop quality, nurturing relationships with the children in your program.	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities.
Maintain a healthy curiosity about the experiences of others.	Model effective relationship skills as you interact with other adults and children.	Provide children with play props for exploring occupations and work settings.
Partner with families in goal setting and program design.	Prepare an early learning environment and daily routine that foster peer interaction.	Get to know the workers in your setting.
Prepare an active learning environment that incorporates the full spectrum of the human experience.	Teach children positive interaction strategies during large-group meetings.	Convey respect for the roles of adults who work at home.
Create an environment, both indoors and outdoors, that is inclusive of all children's abilities.	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships.	Highlight the roles that elders play in family life and in society.

History–Social Science: Unit 2, Key Topic 3

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

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History–Social Science

interactions

teachable moments

strategies

History–Social Science: Unit 2, Key Topic 3 <http://facultyinitiative.wested.org/> 5

History–Social Science

Unit 2, Key Topic 3, Handout 2 

**Handout for the History–Social Science Domain:
Getting to Know Interactions and Strategies**

Substrand: _____

Interactions and Strategies	Key words/ concepts	Examples	Self- assessment

History–Social Science: Unit 2, Key Topic 3 <http://facultyinitiative.wested.org/> 6



- Which three interactions and strategies stood out from your review of the ones in your assigned substrand or from the class discussion?
- What was intriguing to you about the strategies?

History–Social Science: Unit 2, Key Topic 3

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

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- What were some themes in the interactions and strategies that surfaced from the class discussion? Which themes do you think are applicable to other domains as well as to the history–social science domain?
- What are some new strategies that you would like to try in your teaching to support children’s learning in history and the social sciences?

History–Social Science: Unit 2, Key Topic 3

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

8

History–Social Science

- Describe why and how children’s books can be used throughout a preschool program to support children’s development of history and social science concepts and skills.
- Include an annotated list of 15 children’s books—one for each substrand.

History–Social Science: Unit 2, Key Topic 3

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

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Unit 2 – History–Social Science:

Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Focus Statement

Students explore the concepts of universal design for learning, individualization, and partnerships with families as part of curriculum planning to support children’s learning in history and the social sciences.

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 learning experience. 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
- Health, Safety and Nutrition
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Development of a resource tool
- Interview
- Lecture
- Pairs or small groups
- Panel/guest speaker



- Peer review and feedback
- Reflective discussion
- Role playing
- Short paper or report

California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



Unit 2 – History–Social Science:

Key Topic 4: Universal Design, Individualizing, and Family Partnerships

Before You Start

This key topic prompts students to consider the importance of ensuring that all children have access to the classroom experiences that support their learning of foundational history and social science concepts and skills. Universal design for learning, individualization, and partnering with families are ways that teachers can support this access.

By examining and reflecting on these three areas, students—as teachers—can address the many diverse characteristics that children bring to the preschool classroom such as their unique temperaments, interests, and abilities; cultural and linguistic backgrounds; family beliefs, values, and structures; socioeconomic backgrounds; and neighborhood and community environments, opportunities, and resources. Partnering with families is one way to learn about these characteristics. Practicing principles and strategies of universal design for learning and individualization is a way to plan curriculum that helps all children learn.

Universal design for learning, individualization, and partnering with families are each presented as a separate subtopic. The following considerations are provided for some of the active learning experiences in each one:

Subtopic 1: Universal Design. There are two suggested options for the learning experience for this first subtopic. The first approach is to have students prepare a presentation on the concept of universal design for learning after reviewing and discussing the concepts and examples in the history–social science domain of the *California Preschool Curriculum, Volume 3*. Faculty may wish to spread this learning experience over a few class sessions so that students have time to prepare their presentations.

The second approach to this subtopic is to invite guest speakers to share how they use universal design for learning in their programs. Suggestions for presenters include early childhood special education teachers, speech and language therapists, occupational therapists, assistive technology specialists, preschool teachers with experience in including children with disabilities in their classes, and parents or other family members of children with disabilities or special needs.

Subtopic 2: Individualization. In this subtopic, students are assigned a number of interactions and strategies to review for examples of individualization. It may be helpful to



use the table in Key Topic 3, “Getting to Know Interactions and Strategies that Support History–Social Science,” a summary of the number of interactions and strategies by substrand, in deciding the number of interactions and strategies per student.

This subtopic can also be made richer by asking students to address characteristics of children and families in their community. For example, there may be a significant number of families who regularly and/or fairly frequently relocate their residences such as families who are (1) engaged in seasonal work, (2) in the military, or (3) homeless or without permanent and adequate housing. There may be some strategies for individualizing that are very important to ensure that children in these families have opportunities for learning history and social science concepts and skills.

Subtopic 3: Family Partnerships. Two approaches are suggested for the active learning in this subtopic. The first approach has students role-playing ways that teachers can present some of the family engagement suggestions to families. If this approach is used, class time will need to be provided for the presentations and short discussions. With the second approach, students write summaries of how they would present the suggestions to families.

Note: The suggestions in subtopic 1 and subtopic 2 are for children who may need additional supports when planning intentional teaching strategies or materials, whether or not they have an Individualized Education Program (IEP). For any child with an IEP, the design and use of adaptations should be done in collaboration with the early childhood special educator or therapist working with the child and family. Consultation with the family and these specialists is especially important for children who may have more significant physical, sensory, and/or medical conditions.

The same active learning segments for these three subtopics are used in Key Topic 4 of the science domain. Slight modifications are made to reflect the specific content of each domain. This similarity across the two domains is done to allow instructors to use each key topic individually in the domain or to merge the subtopics across both domains.

Information Delivery

Background information on the diversity of California’s preschool children and families, universal design for learning, and partnering with families may provide an introduction to this key topic. Faculty may provide summary lectures or ask students to read the following material in the *California Preschool Curriculum Framework, Volume 3*:



Slides 2-4

- California’s Preschool Children (pp. 3–5)
- Overarching principle: “Family and community partnerships create meaningful connections” (pp. 7–8)



- Overarching principle: “Individualization of learning includes all children” (p. 8)
- Overarching principle: “Responsiveness to culture and language supports children’s learning” (pp. 8–9)
- Universal Design for Learning (p. 14)
- “Partnering with families in curriculum planning” (p. 35)



Slides 5–8

For 2014 data of the diverse population of children and families in California, refer to the most recent California Children’s Report Card, which can be accessed at

http://www.childrennow.org/uploads/documents/2014_CA_Childrens_Report_Card.pdf.

Active Learning

Subtopic 1: Universal Design for Learning

Getting it started

The extent to which students are familiar with the concept of universal design for learning will impact how the instructor chooses to begin this subtopic. If students have experience with this concept, a review of the section on “Universal Design for Learning” on page 14 of the *California Preschool Curriculum Framework, Volume 3* may not be needed. If the concept is new or less familiar to most students, it will be helpful for students to read and discuss the section.



Slides 9–11

The *California Preschool Curriculum Framework, Volume 3* includes some examples of the three practices of universal design for learning: multiple means of representation, multiple means of expression, and multiple means of engagement. Ask students to consider the following examples from the curriculum framework and decide if each example demonstrates multiple means of representation, expression, or engagement:

- A teacher uses visual aids and suggests a child can use words or signs to join other children in play. (*California Preschool Curriculum Framework, Volume 3*, p. 62)
- When children are voting, provide different materials such as buttons or stickers to ensure that all children can actively participate. (*California Preschool Curriculum Framework, Volume 3*, pp. 73–74)



Slides 12-14

- Provide visual and auditory cues and prompts to help children remember rules and expectations that the children developed as a community. (*California Preschool Curriculum Framework, Volume 3*, p. 76)
- A teacher encourages children to use signs or gestures when talking about an activity the children enjoyed. (*California Preschool Curriculum Framework, Volume 3*, p. 89)
- Peers can help children with special needs by collaboratively drawing maps of their environment based on joint observations. Some children may need physical assistance in creating maps, or a peer could draw a map based on the ideas shared by the children. (*California Preschool Curriculum Framework, Volume 3*, pp. 112–113)
- Suggest that children explore an area in small groups instead of individually to accommodate children with visual or motor challenges and with differing skill levels. (*California Preschool Curriculum Framework, Volume 3*, p. 115)



Slide 15

Keeping it going

Ask students to form pairs or small groups and to choose a vignette. Instructors may wish to assign vignettes to the groups so that vignettes from the different strands or substrands are discussed. The table in the “Information Delivery” section of Unit 2, Key Topic 3 of this instructional guide has the number of vignettes for each substrand.

Explain to students that their task is to review their vignette and (1) identify any elements of universal design for learning that the teacher used and (2) think of other ways that universal design could be incorporated.

Online Options

Subtopic 1: Students can list their examples of universal design for learning in a document to be shared online and made available for the instructor and their classmates to review. The presentations could be limited to a visual representation that students could also share online (e.g., a short paper, photograph of a poster, PDF of a PowerPoint).

Taking it further

After students have identified different examples of multiple means of representation, expression, and engagement for their vignette, ask them to develop a presentation of the vignette and their ideas. The presentations can take any form the students choose. Examples



could include role playing, creating a poster or PowerPoint, facilitating a discussion, or writing a short report. Encourage students to be creative and present the information in a way that is interesting and meaningful to them.

Putting it together

Provide time for the groups to share their presentations with the rest of the class. As each group presents, ask the other students to note two strengths of the presentation and one recommendation for improving it. These are to be given to the instructor and presenters for their review.

Conclude this subtopic by having a discussion on the following questions:



Slides 16-17

- What images, words, or phrases are going through your head?
- What did you find easy in identifying examples of universal design for learning in your vignette and including examples in your presentation? What was more challenging?
- What are some insights about universal design for learning that you learned from preparing your presentation? From your classmates' presentations?
- Where do you need more practice or support in applying universal design for learning in history and social science? How could you obtain these?

Another approach

In the *Instructional Guide for the California Preschool Curriculum Framework, Volumes 1 and 2*, another approach to the subtopic Universal Design for Learning is to have a guest speaker or panel discuss the application of the universal design for learning concepts in preschool programs. The details for having a speaker or panel are from the subtopic in the instructional guides for the first two volumes of the curriculum framework and are summarized here for reference.

Explain to students that a guest speaker or panelists will be discussing considerations when planning for children with disabilities or special needs and explaining how universal design for learning is applied in curriculum planning. This presentation is not intended as an in-depth exploration but as an introduction to some of the ways in which curriculum can be adapted to meet the needs of all children, including children with disabilities or special needs.



It would be helpful to provide the presenters with the segment on “Universal Design for Learning” from page 14 of the *California Preschool Curriculum Framework, Volume 3*. Ask them to address the importance of including children with special needs in all activities and learning experiences related to history and social sciences and to share examples of the three aspects of universal design for learning: multiple means of representation, multiple means of engagement, and multiple means of expression. If the students are not familiar with special education, ask the presenters to also provide a brief overview: referral, assessment, and Individualized Educational Program (IEP) process; service provision; and ways that the special education specialists and parents can partner with the preschool program teachers in planning and/or providing the adaptations for a child with a disability or special need.

Faculty may choose to have the class prepare some questions for the presenters or allow students to spontaneously ask questions during the presentation. Ask students to listen for examples of the three universal design for learning approaches that support all children’s participation in the history and social sciences learning experiences.

After the speakers have left, provide time for the class to reflect on the presentation through individual responses to or a class discussion on the following questions:



Slides 18-19

- What information from the presenter(s) caught your attention or stood out for you?
- What ideas or strategies seemed familiar? Which ones were new?
- What are some key messages or different perspectives that you are taking away from this presentation?
- What supports do you need to more fully implement the universal design for learning concepts to ensure that all children in your program have access to the history and social science curriculum? What are some steps you can take to obtain these supports?

Subtopic 2: Individualization



Slide 20

Getting it started

California’s children and families are very diverse in many ways. The section on “California’s Preschool Children” on pages 3–5 of the



California Preschool Curriculum Framework, Volume 3

describes some aspects of this diversity. Ask students to review this section and facilitate a class discussion on the key points. Also encourage any students who have experience in early care and education

programs to share some of the characteristics of the children and families in their programs. Remind students to use general terms and not identify any specific child or parent.

Online Options

Subtopic 2: If the class has online-discussion capability, faculty could facilitate a discussion on the diverse characteristics of children and families.



Slides 21

Include in the discussion a review of the sixth overarching principle, “Individualization of learning includes all children,” which is found on page 8 of the *California Preschool Curriculum Framework, Volume 3*. Ask students to provide examples of each of the characteristics listed in this principle: “. . . temperament, family and cultural experiences, language experiences, personal strengths, interests, abilities, and dispositions . . .” Instructors may also include additional characteristics of the children and families in their community. It will help students in the next subtopic about partnering with families if these examples are recorded either by the students or by the instructor in a way that will make them available to students.

Keeping it going

Assign each student a set of interactions and strategies. The table in Key Topic 3, “Getting to Know Interactions and Strategies that Support History–Social Science,” is a summary of the number of interactions and strategies by substrand. This table may be helpful in assigning the interactions and strategies. The number of interactions and strategies per student will depend on the class size.

Online Options

Subtopic 2: Students could post online their examples of individualization for their assigned interactions and strategies for the instructor and their peers to review.

Ask students to individually review their assigned interactions and strategies and look for examples of individualization in that strategy. If none appear to be part of the strategy, ask students to think of one example of how they can individualize that strategy.



Taking it further

After students have completed their individual review, ask them to share and discuss their strategies and individualization examples with another student. What similarities or themes did they notice?

Online Options

Subtopic 2: If there is online-discussion capability, faculty could facilitate a discussion on the examples posted by the students. The questions in the “Putting it together” section could be used as individual discussion threads.

Putting it together

Conclude this subtopic by convening the class for a reflective discussion. The following questions can be used as a guide:



Slides 22-23

- What did you notice when looking for examples of individualization in the interactions and strategies? What stood out for you?
- What individualization strategies do you feel most confident in being able to use? Which ones might be more difficult?
- Which individualization practices seem the most critical to support children’s learning in history and social sciences?
- What are three new individualization practices that you will use in your teaching of history and social sciences?

Subtopic 3: Family Partnerships

Getting it started

Ask students to read the fifth overarching principle “Family and community partnerships create meaningful connections” (*California Preschool Curriculum Framework, Volume 3*, pp. 7–8) and identify the key words and concepts that stand out for them. Next ask students to discuss what considerations regarding the diversity of families they should keep in mind when building partnerships with families. If students have not done Subtopic 2 of this key topic, it is suggested that they review the section “California’s Preschool Children” (pp. 3–5 of the *California Preschool Curriculum Framework, Volume 3*).



Slide 24

Keeping it going

Ask the class to form small groups and explain that each group is to write a short description of a family that has at least one preschool-aged child who is in an early care and education program. Students



may draw on their experiences with families but should be careful to not include any details that could identify a specific child or family. Instructors may wish to provide some guidance to the groups so that the families represent some of the diversity in their communities and portray some of the characteristics described in the *California Preschool Curriculum Framework, Volume 3*.

Taking it further

After the students have completed their descriptions, each group is to exchange its family story with another group. Provide time for each group to read the description and ask the author group for any clarification.

Continue this subtopic by having students find and read the suggestions in the “Engaging Families” sections at the end of each strand in the history–social science domain chapter of the *California Preschool Curriculum Framework, Volume 3*. It may be helpful to provide a brief overview of the organizational structure of the chapter domains if they are not already familiar with the structure. The “Engaging Families” sections are also listed in the table of contents for each strand.

Online Options

Subtopic 3: Students could post their descriptions of their families online, and the instructor could then assign a family to specific students. The option for writing a summary of how a strategy is shared with the family could be used instead of the role-playing presentations in class.

Each group then chooses a suggestion and develops a short role-playing presentation that illustrates how to share that suggestion with their “family.” Faculty may choose to assign a strand to each group to ensure that a range of suggestions is selected.

Putting it together

The groups then do their role playing for the whole class. After each presentation, the group also shares any considerations and challenges they discussed while preparing their presentation. The other students can also ask questions, share observations, and contribute other ideas for using that suggestion with other families.

The following questions for individual or group reflection could be used to conclude this subtopic:

- What words or images caught your attention?



Slide 25



Slide 26

- What approaches would you feel comfortable using? Which topic or substrand areas do you feel more confident in discussing with families? What concerns do you have?
- What are some new insights that are emerging for you as you think about engaging families in supporting their children's learning history and social science concepts and skills?
- What will you do differently in your communications and interactions with families?

Another approach

Instead of role playing, students could write summaries of how they would present a suggestion to their family. This could be done as a group or individually.

Online Options

Subtopic 3: The option for writing a summary of how a strategy is shared with the family could be used instead of the role-playing presentations in class.

Reflection

There are reflection questions suggested in the “Putting it together” section for each subtopic. The following set of questions is more general and has been presented for other key topics in this instructional guide.



Slides 27-28

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

One of the suggestions for the Marketplace strand is that early care and education professionals be knowledgeable about community resources for families who may be experiencing financial crises or hardships. In the Culture and Diversity substrand of the Self and Society strand, the first two strategies encourage teachers to reflect



on their own attitudes, values, and approaches and to build understanding of others' experiences and caregiving beliefs and practices.

Ask students to identify a community resource that they could use to strengthen their knowledge and understanding of the children and families in their community and supports available for them. Ask students to interview a staff member from the agency and prepare a written summary of the information that includes the following elements:

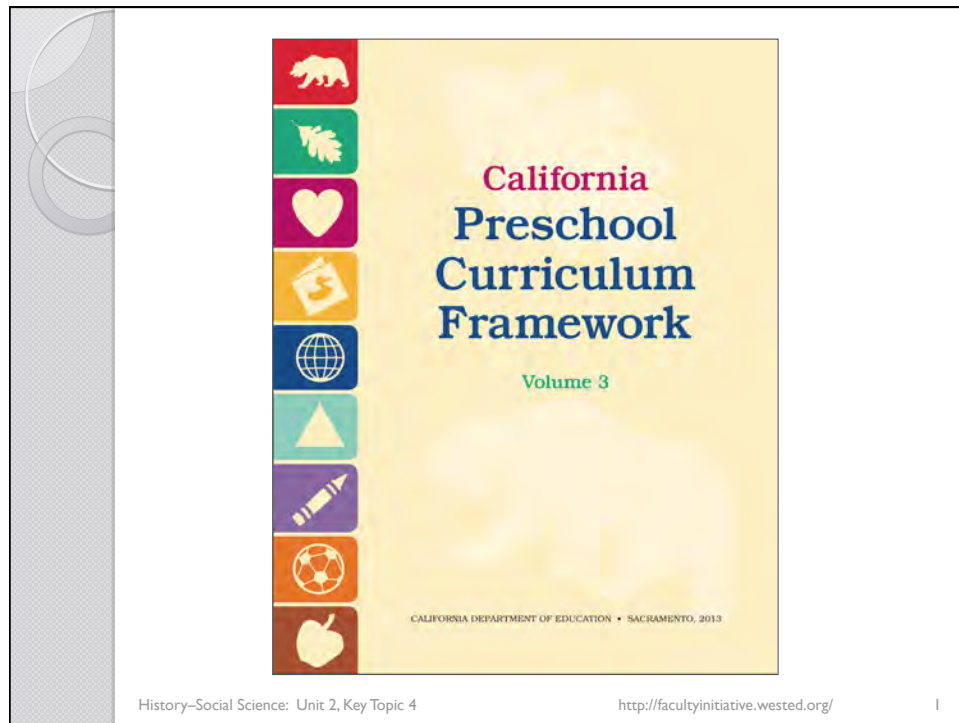


Slide 29

- Agency name, location, contact information, and Web site
- Name and role of person interviewed; length of time person has been with the agency
- Vision and mission of the organization
- History and primary funding sources
- Programs and services
- Strengths and current and future challenges
- Unique characteristics

Depending on the class size and the possible number of resources available in the community, instructors may ask students to identify the agency they selected and compile a list to minimize duplication before the interviews are done. If there are several duplicates, instructors may allow students to work in pairs or small groups or suggest other agencies.

Ask students to share their summaries with the other students so that each student has a directory of resources.



History–Social Science

Understanding California’s preschool children and families, universal design for learning, and partnering with families:

- California’s Preschool Children (pp. 3–5)
- Overarching principle: “Family and community partnerships create meaningful connections” (pp. 7–8)
- Overarching principle: “Individualization of learning includes all children” (p. 8)

History–Social Science: Unit 2, Key Topic 4

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

2

History–Social Science

Understanding California’s preschool children and families, universal design for learning, and partnering with families:

- Overarching principle: “Responsiveness to culture and language supports children’s learning” (pp. 8–9)
- Universal Design for Learning (p. 14)
- “Partnering with families in curriculum planning” (p. 35)

History–Social Science: Unit 2, Key Topic 4

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

3

History–Social Science

California’s state preschools include children who:

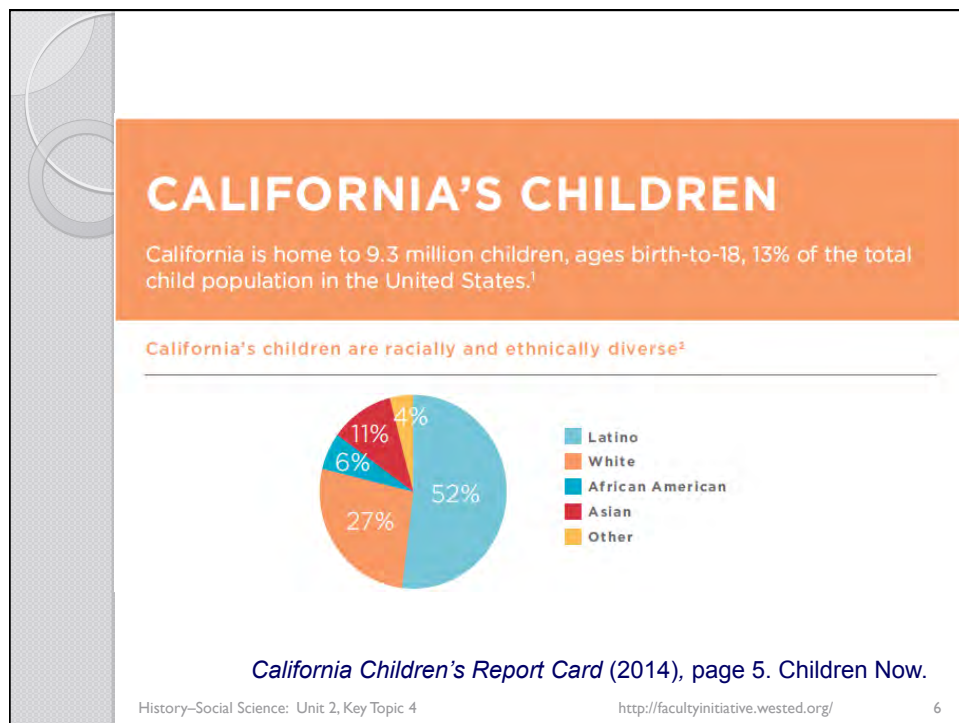
- Are ethnically and culturally diverse.
- Speak languages other than English.
- Have different abilities.
- Come from diverse socioeconomic backgrounds.

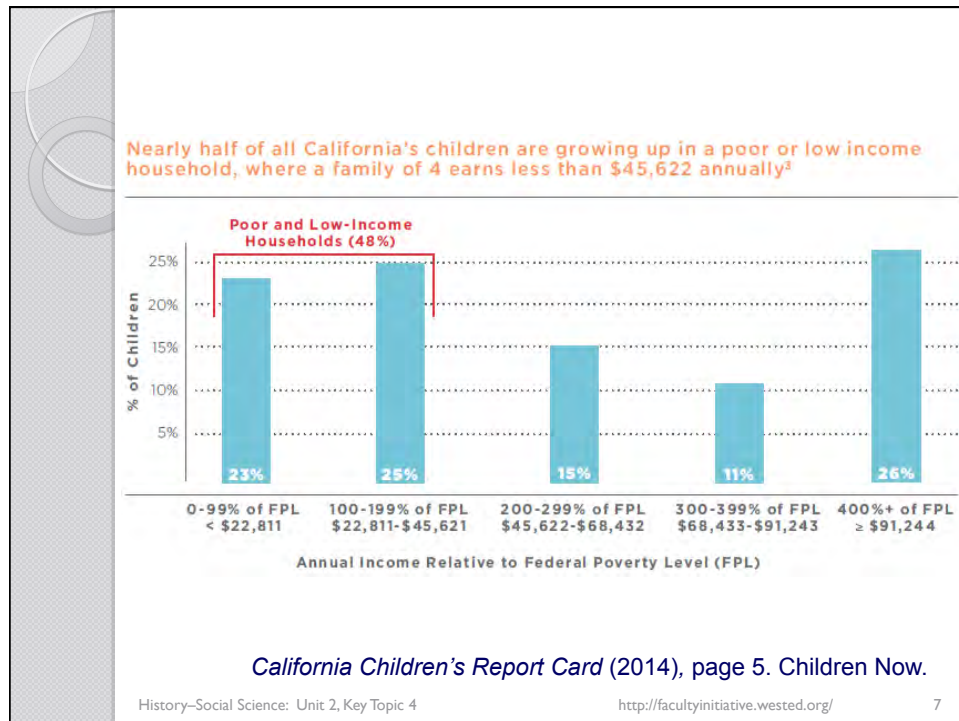
*(California Preschool Curriculum Framework,
Volume 3, pages 3–5)*

History–Social Science: Unit 2, Key Topic 4

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4





Children in California

- Almost half of all children living in California live in immigrant families.
- 22% of students in California are English learners.
- The majority of students who are English learners are native Spanish speakers.

~ Refers to all children ages birth to 18 years
California Children's Report Card (2014). Children Now.

History-Social Science: Unit 2, Key Topic 4 <http://facultyinitiative.wested.org/> 8

History–Social Science

Universal Design for Learning

- Provides for multiple means of representation, multiple means of engagement, and multiple means of expression.



(California Preschool Curriculum Framework, Volume 3, page 14)

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

Multiple means of representation

- Providing information in a variety of ways to meet the learning needs of all children

Multiple means of expression

- Allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling

Multiple means of engagement

- Offering choices in the setting or program that facilitate learning by building on children's interests

(California Preschool Curriculum Framework, Volume 3, page 14)

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- A teacher uses visual aids and suggests a child can use words or signs to join other children in play. (*California Preschool Curriculum Framework, Volume 3, p. 62*)
- When children are voting, provide different materials such as buttons or stickers to ensure that all children can actively participate. (*California Preschool Curriculum Framework, Volume 3, pp. 73–74*)

History–Social Science: Unit 2, Key Topic 4

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11

History–Social Science

- Provide visual and auditory cues and prompts to help children remember rules and expectations that the children developed as a community. (*California Preschool Curriculum Framework, Volume 3, p. 76*)
- A teacher encourages children to use signs or gestures when talking about an activity the children enjoyed. (*California Preschool Curriculum Framework, Volume 3, p. 89*)

History–Social Science: Unit 2, Key Topic 4

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12

History–Social Science

- Peers can help children with special needs by collaboratively drawing maps of their environment based on joint observations. Some children may need physical assistance in creating maps, or a peer could draw a map based on the ideas shared by the children. (*California Preschool Curriculum Framework, Volume 3*, pp. 112–113)

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- Suggest that children explore an area in small groups instead of individually to accommodate children with visual or motor challenges and with differing skill levels. (*California Preschool Curriculum Framework, Volume 3*, p. 115)



History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- Review the vignette.
- Identify any elements of universal design for learning that the teacher used.
- Think of other ways that universal design could be incorporated.

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- What images, words, or phrases are going through your head?
- What did you find easy in identifying examples of universal design for learning in your vignette and including examples in your presentation? What was more challenging?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- What are some insights about universal design for learning that you learned from preparing your presentation? From your classmates' presentations?
- Where do you need more practice or support in applying universal design for learning in history and social science? How could you obtain these?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- What information from the presenter(s) caught your attention or stood out for you?
- What ideas or strategies seemed familiar? Which ones were new?
- What are some key messages or different perspectives that you are taking away from this presentation?

History–Social Science: Unit 2, Key Topic 4

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18

History–Social Science

- What supports do you need to more fully implement the universal design for learning concepts to ensure that all children in your program have access to the history and social science curriculum?
- What are some steps you can take to obtain these supports?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science



“Individualization of learning includes all children.”

Overarching principle,
California Preschool Curriculum Framework, Volume 3 (page 8)

History–Social Science: Unit 2, Key Topic 4

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20

History–Social Science

- Temperament
- Family and cultural experiences
- Language experiences
- Personal strengths
- Interests
- Abilities
- Dispositions

History–Social Science: Unit 2, Key Topic 4

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21

History–Social Science

- What did you notice when looking for examples of individualization in the interactions and strategies? What stood out for you?
- What individualization strategies do you feel most confident in being able to use? Which ones might be more difficult?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

- Which individualization practices seem the most critical to support children’s learning in history and the social sciences?
- What are three new individualization practices that you will use in your teaching of history and the social sciences?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

“Family and community partnerships create meaningful connections.”



California Preschool Curriculum Framework, Volume 3 (pages 7–8)

History–Social Science: Unit 2, Key Topic 4

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24

History–Social Science

Engaging Families

- What words or images caught your attention?
- What approaches would you feel comfortable using? Which topic or substrand areas do you feel more confident in discussing with families? What concerns do you have?

History–Social Science: Unit 2, Key Topic 4

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

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History–Social Science

Engaging Families

- What are some new insights that are emerging for you as you think about engaging families in supporting their children's learning history and social science concepts and skills?
- What will you do differently in your communications and interactions with families?

History–Social Science: Unit 2, Key Topic 4

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

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History–Social Science



- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

History–Social Science: Unit 2, Key Topic 4

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

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History–Social Science



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

History–Social Science: Unit 2, Key Topic 4

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History–Social Science

Community resources for children and families

- Agency name, location, contact information, and Web site
- Name and role of person interviewed; length of time person has been with the agency
- Vision and mission of the organization
- History and primary funding sources
- Programs and services
- Strengths and current and future challenges
- Unique characteristics

History–Social Science: Unit 2, Key Topic 4

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Unit 2 – History–Social Science: Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain



History–Social Science Domain:
Key Topic 5 – Exploring the Research Highlights of the
History–Social Science Domain

Focus Statement

Students review the four research highlights for the history–social science domain and then have an opportunity to identify additional research articles on a topic of interest to them and develop a summary of their articles.

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 learning experience. 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
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Teaching in a Diverse Society
- Practicum-Field Experience

Instructional Methodologies

- Book review
- Class discussion
- Class presentation
- Development of a resource tool
- Lecture
- Literature review
- Pairs or small groups
- Reflective discussion
- Short paper or report



California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support 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 learning experiences.

- Child Development and Learning
- Culture, Diversity, and Equity
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism



Unit 2 – History–Social Science:

Key Topic 5: Exploring the Research Highlights of the History–Social Science Domain

Before You Start

There are four research highlights in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3*. One is in the Self and Society strand, one is in the Becoming a Preschool Community Member (Civics) strand, the third is in the Sense of Time (History) strand/Anticipating and Planning Future Events substrand, and the fourth is in the Sense of Place (Geography and Ecology) strand/Caring for the Natural World substrand.

Each research highlight is a brief summary of a few research articles. For students who do not have a lot of experience reading research articles, these highlights can provide an introduction. It is important for students to understand that there is a research base for the information provided in the curriculum framework and for the foundations as well. Research, such as the highlights in the history–social science domain, also has implications for the students’ work in the classroom. Teachers can use research to inform their practice and help explain to parents why history and social sciences are a part of the preschool curriculum.

After reviewing and discussing the four research highlights, ask students to read the “Summary of the History–Social Science Foundations” in the domain chapter of the *California Preschool Curriculum Framework, Volume 3* (pp. 49–50). They then identify a topic that interests them, read the supporting articles, and prepare a research highlight.

In the “Deeper Understanding” section, students are asked to locate a book from the Bibliography for the history–social science chapter of the *California Preschool Curriculum Framework, Volume 3*. They then write a book review that includes a critique of the book. This review will be a resource in understanding and planning curriculum for history and social sciences.

Information Delivery



Slide 2

The following four research highlights in the history–social science domain of the *California Preschool Curriculum Framework, Volume 3* are used in this key topic:

- Research Highlight: Anti-Bias Curriculum Approach (pp. 51–52)



- Research Highlight (pp. 83–84)
- Research Highlight (p. 93)
- Research Highlight (p. 111)

The Endnotes on pages 126–129 and the Bibliography on pages 130–134 of the curriculum framework are also referenced.

Active Learning

Getting it started

Depending on the students' experience with research articles, instructors may choose to begin this key topic with a brief lecture and discussion about how research has contributed to our understanding of children's development of knowledge and skills in history and the social sciences.

Then ask the students to read the four research highlights and to share one or two key points from each highlight. Also ask students to find the footnote that cites the references for the research highlight. [Note to faculty: The endnote for the fourth research highlight (p. 111) is not listed in the Endnotes on pages 126–129 of the *California Preschool Curriculum Framework, Volume 3*. The correct reference for the fourth research highlight is the following citation: S. Cohen and D. Horm-Wingerd, "Children and the Environment: Ecological Awareness Among Preschool Children," *Environment and Behavior*, 25, no. 1, (1993): 103-120. This reference is also listed for the fifteenth endnote on page 128.]

Explain to students how they can locate some of the articles cited. For example, the section of the Atance and Jackson article on mental time travel can be pointed out as the research highlight on page 93 for the substrand Anticipating and Planning Future Events.

Keeping it going

Then ask students to read the "Summary of the History–Social Science Foundations" on pages 49–50 of the *California Preschool Curriculum Framework, Volume 3*. Ask students to select a topic that is of interest to them and locate the endnote references. Students can do this reference search individually or in pairs or small groups.

Online Options

Students can post their reference findings online so that the instructor and other students can also review them.

**Taking it further**

After finding the references, ask students to prepare a research highlight, similar to the ones they reviewed in the *California Preschool Curriculum Framework, Volume 3*. Students should also include all the articles used in the research highlight.

Putting it together

Students then share their research highlights with the other students. It is suggested that these be done as class presentations so there are opportunities for students to ask questions and discuss the highlights. If possible, compile the research highlights as a resource tool for the students.

Reflection

Ask students to reflect on this learning experience by responding to these questions individually or in a class discussion:



Slides 3-4

- What did you do to find the reference articles or resources on your topic?
- Did you find the process easy or challenging? In what ways?
- Why do you think it's important for preschool teachers to be able to identify, review, and summarize research articles? How will this skill impact your practice as a teacher in planning curriculum for history and the social sciences?
- Which research highlights do you want to be sure to consider in your work?

This second set of questions is more general and can be used for individual reflection for this key topic and with the other key topics.



Slides 5-6

- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?
- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?



- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

Deeper Understanding

Ask students to review the Bibliography on pages 130–134 of the *California Preschool Curriculum Framework, Volume 3* and find a book that interests them. The book can be on the same topic they chose for their research highlight or a different topic.

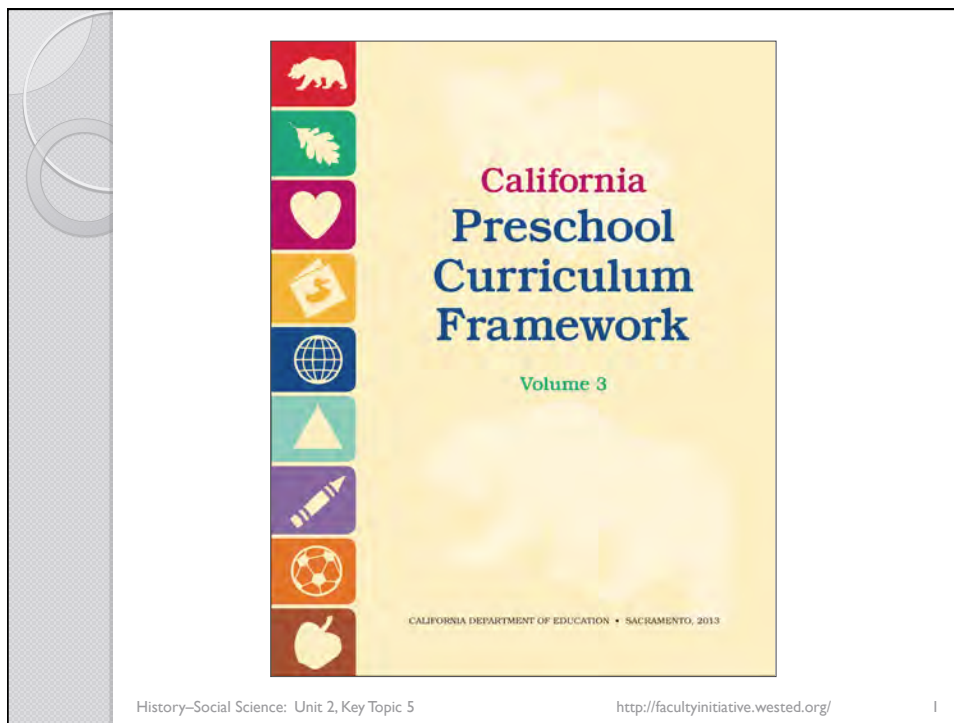


Slide 7

Students are then to prepare a book review using either a format of the instructors' choosing or one that incorporates some of the following elements*:

- Full citation for the book
- Background of the author
- Central theme of the book and key ideas
- How the theme and key ideas are supported in the book
- Student's evaluation of the book as a resource in understanding and/or planning curriculum for history and the social sciences

*The book review elements are based on the description for writing book reviews from the Purdue Online Writing Lab – 2012 at <http://owl.english.purdue.edu/owl/resource/704/1>.



History–Social Science

Research Highlights

- Anti-Bias Curriculum Approach (pp. 51–52)
- Remembering Past Experiences (pp. 83–84)
- Planning for the Future (p. 93)
- Environmental Awareness (p. 111)



History–Social Science: Unit 2, Key Topic 5

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

2



- What did you do to find the reference articles or resources on your topic?
- Did you find the process easy or challenging? In what ways?
- Why do you think it's important for preschool teachers to be able to identify, review, and summarize research articles?

History–Social Science: Unit 2, Key Topic 5

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

3



- How will this skill impact your practice as a teacher in planning curriculum for history and the social sciences?
- Which research highlights do you want to be sure to consider in your work?

History–Social Science: Unit 2, Key Topic 5

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

4



- What are some ideas, concepts, or strategies that you learned from this class session?
- Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

History–Social Science: Unit 2, Key Topic 5

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

5



- Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?
- How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?

History–Social Science: Unit 2, Key Topic 5

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

6

History–Social Science

- Choose a book from the Bibliography on pages 130–134.
- Prepare a book review, including:
 - Full citation
 - Background of the author
 - Central theme and key ideas
 - How the theme and key ideas are supported
 - Student’s evaluation of the book as a resource in understanding and/or planning curriculum for history and the social sciences

Instructional Methodologies Definitions

Instructional Methodologies Definitions for the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

In this instructional guide, a variety of instructional methodologies have been suggested across all key topics. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each key topic, the instructional methodologies that are used during that key topic are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students.

The following list provides working definitions for each of the methodologies referred to in Faculty Initiative Project's instructional guides. These working definitions provide instructors with an understanding of what is meant by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in these instructional guides.

Book review

Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

Brainstorming

Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

Categorizing

Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

Class discussion

All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

Class presentation

An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

Conversation grid

Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.

Creation of a visual representation

Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

Development of a resource tool

Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

Game

Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students' exploration of a topic and/or skill.

Interview

Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

Jigsaw reading

Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

Lecture

Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

Literature review

Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

Notetaking outline or guide

Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

Observations

Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

Pairs or small groups

Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.

Panel/guest speaker

Content experts come to class to share their knowledge and experiences on topics related to course content.

Peer review and feedback

Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

Personal reflection

An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one's own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

Photo observation

Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

Problem solving

Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

Reflective discussion

Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

Role playing

Students take on a role in an activity and act it out.

Short paper or report

Students write a short paper that focuses on a specific topic or question.

Video observation

Students observe video for the purposes of documentation, understanding, and discussion.

For additional instructional guide resources, continue to check out the Faculty Initiative Project's Web site at <http://facultyinitiative.wested.org/>.

Instructional Methodologies Index

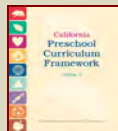
Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Each key topic is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the preschool curriculum framework. It also provides another variable for faculty to use in deciding which key topic learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each key topic and are listed on its preview page(s). The instructional methodologies are also indexed so that faculty can get an overview of which methodologies are used across all units/domains and key topics.

To locate page numbers for each key topic listed in the following index, refer to the Table of Contents of this instructional guide.

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

	 Introduction to the Framework	 History–Social Science Domain	 Science Domain	 Framework as a Resource
Book Review		• Key Topic 5	• Key Topic 5	
Class Discussion	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4
Class Presentation • Demonstration • Oral Presentation • Presentation • Student Panel Presentation	• Key Topic 3	• Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Key Topic 4 • Key Topic 5	• Key Topic 1
Conversation Grid		• Getting Ready for the Unit		
Creation of a Visual Representation	• Getting Ready for the Unit • Key Topic 1 • Key Topic 3	• Key Topic 1 • Key Topic 4	• Key Topic 1 • Key Topic 4	

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

	 Introduction to the Framework	 History–Social Science Domain	 Science Domain	 Framework as a Resource
Development of Resource Tool	Key Topic 3	- Key Topic 1 - Key Topic 2 - Key Topic 3 - Key Topic 4 - Key Topic 5	- Key Topic 4 - Key Topic 5	- Key Topic 1 - Key Topic 3 - Key Topic 4
Interview - Community Members - Parents - Peers - Teachers	Key Topic 3	- Key Topic 2 - Key Topic 4		Key Topic 3
Jigsaw Reading	Key Topic 1		Key Topic 5	- Key Topic 2 - Key Topic 3 - Key Topic 4
Lecture		- Key Topic 4 - Key Topic 5	Key Topic 4	
Literature Review		Key Topic 5	Key Topic 5	
Notetaking Outline or Guide	Key Topic 2	Key Topic 1	- Key Topic 1 - Key Topic 2 - Key Topic 3	

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

	 Introduction to the Framework	 History–Social Science Domain	 Science Domain	 Framework as a Resource
Observations		• Key Topic 2		• Key Topic 3
Pairs or Small Groups	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 4 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4
Panel/Guest Speaker	• Key Topic 3	• Key Topic 2 • Key Topic 4	• Key Topic 4	• Key Topic 4
Peer Review and Feedback		• Key Topic 1	• Key Topic 4	
Personal Reflection	• Getting Ready for the Unit	• Getting Ready for the Unit • Key Topic 3	• Getting Ready for the Unit	
Problem Solving				• Key Topic 2

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

	 Introduction to the Framework	 History–Social Science Domain	 Science Domain	 Framework as a Resource
Reflective Discussion • Pairs • Small Group • Large Group	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 5	• Getting Ready for the Unit • Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 4
Role Playing			• Key Topic 4	
Short Paper or Report	• Key Topic 2 • Key Topic 3	• Key Topic 1 • Key Topic 2 • Key Topic 3 • Key Topic 5	• Key Topic 3 • Key Topic 4 • Key Topic 5	• Key Topic 3
Video Observation				• Key Topic 3

Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

To support faculty in deciding how and where they can best use the *California Preschool Curriculum Framework, Volume 3* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its website: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

Appendix A is a listing of the suggested CAP lower division eight courses for all key topics in this instructional guide with the addition of the SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Child Growth and Development

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child Growth and Development	 Unit 2 – History–Social Science
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	• Unit 2, Key Topic 3 • Unit 2, Key Topic 1
Identify cultural, economic, political, historical contexts that affect children's development.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 3
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	• Unit 2, Key Topic 2 • Unit 2, Key Topic 5
Differentiate characteristics of typical and atypical development.	• Unit 2, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide's units, domains, and key topics.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Child, Family and Community

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child, Family and Community	 Unit 2 – History–Social Science
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 3 •
Describe effective strategies that empower families and encourage family involvement in children's development.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 4
Identify and evaluate community support services and agencies available to families and children.	• Unit 2, Key Topic 3
Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.	• Unit 2, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Introduction to Curriculum

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 2 – History–Social Science
Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 4
Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 4 • Unit 2, Key Topic 5
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	• Unit 2, Key Topic 1
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	• Unit 2, Key Topic 2 • Unit 2, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Principles and Practices of Teaching Young Children

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 2 – History–Social Science
Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5
Develop one's teaching philosophy and professional goals.	
Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.	• Unit 2, Key Topic 2 • Unit 2, Key Topic 3
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	• Unit 2, Key Topic 1
Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.	
Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Observation and Assessment

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Observation and Assessment	 Unit 2 – History–Social Science
Compare the purpose, value and use of formal and informal observation and assessment strategies.	
Evaluate the characteristics, strengths and limitations of common assessment tools.	
Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.	Unit 2, Key Topic 2
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	Unit 2, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	- Unit 2, Key Topic 2 - Unit 2, Key Topic 3



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Health, Safety and Nutrition

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Health, Safety and Nutrition	 Unit 2 – History–Social Science
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	Unit 2, Key Topic 3
Identify health, safety, and environmental risks in children's programs.	
Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.	
Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.	
Discuss the value of collaboration with families and the community.	Unit 2, Key Topic 4
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	- Unit 2, Key Topic 3 - Unit 2, Key Topic 4



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Teaching in a Diverse Society

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 2 – History–Social Science
Critique the multiple societal impacts on young children's social identity.	Unit 2, Key Topic 5
Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.	Unit 2, Key Topic 3
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	- Unit 2, Key Topic 1 - Unit 2, Key Topic 3 - Unit 2, Key Topic 4
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	Unit 2, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	- Unit 2, Getting Ready for the Unit - Unit 2, Key Topic 1 - Unit 2, Key Topic 3 - Unit 2, Key Topic 4 - Unit 2, Key Topic 5



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Practicum-Field Experience

Curriculum Alignment Project's (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Practicum-Field Experience	 Unit 2 – History–Social Science
Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	• Unit 2, Key Topic 4 • Unit 2, Key Topic 5
Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 5
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	• Unit 2, Key Topic 2
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	• Unit 2, Key Topic 1 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4
Critically assess one's own teaching experiences to guide and inform practice.	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 2 • Unit 2, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	• Unit 2, Getting Ready for the Unit • Unit 2, Key Topic 1 • Unit 2, Key Topic 2 • Unit 2, Key Topic 3 • Unit 2, Key Topic 4 • Unit 2, Key Topic 5

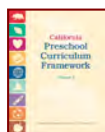
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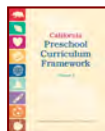
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Appendix A

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

To support faculty in decisions regarding how and where they can best use the *California Preschool Curriculum Framework, Volume 3* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (https://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Curriculum Framework, Volume 3* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit and domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide key topics are indexed first by units and domains, then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLOs) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.



Unit 1

Chapter 1: Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family and Community

Student Learning Outcomes:

- Describe social issues, changes, and transitions that affect children, families, schools, and communities.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families.
- The role of group childcare and early schooling on socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

**Course: Principles and Practices of Teaching Young Children – Continued**

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Integrate content areas and opportunities for development across the curriculum
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Content Areas:
 - Science
 - Social Studies
- California State Learning Standards and tools



Unit 1

Chapter 1: Introduction to the Framework

Key Topic 1 – Getting to Know the Organization of the *California Preschool Curriculum Framework, Volume 3*

Course: Child Growth and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.

Content and Topics:

- Major current and historical theoretical frameworks of child development

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Role of family in children's developmental outcomes.
- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.



Course: Introduction to Curriculum – Continued

Content and Topics:

- Standards from legislation and accrediting groups
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice.
- Play as a vehicle for development and learning
- Essentials of program planning and the interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- The value of collaboration with families and professionals
- Observation as part of the on-going process of curriculum and planning that support all children.



Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Content Areas:
 - Science
 - Social Studies
- California State Learning Standards and tools



Unit 1

Chapter 1: Introduction to the Framework

Key Topic 2 – Getting to Know the Eight Overarching Principles

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Investigative research methods:
 - Observation
- Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Use of current research
- Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

**Course: Principles and Practices of Teaching Young Children – Continued**

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Demonstrate basic observational skills.

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice.
- Play as a vehicle for development and learning
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC's position statement on assessment)
- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.



Course: Practicum-Field Experience – Continued

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- California State Learning Standards and tools



Unit 1

Chapter 1: Introduction to the Framework

Key Topic 3 – Getting to Know the Curriculum-Planning Cycle

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to document curriculum planning process with written curriculum plans.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Characteristics and roles of an effective teacher in an early childhood setting

**Course: Observation and Assessment**

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Utilize an appropriate recordkeeping system to document, assess and track children's progress.

Content and Topics:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Integration of content areas across curriculum
- California State Learning Standards and tools

Unit 2

Chapter 2: History–Social Science Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, historical contexts that affect children's development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Contemporary social issues that impact children's development
- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe social issues, changes, and transitions that affect children, families, schools, and communities.
- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:

- Describe contemporary social issues and their effects on families and children.
- Explore one's own family history and examine how it affects one's relationships with children and families.

Content and Topics:

- Role of family in children's developmental outcomes.
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families.
- Contemporary social issues and their effect on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The Role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- Play as a vehicle for development and learning
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Course: Teaching in a Diverse Society – Continued

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
 - Science
 - Social Studies
- Integration of content areas across curriculum
- California State Learning Standards and tools

Unit 2

Chapter 2: History–Social Science Domain

Key Topic 1 – Organization and Rationale of the History–Social Science Domain

Course: Child Growth and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Develop appropriate strategies to assist families experiencing stress.

Content and Topics:

- Major current and historical theoretical frameworks of socialization
- Interrelatedness of family, school and community as agents of socialization
- Role of family in children's developmental outcomes.
- Teachers' and caregivers' influences on children and families
- Appropriate and effective communication strategies

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- The Role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- The importance of developmentally, culturally, linguistically appropriate practice.
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Course: Teaching in a Diverse Society – Continued**Objectives:**

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Environment as a teaching and learning tool
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 2

Chapter 2: History–Social Science Domain

Key Topic 2 – Getting to Know Environments and Materials That Support History–Social Science

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.
- Examine and evaluate the importance of the early years.

Content and Topics:

- The role and influence of family and caregivers

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Innovative and best practices in teaching
- Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.

Course: Practicum-Field Experience – Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2

Chapter 2: History–Social Science Domain

Key Topic 3 – Getting to Know Interactions and Strategies That Support History–Social Science

Course: Child Growth and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Identify cultural, economic, political, historical contexts that affect children's development.

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains

Content and Topics:

- Contemporary social issues that impact children's development
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe social issues, changes, and transitions that affect children, families, schools, and communities.
- Identify and evaluate community support services and agencies available to families and children.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Identify appropriate community resources that support children and families including at risk populations.
- Explore one's own family history and examine how it affects one's relationships with children and families.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- The role of group childcare and early schooling on socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Describe the effect of social context, child's state of health and well-being, primary language, ability, and environment on assessment processes.
- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- The value of collaboration with families and professionals
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Nutrition guidelines, diet analysis and mealtime policies, food safety and menu planning considering culture, traditions and family choices

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Course: Teaching in a Diverse Society – Continued**Objectives:**

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Differentiate between various sources of diversity.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- How children think: pre-prejudice, impacts of silence, overt and covert social messages
- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live

Course: Practicum-Field Experience**Student Learning Outcomes:**

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
 - Social Studies

Unit 2

Chapter 2: History–Social Science Domain

Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Describe contemporary social issues and their effects on families and children.
- Develop appropriate strategies to assist families experiencing stress.

Content and Topics:

- Role of family in children's developmental outcomes.
- Teachers' and caregivers' influences on children and families
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Course: Introduction to Curriculum – Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice.
- Applying developmentally-appropriate practices to normative and atypical development

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 2

Chapter 2: History–Social Science Domain

Key Topic 5 – Exploring the Research Highlights of the History–Social Science Domain

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Contemporary social issues that impact children's development
- The role and influence of cultural and societal impacts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Use of current research
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critique the multiple societal impacts on young children's social identity.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Professional development skills
- California State Learning Standards and tools

Unit 3

Chapter 3: Science Domain

Getting Ready for the Unit and Connecting to Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Innovative and best practices in teaching
- Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
- Demonstrate basic observational skills.

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.
- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Historic and current tools of observation and assessment
- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Authentic assessment and documentation
- Self reflection and self-assessment through team collaboration and portfolio documentation

Course: Practicum-Field Experience – Continued

Content and Topics:

- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- Content Areas:
 - Science
- California State Learning Standards and tools

Unit 3

Chapter 3: Science Domain

Key Topic 1 – Organization and Rationale of the Science Domain

Course: Child Growth and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.

Content and Topics:

- Major current and historical theoretical frameworks of child development
- The role and influence of family and caregivers

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum – Continued

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement
- Content areas (science)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Content Areas:
 - Science
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 3

Chapter 3: Science Domain

Key Topic 2 – Getting to Know Environmental Factors That Support Science

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children’s development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- Teachers’ and caregivers’ influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Innovative and best practices in teaching
- Effective use of learning centers and integrated curriculum
- The effect of environment on behavior
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Content Areas:
 - Science
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 3

Chapter 3: Science Domain

Key Topic 3 – Getting to Know Interactions and Strategies That Support Science

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Components of effective learning environments
- Content areas (science)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice.
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
 - Science
- California State Learning Standards and tools

Unit 3

Chapter 3: Science Domain

Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Describe contemporary social issues and their effects on families and children.
- Develop appropriate strategies to assist families experiencing stress.

Content and Topics:

- Role of family in children's developmental outcomes.
- Teachers' and caregivers' influences on children and families
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families.

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Course: Introduction to Curriculum – Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice.
- Applying developmentally-appropriate practices to normative and atypical development

Course: Health, Safety, and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 3

Chapter 3: Science Domain

Key Topic 5 – Exploring the Research Highlights of the Science Domain

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains

Content and Topics:

- Contemporary social issues that impact children's development
- The role and influence of cultural and societal impacts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Use of current research
- The development of the whole child (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critique the multiple societal impacts on young children's social identity.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Professional development skills
- California State Learning Standards and tools



Unit 4

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 1: Integrating the History–Social Science or Science Domains with Other Domains

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Effective use of learning centers and integrated curriculum
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Demonstrate basic observational skills.

**Course: Principles and Practices of Teaching Young Children – Continued**

Objectives:

- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice.
- Importance of positive teacher-child relationships and interactions
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC’s position statement on assessment)
- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children.

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.



Course: Practicum-Field Experience – Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences
- Integrate content areas and opportunities for development across the curriculum

Content and Topics:

- Authentic assessment and documentation
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools



Unit 4

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 2: Integrated Planning Using California's Early Learning and Development System

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Use of current research
- Components of effective learning environments
- Planning for children with special needs
- The continuing cycle of observation, assessment, curriculum planning, documentation.

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments, etc.), delivery systems, quality standards, licensing and regulation structures in early childhood settings.

**Course: Principles and Practices of Teaching Young Children – Continued**

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- The importance of developmentally, culturally, linguistically appropriate practice.
- Applying developmentally-appropriate practices to normative and atypical development

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.
- Evaluate the characteristics, strengths and limitations of common assessment tools.
- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Identify and apply basic quantitative and qualitative observation and recording techniques.
- Compare and analyze historic and currently recognized assessment tools.
- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC's position statement on assessment)
- Utilization of observation and assessment data to create appropriate curricula and environments
- Linkage between child development theory and research to observation and assessment
- Role of assessment in intervention



Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.
- Utilize an appropriate recordkeeping system to document, assess and track children's progress.
- Demonstrate professional and ethical behavior.

Content and Topics:

- Authentic assessment and documentation
- Self-reflection and self-assessment through team collaboration and portfolio documentation
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- California State Learning Standards and tools



Unit 4

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 3: Young Dual Language Learners

Course: Child Growth and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
- Bilingual development and theories of language learning and bilingualism

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

**Course: Introduction to Curriculum – Continued**

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Planning for diverse learning styles, motivations, interests, and abilities
- Effective use of learning centers and integrated curriculum
- The effect of environment on behavior

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- The importance of developmentally, culturally, linguistically appropriate practice.

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:



- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Teaching in a Diverse Society – Continued

Content and Topics:

- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments
- California State Learning Standards and tools



Unit 4

California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 4: Exploring Key Elements of the Curriculum Framework Across Domains

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

**Course: Principles and Practices of Teaching Young Children – Continued**

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Importance of positive teacher-child relationships and interactions
- The influence of environment on behavior and learning (environment as third teacher)

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- California State Learning Standards and tools

Appendix B

The Foundations

Social-Emotional Development

Self

1.0 Self-Awareness

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

2.0 Self-Regulation

2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.

3.0 Social and Emotional Understanding

3.1 Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.

4.0 Empathy and Caring

4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another's distress and needs with sympathetic caring and are more likely to assist.

5.0 Initiative in Learning

5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

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Social Interaction

1.0 Interactions with Familiar Adults

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.

2.0 Interactions with Peers

2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.
2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.

3.0 Group Participation

3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.

4.0 Cooperation and Responsibility

4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

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Relationships

1.0 Attachments to Parents

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.

2.0 Close Relationships with Teachers and Caregivers

2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.
2.2 Contribute to maintaining positive relationships with their primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with their primary teachers and caregivers.

3.0 Friendships

3.1 Choose to play with one or two special peers whom they identify as friends.	3.1 Friendships are more reciprocal, exclusive, and enduring.

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Language and Literacy

Listening and Speaking

1.0 Language Use and Conventions

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.
1.4 Use language to construct short narratives that are real or fictional.	1.4 Use language to construct extended narratives that are real or fictional.

2.0 Vocabulary

2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.

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3.0 Grammar

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.
3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.	3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

Reading**1.0 Concepts about Print**

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.

2.0 Phonological Awareness

	2.1 Orally blend and delete words and syllables without the support of pictures or objects.
	2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, <u>with</u> the support of pictures or objects.

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3.0 Alphabetics and Word/Print Recognition

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.
	3.3 Begin to recognize that letters have sounds.

4.0 Comprehension and Analysis of Age-Appropriate Text

4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

5.0 Literacy Interest and Response

5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.

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Writing

1.0 Writing Strategies

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.
1.2 Write using scribbles that are different from pictures.	1.2 Write letters or letter-like shapes to represent words or ideas.
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.

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English-Language Development

Listening

1.0 Children listen with understanding.

Focus: Beginning words

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.

Focus: Requests and directions

1.2 Begin to follow simple directions in English, especially when there are contextual cues.	1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

Focus: Basic and advanced concepts

1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	1.3 Demonstrate an understanding of words in English related to more advanced concepts.

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Speaking

1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Communication of needs

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	1.1 Show increasing reliance on verbal communication in English to be understood by others.

Focus: Vocabulary production

1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	1.2 Use new English vocabulary to share knowledge of concepts.

Focus: Conversation

1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	1.3 Sustain a conversation in English about a variety of topics.

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1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Utterance length and complexity

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.4 Use two- and three-word utterances in English to communicate.	1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).

Focus: Grammar

1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.5 Begin to use some English grammatical markers (e.g., <i>-ing</i> or plural <i>-s</i>) and, at times, apply the rules of grammar of the home language to English.	1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.

Focus: Inquiry

1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.6 Begin to use “what” and “why” questions in English, sometimes with errors.	1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.

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2.0 Children begin to understand and use social conventions in English.

Focus: Social conventions

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Demonstrate a beginning understanding of English social conventions.	2.1 Appropriately use words and tone of voice associated with social conventions in English.

3.0 Children use language to create oral narratives about their personal experiences.

Focus: Narrative development

3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	3.1 Produce simple narratives in English that are real or fictional.

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Reading

1.0 Children demonstrate an appreciation and enjoyment of reading and literature.

Focus: Participate in read-aloud activity

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).

Focus: Interest in books and reading

1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.

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2.0 Children show an increasing understanding of book reading.

Focus: Personal connections to the story

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	2.1 Begin to engage in extended conversations in English about stories.

Focus: Story structure

2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.2 Retell a story using the home language and some English when read or told a story in English.	2.2 Retell in English the majority of a story read or told in English.

3.0 Children demonstrate an understanding of print conventions.

Focus: Book handling

3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.

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4.0 Children demonstrate awareness that print carries meaning.***Focus: Environmental print***

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.

5.0 Children demonstrate progress in their knowledge of the alphabet in English.***Focus: Letter awareness***

5.1 Interact with material representing the letters of the English alphabet.	5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.

Focus: Letter recognition

5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	5.2 Identify some letters of the alphabet in English.	5.2 Identify ten or more letters of the alphabet in English.

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6.0 Children demonstrate phonological awareness.***Focus: Rhyming***

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.

Focus: Onset (initial sound)

6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	6.2 Recognize and produce words that have a similar onset (initial sound) in English.

Focus: Sound differences in the home language and English

6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)	6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.

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Writing

1.0 Children use writing to communicate their ideas.

Focus: Writing as communication

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
1.1 Begin to understand that writing can be used to communicate.	1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	1.1 Develop an increasing understanding that what is said in English can be written down and read by others.

Focus: Writing to represent words or ideas

1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.	1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.	1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.

Focus: Writing their name

1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	1.3 Attempt to copy their own name in English or in the writing system of their home language.	1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.

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Mathematics

Number Sense

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to understand numbers and quantities in their everyday environment.	1.0 Children expand their understanding of numbers and quantities in their everyday environment.
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recite numbers in order to twenty with increasing accuracy.
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.
1.5 Use the number name of the last object counted to answer the question, "How many . . . ?"	1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).
2.0 Children begin to understand number relationships and operations in their everyday environment.	2.0 Children expand their understanding of number relationships and operations in their everyday environment.
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."	2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.

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<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

Algebra and Functions (Classification and Patterning)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to sort and classify objects in their everyday environment.	1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).
2.0 Children begin to recognize simple, repeating patterns.	2.0 Children expand their understanding of simple, repeating patterns.
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognize and duplicate simple repeating patterns.
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns.

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Measurement

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to compare and order objects.	1.0 Children expand their understanding of comparing, ordering, and measuring objects.
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i> , or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).
1.2 Order three objects by size.	1.2 Order four or more objects by size.
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end.

Geometry

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children begin to identify and use common shapes in their everyday environment.	1.0 Children identify and use a variety of shapes in their everyday environment.
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture or design.
2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.

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Mathematical Reasoning

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.

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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.

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.

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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History–Social Science

Self and Society

1.0 Culture and Diversity

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.

2.0 Relationships

2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.

3.0 Social Roles and Occupations

3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.

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Becoming a Preschool Community Member (Civics)

1.0 Skills for Democratic Participation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.

2.0 Responsible Conduct

2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.

3.0 Fairness and Respect for Other People

3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.

4.0 Conflict Resolution

4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.

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Sense of Time (History)

1.0 Understanding Past Events

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.

2.0 Anticipating and Planning Future Events

2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.

3.0 Personal History

3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.

4.0 Historical Changes in People and the World

4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.

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Sense of Place (Geography and Ecology)

1.0 Navigating Familiar Locations

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.

2.0 Caring for the Natural World

2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	2.1 Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).

3.0 Understanding the Physical World Through Drawings and Maps

3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.

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Marketplace (Economics)

1.0 Exchange

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).

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Science

Scientific Inquiry

1.0 Observation and Investigation

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.
1.2 Observe ¹ objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.

1. Other related scientific processes, such as classifying, ordering, and measuring, are addressed in the foundations for mathematics.

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2.0 Documentation and Communication

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.

Physical Sciences**1.0 Properties and Characteristics of Nonliving Objects and Materials**

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).

2.0 Changes in Nonliving Objects and Materials

2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).

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2.0 Changes in Nonliving Objects and Materials (continued)

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing pulling, rolling, dropping) on making objects move.	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.

Life Sciences**1.0 Properties and Characteristics of Living Things**

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. ²	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.
1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.

2. The knowledge of body parts is also addressed in the *California Preschool Learning Foundations (Volume 2)* for health. In science, it also includes the knowledge of body processes. Knowledge of body parts is extended to those of humans and other animals.

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2.0 Changes in Living Things

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.	2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).

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Earth Sciences

1.0 Properties and Characteristics of Earth Materials and Objects

<i>At around 48 months of age</i>	<i>At around 60 months of age</i>
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.

2.0 Changes in the Earth

2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.

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Appendix C

Sample Environments and Materials for All Nine Domains of the *California Preschool Curriculum Framework*

The *California Preschool Curriculum Framework* lists suggestions for environments and materials that support children’s learning and development in each of the nine domains.

Appendix C is a comprehensive overview of all of these suggestions. This resource can be useful for explorations within individual domains or for working across domains. These suggestions are listed by domain as presented in the three volumes of the *California Preschool Curriculum Framework*. All are equally important and are not listed with priority.

California Preschool Curriculum Framework, Volume 1

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics

California Preschool Curriculum Framework, Volume 2

- Visual and Performing Arts
- Physical Development
- Health

California Preschool Curriculum Framework, Volume 3

- History–Social Science
- Science

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science	 Science	
								The Physical Environment	The Social Environment
Challenging and developmentally appropriate materials	The daily schedule for adult-child and child-child interactions	Provide safe havens where the child does not have to speak to anyone	Enrich the environment with objects and materials that promote mathematical growth	Dance and movement require only space in a room and benefit further from music and costumes of modest scope and cost	Teachers promote optimal physical development when they provide children with positive encouragement and quality instruction (both indirect and direct)	Establish a physical learning environment designed for children's initiative	Extended projects that are centered on a topic in history or social science and emerge from children's interests and inquiries	Be thoughtful about what objects and materials to include in the environment	Foster children's curiosity and questioning
Ample supply of materials	Large-group space	Establish consistent classroom routines and procedures	Integrate math-related materials into all interest areas in the classroom	Many things handy in a preschool environment can serve as props for dramatic play and drama, where imagination can turn almost anything into something else	The immediate physical environment is a powerful influence on children's physical development	Provide safe, inviting learning environments and appropriate supervision of children	Reflective of diversity	Provide a variety of natural materials to observe and investigate	Guide children in exploring their questions
Organized learning areas	Small-group space	Provide space in the classroom environment for children to interact in small groups and one-on-one	Provide real-life settings in the preschool environment	Visual arts largely involve drawing, painting, and creating two- and three-dimensional works of art	Indoor and outdoor play environments should include a variety of appropriately sized equipment that promotes both gross and fine motor development	Maintain a clean, healthy, and sanitary environment	A balance between child choice and adult direction	Include objects and materials that allow for creativity and open-ended investigation	Be an active observer

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science	 Science	
								The Physical Environment	The Physical Environment
Appropriately sized small-group activities	A space to display family-related items	Provide space where teachers and other adults can interact individually and in small groups with children who are learning English	Use materials and objects that are relevant and meaningful to the children in your group	It is important that music not be limited to prerecorded songs	Learning is most meaningful when the environment and materials reflect and accommodate children's individual interests, backgrounds, and present abilities	Have supplies available and accessible to promote routine health practices	A variety of materials to support children's inquiry-based learning and practice in the skills of social science	Include living things in the preschool environment	Talk with children and engage them in conversations
A variety of small-group activities	Centers or interest areas ▪ Dramatic play area ▪ Block area ▪ Art area ▪ Writing area ▪ Library or book area ▪ Science area ▪ Game area ▪ Math area	Provide linguistically and culturally appropriate materials	Use children's books to explore mathematics with children	Adaptive materials may be necessary to ensure that activities are accessible for all children	Take time to build safety into both indoor and outdoor play environments	Provide stimulating and developmentally appropriate materials in interest areas for children's use during dramatic play	Materials that connect children to times and places	Include scientific tools for observation, measurement, and documentation	Model the use of scientific vocabulary
Aesthetically appealing	Prepare materials ahead of time for maximizing language and literacy	Make clear signs and explicit picture cues for interest areas	Be intentional and mindful in setting up and using the physical environment	Materials that may serve as props for pretend play, or costumes that reflect the cultural backgrounds of the children in the pre-school program, are good to have on hand	Movement experiences should include exploration, discovery, and appreciation of the natural environment	Provide furnishings and utensils appropriate for children's size and abilities	Real experiences with nature and other environmental education materials	Make scientific tools available throughout the preschool environment	Know when to intervene and when to stand back

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History–Social Science	 Science	
								The Physical Environment	The Physical Environment
Public and private spaces	Arrange learning environments to fascinate children and prompt conversations	Make use of computers to introduce and reinforce content of activities		The suitability, accessibility, safety, amount, and variety of materials	Thoughtfully designed movement experiences, guided by adults, support children's physical development	Be creative and include a gardening space, either indoors or outdoors, where children can plant seeds, tend the garden, and watch the plants grow	Tools and practices for appreciating and caring for the earth and its resources	Consider adaptations in scientific tools and materials for children with special needs	Provide children with time
Furnishings and materials accessible to children	Extend the classroom beyond its walls			The aesthetics of the early childhood environment			Display of children's work and experiences	Use technology to support children's scientific experiences	
Display of children's work				Sufficient open space for movement, dance, and theater play			Dramatic play props and materials that represent firsthand experience with social roles and occupations, as well as consumer actions	Present documentation of science-related experiences in the preschool environment	
Space for children's belongings				Support for children's drawing skills			High-quality children's books with content related to self, family, and community	Include children's books with science-related content	

Sample Environments and Materials by Domain

 Social-Emotional Development	 Language and Literacy	 English-Language Development	 Mathematics	 Visual and Performing Arts	 Physical Development	 Health	 History-Social Science	 Science	
								The Physical Environment	The Physical Environment
Reflective of diversity				Indoor and outdoor environments for creating art			Extension of learning into the local community to help children learn in the “here and now” of the world around them	Use the outdoors for natural exploration and investigations	
Space for arrivals and departures				Art that is displayed at the eye level of the children			Family involvement in program planning	Organize the space in ways that promote children’s explorations ▪ Space ▪ Flexibility ▪ Accessibility ▪ Social interactions	
Supportive of children’s active engagement				A well-constructed environment for social and collaborative learning				Always be aware of children’s safety	
Outdoor areas supportive of social-emotional development									

Appendix D

Sample Interactions and Strategies for All Nine Domains of the *California Preschool Curriculum Framework*

The *California Preschool Curriculum Framework* lists suggestions for interactions and strategies that support children’s learning and development in each of the nine domains.

Appendix D is a comprehensive overview of all of these suggestions. This resource can be useful for explorations within individual domains or for working across domains. These suggestions are listed by domain as presented in the three volumes of the *California Preschool Curriculum Framework*. All are equally important and are not listed with priority.

California Preschool Curriculum Framework, Volume 1

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- English-Language Development
- Mathematics

California Preschool Curriculum Framework, Volume 2

- Visual and Performing Arts
- Physical Development
- Health

California Preschool Curriculum Framework, Volume 3

- History–Social Science
- Science

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Self

Page 1 of 3

California Preschool Curriculum Framework, Volume 1, pp. 45-61

Substrand: Self-Awareness	Substrand: Self-Regulation	Substrand: Social and Emotional Understanding	Substrand: Empathy and Caring	Substrand: Initiative in Learning
Designate learning areas to help children select preferred sites	Use appropriately stimulating aesthetic elements	Observe the levels of social and emotional understanding that children already have	Model behavior and attitudes	Provide ample space, use child-sized shelves and furnishings, and adapt materials to make all learning areas and activities accessible
Observe individual children attentively	Eliminate or reduce background noise	Label the emotions people express and communicate with children about what may be provoking those feelings	Label children's feelings	Make use of adaptive tools and play materials to help the autonomous exploration of children with special needs
Incorporate artwork and play materials that reflect children's home cultures	Observe individual children closely	Generalize from specific examples to broader realities	Prompt and guide desired behavior	Observe individual children while they pursue their own activities
Describe aloud for children observations of what they do and express	Model behavior and attitudes toward others	Discuss characteristics openly	Acknowledge and express appreciation for children's empathetic responses	Model curiosity and enthusiasm when you learn new things

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Self

Page 2 of 3

(California Preschool Curriculum Framework, Volume 1, pp. 45-61)

Substrand: Self-Awareness	Substrand: Self-Regulation	Substrand: Social and Emotional Understanding	Substrand: Empathy and Caring	Substrand: Initiative in Learning
Compare aloud for children's past and present abilities	Maintain developmentally appropriate expectations for preschool children's behavior	Make use of the experiences and emotions of characters in stories	Participate in and elaborate on children's pretend-play scripts that include rescue and caring themes	Encourage children to choose activities based on their own interests
Give specific feedback to children about their efforts	Guide and coach children's behavior		Read and tell stories that include characters in distress as well as the caring responses of others	Engage in play and exploration with children
Use planned activities and children's own observations to draw attention to people's similarities and differences, including preferences and feelings	Reinforce children's good choices and link their actions to positive outcomes		Encourage empathy and caring for the natural world, including plants and animals	Provide ample time for free exploration, scheduling play and exploration period of at least one uninterrupted hour at a time
Set up opportunities to practiced problem solving with children who have not yet developed those skills	Provide a consistent but flexible daily routine			Help children generate ideas for solving problem

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Self

Page 3 of 3

(California Preschool Curriculum Framework, Volume 1, pp. 45-61)

Substrand: Self-Awareness	Substrand: Self-Regulation	Substrand: Social and Emotional Understanding	Substrand: Empathy and Caring	Substrand: Initiative in Learning
	Alternate between active and quiet activities			Model persistence during challenging tasks
	Time group experiences to match children's developing attention spans, social skills, and self-control			Document and display children's work
	Introduce Children to relaxation exercises			Periodically reassess the preschool environment
	Prepare "private" spaces for children			
	Plan developmentally appropriate transitions			
	Play games with rules			

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Social Interaction

Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 62-77)

Substrand: Interactions with Familiar Adults	Substrand: Interactions with Peers	Substrand: Group Participation	Substrand: Cooperation and Responsibility
Get to know each child by observing	Observe the level of social interaction skills that each child brings to the group	Model cooperative behavior and attitudes	Develop a warm and secure relationship with each child
Be at the child's level as much as possible	Model effective and respectful interaction	Plan large-group gatherings with flexibility	Ensure that adult expectations for children's behavior are developmentally appropriate
Initiate conversations with children about their activities and experiences	Verbalize observations	Guide and coach children's behavior	Move beyond rules to expectations to emphasize guiding principles or values
Communicate observations, verbally or through other means	Incorporate play materials that promote and encourage peer play	Comment on children's actions	Enlist children's participation in creating examples of school or classroom expectations
Provide specific feedback to children about their efforts	Suggest extensions for children's cooperative play	Rehearse and prompt desired responses	Focus on building a sense of classroom community
Show respect for cultural differences	Coach young children, step by step, as they learn conflict resolution skills	Acknowledge positive choices	Refer children to each other, instead of to an adult, for assistance
Encourage children to see familiar adults as resources	Generalize from actions to principles	Generalize from action to principle	Rehearse and prompt desired actions, especially for transition times

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Social Interaction

Page 2 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 62-77)

Substrand: Interactions with Familiar Adults	Substrand: Interactions with Peers	Substrand: Group Participation	Substrand: Cooperation and Responsibility
	Use books, puppet stories, and group discussions	Build a sense of community through planned group experiences	
	Plan for project work	Arrange large-group meeting spaces to enhance planned activities	
		Structure small-group activity areas to maximize focus	
		Think through group size and composition	
		Prepare materials ahead of time	
		Incorporate nonverbal prompts	
		Address individual needs through the use of strategies and tools	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Social-Emotional Development

Strand: Relationships

Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 78-86)

Substrand: Attachment to Parents	Substrand: Close Relationships with Teachers and Caregivers	Substrand: Friendships
Establish a warm and collaborative relationship with each child's family	Build and maintain a pattern of warm, nurturing interactions	Plan a program that offers choices of activities and associations with peers
Talk with children regularly about their families	Demonstrate in the child's presence a friendly, cooperative, and respectful relationship with the child's family	Use ongoing observations to inform your social structuring of experiences
Create predictable arrival and departure routines	Encourage child-adult collaboration in learning	Use books, puppet plays, and group discussions to identify and reinforce friendship skills
Communicate frequently with family members		Communicate with children's families about their preschool friendships

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Language and Literacy

Strand: Listening and Speaking

Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 110-127)

Substrand: Language Use and Conventions	Substrand: Vocabulary	Substrand: Grammar
Set the stage for language use	Build on children's interests	Talk one on one with children
Acknowledge children's contributions	What's my name?	Know your families and individual children
Play games and make them interesting and fun	Language in, language out... Narrate	Spin narratives
Engage in "getting to know you" conversations	More word games	
More games	Playing category games	
Model the use of language conventions and encourage children to do the same	Detective work	
Build on preschool children's own experience	Routines: Here we go again	
Use dramatic play and co-construct stories	Language opportunities in children's art	
Give story stems		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Language and Literacy

Strand: Reading

Page 1 of 3

(California Preschool Curriculum Framework, Volume 1, pp. 128-157)

Substrand: Concepts about Print	Substrand: Phonological Awareness	Substrand: Alphabetics and Word/Print Recognition	Substrand: Comprehension and Analysis of Age- Appropriate Text	Substrand: Literacy Interest and Response
Provide print props to support dramatic play	Play language games that focus on blending sounds	Use children's printed names as labels and to support routines	Read stories daily	Make stories come alive and encourage the children to do the same
Provide print props for a variety of play themes in the dramatic play and block areas	Play language games that focus on segmenting sounds	Use children's printed names and letters in transition activities	Plan support for story reading	Use voice for expression and with variation
Use print to designate interests areas	Play language games that focus on deletion	Use children's names in teacher-guided activities	Read a story several times over a few days	Make story time not too long, not too short, but just right
Use literacy terminology to help children learn it	Sing songs and say poems each day	Provide children's names as a resource or reference	Help children understand the words and sentences in a story	Make reading and writing meaningful and useful
Use print to support classroom routines	Play with sounds by adding new verses to a familiar song	Provide access to alphabet letters in a variety of contexts	Discuss a story after reading it	Seek children's input
Read environmental print	Use phonological awareness activities for transitions	Focus on first letters and sounds in alphabet books and posters	Model deeper levels of reasoning	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Language and Literacy

Strand: Reading

Page 2 of 3

(California Preschool Curriculum Framework, Volume 1, pp. 128-157)

Substrand: Concepts about Print	Substrand: Phonological Awareness	Substrand: Alphabetics and Word/Print Recognition	Substrand: Comprehension and Analysis of Age- Appropriate Text	Substrand: Literacy Interest and Response
Use print as tool to get things done and to record information	Discuss rhyming words and words that begin with the same sound	Point to each letter as its name is sung in a song	Read information books	
Use print to support teacher-guided activities		Use activities and games to interest children in letter matching and naming	Include information books among the materials utilized for science activities and other hands-on experiences	
Model basic print conventions		Use everyday opportunities to model attending to print details in words	Model authentic uses of book and nonbook forms of information text	
Write down interesting words as they come up and encourage verbal explanation of word meaning		Provide materials with environmental print in an interest area	Plan for children to use information gained from an information book	
		Provide predictable textbooks in library or listening areas	Plan the environment to support independent story retellings	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Language and Literacy				
Strand: Reading Page 3 of 3 <i>(California Preschool Curriculum Framework, Volume 1, pp. 128-157)</i>				
Substrand: Concepts about Print	Substrand: Phonological Awareness	Substrand: Alphabets and Word/Print Recognition	Substrand: Comprehension and Analysis of Age- Appropriate Text	Substrand: Literacy Interest and Response
			Place information books in all areas	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: English-Language Development
Strand: Listening Page 1 of 1 <i>(California Preschool Curriculum Framework, Volume 1, pp. 188-195)</i>
Substrand: Children Listen with Understanding
Model good listening skills
Use the home language for comprehension
Keep messages and directions short when talking with preschool children who are English learners
Teach children how to listen, repeat messages, and ask questions
Have a listening library in the home language and in English
Summarize or provide key phrases of a story in a book, finger play, or song in the child's home language before introducing it in English
Use language and literacy activities that contain repetitive refrains
Use running commentary when the child is engaged in an activity
Use multiple methods for scaffolding communication depending on the stage of English-language development of the child
Target both the content and English-language development in every activity
Observe preschool English learners during group time, storybook reading, and in small groups

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: English-Language Development

Strand: Speaking

Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 196-205)

Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others	Substrand: Children Begin to Understand and Use Social Conventions in English	Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences
Learn how to pronounce the child's name as accurately as possible	Ask a family member or knowledgeable community resource to share appropriate social conventions for the child's language and culture	Listen appreciatively to children's stories
Learn come key words or phrases in the child's home language	Observe the child during drop-off and pick-up for cues	Ask open-ended questions and sustain the conversation over a number of turns
Repeat common phrases slowly and clearly to the child	During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families	Help children understand idioms
Allow the child to start slowly		Provide materials that help stimulate talking (or oral narratives as used in the <i>California Preschool Learning Foundations</i> , page 22)
Allow for wait time		Provide wordless picture books
Scaffold communication by combining English words with some type of body gesture or visual cue		
Be thoughtful about helping children understand what words mean		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: English-Language Development

Strand: Speaking

Page 2 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 196-205)

Substrand: Children Use Nonverbal and Verbal Strategies to Communicate with Others	Substrand: Children Begin to Understand and Use Social Conventions in English	Substrand: Children Use Language to Create Oral Narratives About Their Personal Experiences
Plan for vocabulary development		
Expand and extend the child's language		
Create small groups for book reading		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: English-Language Development

Strand: Reading

Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 206-218)

Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature	Substrand: Children Show an Increasing Understanding of Book Reading	Substrand: Children Demonstrate an Understanding of Print Conventions	Substrand: Children Demonstrate Awareness That Print Carries Meaning	Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English	Substrand: Children Demonstrate Phonological Awareness
Expose children enthusiastically to all types of print	Connect print material to children's interests	Point out print features during shared reading	Point out the meaning of print around the classroom and in the community	Have children identify the letters of their own names in any language	Sing silly English songs that can be phonetically manipulated
Connect literacy to the home culture and community	Invite children to discuss and react to story narratives	Point out print features during shared writing	Have lots of clear print in multiple language in the environment	Provide English alphabet letters in multiple forms	Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily
Build on existing strengths	Encourage children to dictate, retell, and create their own books	Equip all learning areas with books and writing materials	Engage children in purposeful writing	Read alphabet books in multiple languages	Identify and practice English sounds that do not exist in the home language
Use read-alouds		Help children create their own books			Use real objects and emphasize syllables and phonemes

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: English-Language Development					
Strand: Reading Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 1, pp. 206-218)</i>					
Substrand: Children Demonstrate Appreciation and Enjoyment of Reading and Literature	Substrand: Children Show an Increasing Understanding of Book Reading	Substrand: Children Demonstrate an Understanding of Print Conventions	Substrand: Children Demonstrate Awareness That Print Carries Meaning	Substrand: Children Demonstrate Progress in Their Knowledge of the Alphabet in English	Substrand: Children Demonstrate Phonological Awareness
					Play games that emphasize the first sound of common words

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: English-Language Development

Strand: Writing

Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 219-223)

Substrand:

Children Use Writing to Communicate Their Ideas

Look for opportunities for adult- and peer-mediated conversation about writing by using the child's home language to initiate this discussion

Link writing to listening and speaking to preschool children who are English learners can draw from other language strengths

Focus writing activities on literature

Supply learning areas with writing materials

Have children dictate their own short stories

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Mathematics

Strand: Number Sense

Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 242-258)

Foundation: Understanding Number and Quantity	Foundation: Understanding Number Relationships and Operations
Observe and listen to children's counts	Promote the use of comparison terms (more, same as, fewer, or less) through everyday interactions
Encourage counting during everyday interactions and routines	Use everyday interactions and routines to illustrate and discuss addition and subtraction transformations
Include preschool children's home language in counting activities, whenever possible	Introduce preschool children to the concepts of addition and subtraction through literature, songs, and games
Ask questions that encourage purposeful counting	Make estimations
Foster one-to-one correspondence within the context of daily routines	Use graphing with children
Support preschool children's ability to apply the counting procedure • Provide lots of objects to count • Start with small sets of objects • Start with objects arranged linearly • Model counting • Encourage children to self-correct their counts	
Consider adaptations for children with special needs	
Make number-related games, books, and other materials accessible to preschool children	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Mathematics

Strand: Number Sense

Page 2 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 242-258)

Foundation: Understanding Number and Quantity	Foundation: Understanding Number Relationships and Operations
Plan group activities focused on counting	
Integrate numerals into different areas of the classroom	
Discuss numerals in print in a meaningful context	
Expose preschool children to quantities represented in different forms	
Promote use of the subitizing skill	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Mathematics

Algebra and Functions

Page 1 of 2

(California Preschool Curriculum Framework, Volume 1, pp. 259-271)

Foundation: Classification	Foundation: Patterning
Organize the classroom into different categorized storage areas to facilitate classification	Point out patterns in the environment
Include materials and objects for sorting in the environment	Engage preschool children in conversations about patterns • Say the patterns aloud as a group to build the rhythm of repetition • Ask questions • Help children describe patterns and use descriptive words
Identify opportunities for sorting and classifying in everyday routines	Plan for children at different levels
Recognize sorting in play	Play with patterns in various formats • Patterns with objects and pictorial designs • Patterns through movement • Patterns with sounds • Patterns through rhymes and stories
Encourage preschool children in conversations about their sorting and classifying • Ask questions • Help children label groups and verbalize their criteria for sorting • Encourage children to come up with their own criteria for sorting	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Mathematics	
Algebra and Functions Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 1, pp. 259-271)</i>	
Foundation: Classification	Foundation: Patterning
Plan opportunities for preschool children to sort and classify • Plan for children at different levels • Integrate sorting into children’s current topic of interest and study	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Mathematics
Strand: Measurement Page 1 of 1 <i>(California Preschool Curriculum Framework, Volume 1, pp. 272-280)</i>
Foundation: Compare, Order, and Measure Objects
Provide opportunities to promote measurement concepts in the environment
Observe preschool children’s measurement concepts in everyday play and routines
Facilitate and reinforce measurement concepts in everyday play and routines • Build preschool children’s descriptive and comparison vocabulary • Ask questions • Challenge preschool children to use measurement to solve problems
Provide opportunities to compare and order objects
Use literature to illustrate measurement concepts
Provide small-group activities using standard and nonstandard measurement
Encourage preschool children to estimate measurement
Encourage preschool children to record and document what they have measured

Sample Interactions and Strategies by Domain, Strand, and Substrand



Mathematics

Geometry

Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 281-289)

Foundation: Shapes	Foundation: Positions in Space
Refer to shapes and encourage the use of shape names in everyday interactions	Provide materials and equipment to promote spatial sense
Engage preschool children in conversations about shapes - Encourage preschool children to observe and compare shapes - Talk about shapes and discuss their attributes	Support preschool children's spatial sense in everyday interactions - Use spatial words and point out spatial relationships - Expand preschool children's words
Provide materials that encourage preschool children to explore and manipulate shapes in space	Provide preschool children with planned experiences to promote the understanding of spatial sense - Songs and games - Literature - Construction
Include books, games, and other learning materials with shape-related themes in the preschool environment	
Provide preschool children with playful opportunities to explore and represent shapes in a variety of ways - Play with blocks - Match, sort, and classify shapes - Create and represent shapes - Compose and decompose shapes from other shapes	
Present preschool children with many different examples of a type of shape	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Mathematics

Strand: Mathematical Reasoning

Page 1 of 1

(California Preschool Curriculum Framework, Volume 1, pp. 290-294)

Foundation:

Promoting Mathematical Reasoning and Problem Solving

Identify and create opportunities for mathematical reasoning

Pose meaningful questions and challenge preschool children's thinking

Support preschool children in reasoning mathematically

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Visual and Performing Arts

Strand: Visual Art

Page 1 of 2

(California Preschool Curriculum Framework, Volume 2, pp. 50-62)

Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Visual Art	Substrand: Create, Invent, and Express Through Visual Art
Encourage engagement with art at all levels	Provide children simply with a means and place to make marks (e.g. a crayon and paper), and they will begin with the same basic images	Support exploration and discovery
Provide opportunities for children to reflect on their own work and sometimes their own actions, through communication with peers and the teacher, and to reflect on the works of peers in encouraging and positive ways	Encourage communication around shape and form to aid children's drawing skills	Give children the time and space needed to explore creativity
Respect individual developmental, cultural, and linguistic differences, and encourage children to respect them	Help children acquire painting skills through practice with the tools	Provide a comfortable environment in which children can practice art
	Stimulate children's interest in color and application of paint through other forms of painting	
	Create opportunities for children to work with dough, clay, or wet sand	
	Provide only the <i>malleable</i> material, without tools, during children's initial explorations of sculpting so that children have a chance to explore through touch	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Visual and Performing Arts		
Strand: Visual Art Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 2, pp. 50-62)</i>		
Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Visual Art	Substrand: Create, Invent, and Express Through Visual Art
	Communicate to a group of linguistically and culturally diverse children through sculpture techniques by using nonverbal methods	
	Introduce tools after observing that children have had many ‘hands-on’ opportunities to explore clay and dough sculpture	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Visual and Performing Arts		
Strand: Music Page 1 of 3 <i>(California Preschool Curriculum Framework, Volume 2, pp. 63-85)</i>		
Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Music	Substrand: Create, Invent, and Express Through Music
Find ways to expose children to music being conducted and performed	Dramatize poetry and nursery rhymes as a fun way to explore and develop vocal inflection and pitch capabilities in the young singer	Encourage children to invent accompaniments with musical instruments
Provide children with an opportunity to conduct the group by singing or playing instruments	Encourage children to be playful and spontaneous when singing—they often sing made-up songs as they play alone or with other children	Provide opportunities for independent and group play through musical play kits, which can be stored in a music area
Provide a conductor's listening and play area	Provide children with opportunities to hear songs about animals and make animal sounds	Display child-notated compositions
Invite live musicians for the children to conduct; encourage the child conductor to stop and start, go faster and slower, and give arm gestures for louder and softer sounds	Use songs that have movements or gestures that accompany the words	Have the children draw pictures of songs
Include storybooks on conductors and orchestras, such as Richard Scarry's <i>Best Storybook Ever!</i> or <i>Berlioz, the Bear</i> by Jan Brett	Minimize use of recorded music when the goal is singing	Use musical forms that allow for structured musical play or freely spontaneous musical responses

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Visual and Performing Arts

Substrand: Music

Page 2 of 3

(California Preschool Curriculum Framework, Volume 2, pp. 63-85)

Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Music	Substrand: Create, Invent, and Express Through Music
Extend learning about different ways to lead a music group	Make instruments for outdoor musical play	Integrate child-improvised music dues with books, poems, and creative movement activities
Make connections between home and activities in the preschool program	Incorporate free-and-move games as a fun, simple way to help children develop control of the body in space and to learn and practice fundamental locomotor movements	
Provide music areas where children can experience instruments or musical activities as individuals or in a small group	Invite young children to move through instrumental program music, or music that “tells a story”	
Make instruments with the children, such as rain sticks, shakers, and drums	Engage children in movement through danceable storybooks and help them learn basic steps and musical styles of dance	
Incorporate books related to music	Create music forts	
Incorporate chant games and songs related to sound production		
Encourage children to create simple rhythm patterns		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Visual and Performing Arts

Strand: Music

Page 3 of 3

(California Preschool Curriculum Framework, Volume 2, pp. 63-85)

Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Music	Substrand: Create, Invent, and Express Through Music
Set up a “Science of Sound” area where children can explore and experiment with building sounds		
Invite local professional musicians or family members to demonstrate and talk about their instruments and the sounds made		
Incorporate the use of Web sites or children’s music and other age-appropriate software (if available), to engage children’s interest in sound		
Include a variety of songs that relate to a particular topic area		
Use music storybooks and connect related topics		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Visual and Performing Arts

Strand: Drama

Page 1 of 1

(California Preschool Curriculum Framework, Volume 2, pp. 86-100)

Substrand: Notice, Respond, and Engage	Substrand: Develop Skills to Create, Invent, and Express Through Drama
Use a drama-based vocabulary	Observe role play
Encourage the proper use of drama-based vocabulary	Step in or model when needed
Encourage and model the expression of interests and preferences	Model and note appropriate ways of using drama materials
Scaffold and encourage children during and after participation in drama to build their understanding and use of plot	Provide adaptations to support the participation of children with disabilities or other special needs
	Use costumes, props, and scenery to inspire dramatic play and drama
	Facilitate children's engagement in drama by first discussing expectations
	Move in and out of role
	Encourage and allow initiative

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Visual and Performing Arts

Substrand: Dance

Page 1 of 1

(California Preschool Curriculum Framework, Volume 2, pp. 101-116)

Substrand: Notice, Respond, and Engage	Substrand: Develop Skills in Dance	Substrand: Create, Invent, and Express Through Dance
Help children to become enthusiastic participants in learning dance	Establish spatial boundaries	Incorporate dance with literary development
Warm up!	Plan movement activities appropriate for various developmental stages and skill levels	Use props
Be aware of cultural norms that may influence children's participation	Encourage variety in children's movement	Use play
Create learning environments and routines	Teach rhythm using traditional movement games	Provide costumes and music to inspire improvisational movement
Use children's prior knowledge	Use the "echo" as a helpful rhythm exercise	Use dance to communicate feelings
Structure learning activities so children are active participants	Establish spatial boundaries	Use movement to introduce and reinforce concepts from other domains
Introduce the learning of a dance skills by using imagery		
Draw on children's interests in dance making		

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development		
Strand: Fundamental Movement Skills Page 1 of 4 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
Design spaces and activities to develop balance following a developmental progression	Observe and analyze children's locomotor skills to facilitate planning for learning opportunities	Observe developmental sequences of fundamental manipulative skills
Provide opportunities that include diverse cultural themes	Promote progressive development of leg strength	Vary the focus of the manipulative skills
Incorporate balance activities into the children's world	Promote progressive development of balance	Provide a variety of equipment to accommodate individual differences in body size, skill level, and the development of children's physical and sensory systems
Provide opportunities for activities that include both active movements and still body positions	Promote and be aware of the progressive development of coordination of locomotor skills	Create meaningful scenarios that provide the opportunity for the integration of fundamental movement skills with other curriculum concepts
Challenge children's balance abilities by asking questions	Encourage practice of locomotor movements in both indoor and outdoor environments	Use both unstructured and structured strategies, as well as multisensory experiences, in your teaching
Encourage persistence during challenging balance tasks	Use vivid visual information and visual aids that communicate to children in simple ways how to move	Create developmental activities that provide a sense of success
Post pictures of balance positions and balance activities	Use music, song, rhymes, and stories to provide rhythmic patterns	Provide opportunities for repeated practice in a safe environment

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Physical Development

Strand: Fundamental Movement Skills

Page 2 of 4

(California Preschool Curriculum Framework, Volume 2, pp. 139-175)

Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
Design the environment so children combine balance skills with fundamental movement skills and movement concepts	Planning meaningful, purposeful, and connected locomotor activities and games	Understand gender-biased expectations of the children's culture when teaching manipulative skills
Provide a variety of sensory cues that facilitate a multisensory learning	Create picture cards representing different ways to move related to children's cultural background	Provide plenty of encouragement
Modify balance activities to increase participation by children with disabilities and special needs	Create culturally diverse scenarios for practicing locomotor skills	Create manipulative activities that provide automatic feedback and a sense of accomplishment
Use visual aids, foot and handprints, and objects on the floors to promote balancing skills	Encourage persistence during challenging locomotor skills	Learning about children's cultural context for fine motor activities
	Provide appropriate challenges for children with special needs	Learn about families' values related to fine motor skills
	Express enthusiasm for locomotor skills	Learn about children's prior experiences and personal interests related to fine motor activities
		Focus on the quality of movement rather than the end product

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development		
Strand: Fundamental Movement Skills Page 3 of 4 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
		Provide clear, specific feedback to facilitate children's problem-solving process
		Provide a variety of tools and media to promote participation
		Design meaningful fine motor activities by incorporating children's diverse backgrounds
		Provide adaptations to support participation of children with disabilities or other special needs
		Promote children's ability to manipulate objects by feel
		Provide opportunities for children to engage in fine motor activities in a variety of positions
		Promote optimal postural support during challenging fine motor activities
		Position materials vertically

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development		
Strand: Fundamental Movement Skills Page 4 of 4 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Balance	Substrand: Locomotor Skills	Substrand: Manipulative Skills (gross motor and fine motor)
		Engage children in “heavy work” activities to develop trunk and should muscles
		Provide resistive activities to develop hand strength
		Provide activities to develop hand precision
		Assist children with proper fit and positioning of scissors
		Provide a variety of media for cutting with scissors
		Be aware of children’s handedness when providing assistance with fine motor activities

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Physical Development

Strand: Perceptual-Motor Skills and Movement Concepts

Page 1 of 3

(California Preschool Curriculum Framework, Volume 2, pp. 139-175)

Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Use multisensory teaching strategies to reinforce children's learning	Set up obstacle courses	Provide opportunities for child-initiated play in areas with open space
Use body-parts vocabulary in the child's home language	Provide opportunities for children to experience moving at different levels of body positioning, ranging from high to low	Provide safe environments in which children can climb up and down
Use alternative communication methods, as appropriate, to teach body-parts vocabulary	Provide games for children to explore changing the size of their bodies	Encourage children to move in different directions and in different types of pathways (e.g., straight, curved, or zigzag) during group movement games
Use body-parts vocabulary in the natural context of daily living activities and child-initiated play	Play games that allow children to move around with objects balanced on different parts of their body	Design activities for children to practice moving alongside or in a line with other people
Introduce body-parts vocabulary during structured group games	Provide pushing and pulling games with peers	Play games that require children to coordinate moving with others to manage a physical object or prop
Engage children in singing and movement activities to teach body parts	Play games that require two to three children to work together to transport a large lightweight object	Provide opportunities for children to move and use their bodies with force
Encourage children to identify and describe body parts in books or in pictures of themselves and family members	Use dancing and musical games to promote the development of spatial awareness and body control	Provide opportunities for children to move and use their bodies lightly

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Physical Development

Strand: Perceptual-Motor Skills and Movement Concepts

Page 2 of 3

(California Preschool Curriculum Framework, Volume 2, pp. 139-175)

Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
Provide opportunities for dress-up play	Use positional-concepts vocabulary within the natural context of daily routines	Engage children in two-handed play activities
Provide opportunities for children to see external representations of their bodies	Have children participate in cleanup routines by putting away toys	Position drawing activities vertically
Provide constructional play for children to build or put together body parts	Engage children in helper roles by performing “heavy work” activities	Provide parent-play activities to reinforce directional concepts
Ask children to describe their drawings of people	Narrate or ask questions about children’s play using positional-concepts vocabulary in English and the child’s home language	Use the child’s home language for introducing directional-concepts vocabulary
	Engage children in songs and rhymes with body movements or spatial concepts	Adapt movement experiences as needed for children with physical disabilities
	Reinforce spatial concepts when reading or looking at books	
	Use props or play objects to guide children in positioning their bodies	
	Use the child’s home language to introduce spatial-concepts vocabulary	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development		
Strand: Perceptual-Motor Skills and Movement Concepts Page 3 of 3 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Body Awareness	Substrand: Spatial Awareness	Substrand: Directional Awareness
	Provide alternative ways for children with physical disabilities or other special needs to learn spatial concepts	
	Provide additional cues and assistance as needed to ensure safety for children who have spatial-awareness challenges	

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development Strand: Active Physical Play Page 1 of 2 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Provide ample opportunities for children to engage daily in active play	Design the physical setting of the play environment to encourage moderate or vigorous physical activity	Encourage the development of muscular strength and endurance through building activities that involve performing “work” repeatedly
Create inviting activity environments in which children can be physically active	Engage children of all ability levels in activities that promote increased cardiovascular endurance	Promote cardiovascular endurance through repeated muscular endurance activities
Help children identify appropriate places for different types of physical activity	Promote increased cardiovascular endurance through chasing and fleeing activities	Promote muscular endurance and strength in the muscles of the upper body through the use of playground equipment that encourages climbing, hanging, and swinging
Create an activity environment that is nurturing and supportive and allows likely success	Promote cardiovascular endurance through the use of riding toys that require sustained pedaling or cranking	Allow for supervised risk taking
Encourage children to continue participation by providing opportunities for short but frequent rest periods during vigorous activity	Use imagery as an effective tool in promoting moderate to vigorous physical activity	Engage children in the setup of the lay space and the return of materials to their original space
Ensure that physical activity is sustained by providing personally meaningful and purposeful opportunities for children	Provide positive encouragement for participation	Promote increased joint flexibility through animal walks, nursery rhymes, and story plays

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Physical Development		
Strand: Active Physical Play Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 2, pp. 139-175)</i>		
Substrand: Active Participation	Substrand: Cardiovascular Endurance	Substrand: Muscular Strength, Muscular Endurance, and Flexibility
Recognize and take into account any environmental constraints	Promote increased physical activity through story plays	Encourage practice in fundamental movement skills and perceptual-motor activities that contribute to children's physical fitness
Encourage physical exploration through play equipment and materials	Promote cardiovascular endurance through dance and rhythmic activities	
Respect differences in children's temperament and find creative ways to engage all children in active physical play		

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Health

Strand: Health Habits

Page 1 of 2

(California Preschool Curriculum Framework, Volume 2, pp. 62-77)

Substrand: Basic Hygiene	Substrand: Oral Health	Substrand: Knowledge of Wellness	Substrand: Sun Safety
Teach children how to wash hands	Practice toothbrushing skills	Encourage children to explore and accept differences	Introduce vocabulary related to sun safety
Model basic hygiene and disease-prevention actions throughout the day	Include toothbrushing in the daily routine	Use correct terminology throughout the day	Integrate sun safety with emergency preparedness and safety
Remind children about health practices throughout the day	Integrate oral health and nutrition education through cooking activities	Familiarize children with health helpers	Encourage dramatic play
Incorporate handwashing and other health practices in the daily routine	Incorporate music	Establish special interest areas	Integrate sun safety with other health topics
Use visual aids to demonstrate invisible germs	Build communication and vocabulary skills	Integrate health promotion with other domains	Combine sun safety with other domains
Reinforce learning with stories and music	Encourage pretend play	Enhance children's knowledge and understanding through problem solving	Encourage decision making
Observe individual children attentively		Model and share information each day	Integrate sun safety into daily routines
			Promote sun safety everywhere every day, all year long

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Health			
Strand: Health Habits Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 2, pp. 62-77)</i>			
Substrand: Basic Hygiene	Substrand: Oral Health	Substrand: Knowledge of Wellness	Substrand: Sun Safety
			Ensure that children have access to appropriate sun safety items

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: Health
Strand: Safety Page 1 of 1 <i>(California Preschool Curriculum Framework, Volume 2, pp. 62-77)</i>
Substrand: Injury Prevention
Incorporate safety activities into the daily routine
Involve children in creating rules
Provide coaching and gentle reminders to help children follow safety rules
Promote independence while developing other skills
Provide time for children to practice individual skills
Introduce concepts and behaviors in simple steps
Role-play safety helpers
Practice problem solving
Introduce safety signs
Incorporate music

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Health

Strand: Nutrition

Page 1 of 1

(California Preschool Curriculum Framework, Volume 2, pp. 62-77)

Substrand: Nutrition Knowledge	Substrand: Nutrition Choices	Substrand: Self-Regulation of Eating
Introduce many different foods	Model and coach children's behavior	Offer a variety of nutritious, appetizing foods in small portions
Recognize and accommodate differences in eating habits and food choices	Encourage children to share information about family meals	Encourage children to chew their food well and eat slowly
Provide opportunities and encouragement in food exploration	Encourage role playing	Teach children to recognize signs of hunger
Integrate nutrition with other areas of learning through cooking activities	Serve meals and snacks family-style	Discuss how the body uses food
Show children where food is produced	Encourage tasting and decision making	Reinforce learning through the day
Establish special interest areas	Integrate nutrition education with other learning areas	Integrate eating with language and socialization
Integrate nutrition education with basic hygiene education	Provide choices for children	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Self and Society

Page 1 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 51-68)

Substrand: Culture and Diversity	Substrand: Relationships	Substrand: Social Roles and Occupations
Practice a reflective approach to build awareness of self and others	Develop quality, nurturing relationships with the children in your program	Design the early learning environment to encourage all children's active engagement in each area, regardless of gender, home language, or abilities
Maintain a healthy curiosity about the experiences of others	Model effective relationship skills as you interact with other adults and children	Provide children with play props for exploring occupations and work settings
Partner with families in goal setting and program design	Prepare an early learning environment and daily routine that foster peer interaction	Get to know the workers in your setting
Prepare an active learning environment that incorporates the full spectrum of the human experience	Teach children positive interaction strategies during large-group meetings	Convey respect for the roles of adults who work at home
Create an environment, both indoors and outdoors, that is inclusive of all children's abilities	Provide all children with coaching and appropriate prompts as they maneuver through peer relationships	Highlight the roles that elders play in family life and in society
Address children's initial comments and inquiries about diversity with honest, direct communication	Reinforce pro-social behavior and its impact on others	Incorporate books, magazines, and other forms of print that include images and stories of different workers
Converse about similarities and differences	Offer sensitive guidance as children experience challenges related to peer interactions and friendships	Include the pursuit of further education among work options

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: History–Social Science		
Strand: Self and Society Page 2 of 2 <i>(California Preschool Curriculum Framework, Volume 3, pp. 51-68)</i>		
Substrand: Culture and Diversity	Substrand: Relationships	Substrand: Social Roles and Occupations
Sing songs and share stories in different languages	Facilitate positive social problem solving	Invite family members to share their work experiences, including those that may diverge from traditional gender roles
Plan meaningful celebrations with support of the children and families	Read books that deal with the themes of friendship and relating to others	Talk about future career goals
Read and converse about books that accurately represent the lives and experiences of children		Visit community stores, businesses, and service providers to observe workers in action

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Becoming a Preschool Community Member (Civics)

Page 1 of 3

(California Preschool Curriculum Framework, Volume 3, pp. 69-85)

Substrand: Skills for Democratic Participation	Substrand: Responsible Conduct	Substrand: Fairness and Respect for Other People	Substrand: Conflict Resolution
Share control of the preschool environment with children	Set the tone for responsible conduct by creating a high-quality learning environment and thoughtfully scheduled daily routine	Maintain a culturally inclusive environment	Prevent conflicts by limiting program transitions and minimizing waiting time
Promote a sense of connection and community by using terms such as “we” and “our” when speaking with children and adults	Create community rules with children’s input	Model respect and care in everyday interactions	Model cooperation and care for others
Incorporate class meetings into the daily routine of older preschool children	Model the behaviors you expect	Use language that promotes concern and care for the community	Provide children with a calm presence in conflict situations
Support freedom of thought and speech in individual investigations, as well as in planned group experiences	Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts	Converse about the “whys” of fairness and respect	Use descriptive language to help children make sense of conflict
Generate community rules and expectations to protect the rights of each individual and to create a community of trust and security	Plan opportunities to further explore and converse about community rules during small- or large-group meetings	Teach social skills, such as patience and generosity, by using social stories and role-play experiences	Prompt children with open-ended questions and statements

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Becoming a Preschool Community Member (Civics)

Page 2 of 3

(California Preschool Curriculum Framework, Volume 3, pp. 69-85)

Substrand: Skills for Democratic Participation	Substrand: Responsible Conduct	Substrand: Fairness and Respect for Other People	Substrand: Conflict Resolution
Engage children in community brainstorming and problem solving	Redirect children's actions toward more appropriate behavior by using positive descriptions of what you expect children to do	Coach children during their interactions with peers	Involve children in the problem-solving process
Make group decisions when appropriate	Facilitate problem solving	Intervene and address negative interactions immediately	Create problem-solving kits
Acknowledge emotions related to group brainstorming and decision making	Reinforce responsible conduct by using descriptive language	Use storybooks to enhance children's understanding of ways to express feelings and build peer relationships	Read books related to social conflict
Model citizenship skills	Utilize books to build on the children's ability to empathize and extend care to others		Use "persona dolls" or puppets and social stories to promote skill development and perspective taking
Use guidance to redirect children to more appropriate actions and behavior	Assign tasks for community care, such as watering plants, feeding program pets, or helping to prepare snack, to help children practice responsibility		

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: History–Social Science			
Strand: Becoming a Preschool Community Member (Civics) Page 3 of 3 <i>(California Preschool Curriculum Framework, Volume 3, pp. 69-85)</i>			
Substrand: Skills for Democratic Participation	Substrand: Responsible Conduct	Substrand: Fairness and Respect for Other People	Substrand: Conflict Resolution
Reinforce behavior			
Create an inclusive environment that values and encourages the participation of children from all cultural and linguistic backgrounds as well as children with special needs			

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Sense of Time (History)

Page 1 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 86-102)

Substrand: Understanding Past Events	Substrand: Anticipating and Planning Future Events	Substrand: Personal History	Substrand: Historical Changes in People and the World
Use predictable routines to facilitate children’s sense of time	Maintain a consistent daily routine so children can anticipate, predict, and follow through with program expectations	Share memories	Utilize familiar resources, such as parents, grandparents, family members, close friends and community members, to share their own childhood experiences
Incorporate time works into conversation	Converse with children about upcoming events	Ask questions to increase children’s recollections of events	Read children’s stories about different places and times to expand children’s perspective
Create opportunities to converse with children about meaningful experiences and build connections between current and past events	Comment on behaviors that anticipate future events	Encourage children to express their feelings and reactions to experiences	Expose children to the arts
Listen attentively to children’s narrative descriptions	Promote planning as children engage in child-initiated projects	Document children’s work over time and create individual portfolios for each child	Observe changes in animals, plants, and the outdoors

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Sense of Time (History)

Page 2 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 86-102)

Substrand: Understanding Past Events	Substrand: Anticipating and Planning Future Events	Substrand: Personal History	Substrand: Historical Changes in People and the World
Communicate with awareness about children’s narrative style, noting preferences for time sequences, emotional cues, and other practices that influence the formation of mental “scripts”	Involve children in program planning	Acknowledge birthdays	Celebrate special events in a meaningful and authentic way
Document and display children’s work at their eye level to encourage recall and reflection	Introduce time-keeping tools to help children monitor the passage of time	Provide activities that invite personal reflection	Record significant events on a large calendar to create a program history
Sing songs, recite poetry, and read books that involve sequencing	Talk with children using time words	Make use of children’s stories that explore growth and individual change	Provide children with hands-on experiences with concrete artifacts and historical objects (e.g., toys, utensils, tools)

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Sense of Place (Geography and Ecology)

Page 1 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 103-116)

Substrand: Navigating Familiar Locations	Substrand: Caring for the Natural World	Substrand: Understanding the Physical World Through Drawings and Maps
Supply open-ended materials in the indoor and outdoor early learning environment to promote exploration of spatial relationships	Use children's current knowledge to plan effective curriculum	Engage children in a conversation about maps
Describe your own actions as you travel between locations	Set aside time for outdoor explorations each day	Supply the learning environment with a variety of blocks and other open-ended materials to support the symbolic representation of the world the children see and experience each day
Play games about how to get from here to there	Provide children with sensory experiences, especially those with sand and water	Incorporate maps in dramatic play experiences
Engage children in conversation about how they travel to and from preschool each day	Integrate living things into the indoor learning environment	Provide children with map-making tools in both the indoor and outdoor preschool settings
Take walks through familiar locations and neighboring areas	Observe life in its natural setting	Capitalize on children's initiative in exploring maps
Converse about the here and now as well as encouraging later reflection	Model respect and care for the natural world	Utilize maps while planning and attending group outings, in preparation for safety exercises (e.g., fire drills), and as children join the program or move to a new home

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: History–Social Science

Strand: Sense of Place (Geography and Ecology)

Page 2 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 103-116)

Substrand: Navigating Familiar Locations	Substrand: Caring for the Natural World	Substrand: Understanding the Physical World Through Drawings and Maps
Locate and explore local landmarks	Use descriptive language to converse about the earth and its features	Play board games that use trails and pathways
Promote children’s understanding of weather and its impact on their day-to-day experiences	Compare and contrast living and nonliving things	Make a map of the early learning environment
Comment on weather patterns and invite children to share their observations	Teach young children easy ways to conserve the earth’s resources	Invite children to use their imagination and create maps to go along with familiar stories
Read aloud books and engage children in storytelling related to navigating familiar locations and daily routines	Grow a garden in the program’s outdoor space	View locations from different physical perspectives
	Eat fresh produce at snack time and obtain food directly from a local gardener, farmers market, or food vendor when possible	Prepare a treasure hunt
	Use books to extend children’s investigations of the earth and its attributes	Document work over time

Sample Interactions and Strategies by Domain, Strand, and Substrand

 Domain: History–Social Science		Strand: Marketplace (Economics) Page 1 of 1 <i>(California Preschool Curriculum Framework, Volume 3, pp. 117-122)</i>	
		Substrand: Exchange	
		Introduce economic concepts (e.g., production, exchange, consumption) through children’s books	
		Provide open-ended materials to support children’s spontaneous investigations of business and the economy	
		Offer dramatic play experiences that allow children to explore economic concepts	
		Explore alongside children, expanding on their initiative	
		Draw attention to trends of consumption in the preschool setting	
		Converse about wants and needs	
		Allow children to make economic decisions	
		Explore all forms of exchange	
		Visit local businesses	
		Create an opportunity for children to make their own product	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Scientific Inquiry

Page 1 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 159-175)

Substrand: Observation and Investigation	Substrand: Documentation and Communication
Facilitate children's observation skills	Encourage children to record observations and document investigations and findings
Introduce children to the process of observing	Introduce children to the idea of recording
Introduce the term "observe" to children	Promote the use of different forms to record and document information
Encourage children to describe their observations	Consider adaptations for children with special needs
Invite children to observe objects and phenomena related to the current focus of inquiry	Encourage children to describe their representations while you write their words
Invite children to record their observations	Encourage different means of communication
Promote the use of scientific tools to extend children's observations and investigations of objects	Invite children to record collaboratively, using charts, graphs, or models
Introduce children to scientific tools and their function	Ask open-ended questions • Questions to encourage children to share their observations • Questions to facilitate children's problem-solving and investigations • Questions to elicit children's predictions and explanations
Suggest language to introduce magnifiers to children	Engage children in collaborative discussions
Support children in using the tools	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Scientific Inquiry

Page 2 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 159-175)

Substrand: Observation and Investigation	Substrand: Documentation and Communication
Facilitate children's abilities to sort, classify, and identify patterns	
Ask questions and model comparative language to introduce the idea of comparing	
Invite children to compare and contrast objects and phenomena related to their current focus of inquiry	
Encourage children to make predictions	
Introduce children to the idea of predicting	
Encourage children to first <i>predict</i> and then <i>check</i>	
Elicit children's predictions by asking questions	
Remind children that predictions do not have to be right	
Record children's predictions	
Facilitate children's ability to make inferences and draw conclusions	
Use everyday observations to model inferring	
Encourage children to explain the reasoning behind their inferences	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Physical Sciences

Page 1 of 1

(California Preschool Curriculum Framework, Volume 3, pp. 176-195)

Substrand: Properties and Characteristics of Nonliving Objects and Materials	Substrand: Changes in Nonliving Objects and Materials
Provide children with opportunities to explore a variety of objects and materials in the daily environment	Avoid presenting children with activities of “magical” science
Prepare yourself and be purposeful about the scientific concepts children will investigate while engaged with objects and materials	Select activities or projects in which children can vary their actions on objects and observe the immediate reactions to their actions
Engage children in projects that allow them to explore, experiment, and invent with objects and materials for an extended period of time	Use cooking activities as opportunities to reason about transformations in materials
Experiment with materials and objects before offering them to children	Invite children to set up an experiment and collect and analyze data
Invite children to observe and describe the characteristics and physical properties of the objects and materials they investigate	Focus children’s attention on the effect of one aspect (variable) at a time
Plan opportunities for children to sort and classify objects and materials and reflect on similarities and differences	Lead children to make predictions about what they expect to happen
Provide children with opportunities to build and experiment with simple machines	Ask questions to raise children’s awareness of how they produced an effect
Provide children with opportunities to investigate the form and function of different tools and machines	Encourage children to record and document investigations with objects and materials

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Life Sciences

Page 1 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 196-214)

Substrand: Properties and Characteristics of Living Things	Substrand: Changes in Living Things
Focus children's explorations on key concepts of living things	Provide children with opportunities to care for plants and animals
Take children on outdoor explorations of plants and animals • Model curiosity and interest in nature • Remind children to be respectful of nature • Engage children in conversations about what they notice and point their attention to important aspects of living things • Document children's outdoor explorations	Provide children with opportunities to observe and monitor plants' growth and development • Provide children with a variety of planting experiences • Invite children to experiment and test what plants need in order to live • Invite children to predict what plants will look like as they grow • Encourage children to notice changes in their plants' growth • Invite children to measure the growth of plants • Invite children to record the growth of plants • Engage children in reflective conversations in small or large groups • Involve families in children's planting and gardening experiences
Provide children with tools for explorations of living things	Provide children with opportunities to observe changes and transformations in animals passing through stages of the life cycle • Invite children to predict changes and closely observe animals passing through different stages of a life cycle • Invite children to record and document their observations of changing animals • Encourage children to compare life cycles of different animals
Include plants and animals indoors	Discuss the death of living things

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Life Sciences

Page 2 of 2

(California Preschool Curriculum Framework, Volume 3, pp. 196-214)

Substrand: Properties and Characteristics of Living Things	Substrand: Changes in Living Things
Engage children in close observations of living things • Close observations of animals • Close observations of plants • Explorations of fruits and vegetables	Invite children to investigate their own growth
Invite children to share in-home experiences with living things	
Use books to enrich and extend children's study of living things	

Sample Interactions and Strategies by Domain, Strand, and Substrand



Domain: Science

Strand: Earth Sciences

Page 1 of 1

(California Preschool Curriculum Framework, Volume 3, pp. 176-229)

Substrand: Properties and Characteristics of Earth Materials and Objects	Substrand: Changes in the Earth
Take children on a search for earth materials in nature	Engage children in observing and describing the sun and the moon and other natural objects in the sky
Invite children to observe, compare and classify earth materials	Provide children with opportunities to observe, record, and discuss the weather • Develop an awareness of the daily weather • Invite children to record and discuss changes in the weather • Invite children to observe and discuss the effects of weather and seasonal changes on their life and the environment around them • Engage families in children’s explorations of weather and seasonal changes
Invite children to explore and experiment with earth materials	Model and discuss respect for the environment
Use opportunities to explore earth materials in the context of studying living things or when exploring other solid and nonsolid materials	Engage children in caring for and protecting the environment through everyday routines in the preschool environment
Invite children to share in-home experiences with earth materials	Collect and use recycled materials

Appendix E

Overarching Principles and Domain Guiding Principles for All Domains of the *California Preschool Curriculum Framework*

All three volumes of the preschool curriculum framework were developed with eight overarching principles in mind—principles that are grounded in early childhood research and practice. These principles emphasize individually, culturally, and linguistically responsive learning experiences and environments for young children.

Additionally, for each domain of the three volumes of the *California Preschool Curriculum Framework*, there is a section listing guiding principles specifically for that domain. These principles are research-based and follow guidelines for developmentally appropriate practice.

Appendix E is a comprehensive overview, which includes the eight overarching principles as well as the domain guiding principles for each of the nine domains. This resource can be useful for explorations within individual domains or for working across domains. These principles are listed as presented in the three volumes of the *California Preschool Curriculum Framework*. All are equally important and are not listed with priority.

California Preschool Curriculum Framework, Volume 1

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics

California Preschool Curriculum Framework, Volume 2

- Visual and Performing Arts
- Physical Development
- Health

California Preschool Curriculum Framework, Volume 3

- History–Social Science
- Science

Overarching Principles and Domain Guiding Principles All Domains of the *California Preschool Curriculum Framework*

Overarching Principles							
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

Social-Emotional Development Domain Guiding Principles

-  Support social-emotional development with intentionality
-  Attend to the impact of overall program design on social-emotional development
-  Utilize curriculum practices that support healthy social-emotional development
-  Encourage play-based active learning

Language and Literacy Domain Guiding Principles

-  Language and literacy work together
-  Children say or sign what they hear or see
-  Children learn everywhere
-  Children learn best from experiences that are interest, useful, and fun
-  Celebrate and support the individual
-  Connect school and home
-  Create a culturally sensitive environment
-  Encourage children to take a turn
-  Make thoughts more explicit to children by thinking out loud
-  Support Curiosity and confidence
-  Create literacy-rich environments
-  Observe children

English-Language Development Domain Guiding Principles

-  Families matter
-  Recognize existing language and literacy strength in the home language
-  Respect cultural values and behaviors reflected in the child's language and communication
-  Allow the child use of the home language to have immediate access to the entire curriculum, concept development, and high levels of interaction
-  Support English-language development across all domains
-  Use language as a meaningful tool to communicate
-  Make children's learning interesting and fun for English learners
-  Accept code switching as normal
-  Give preschool English learners time
-  Allow for children's voluntary participation

Overarching Principles and Domain Guiding Principles All Domains of the *California Preschool Curriculum Framework*

Overarching Principles							
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

Mathematics Domain Guiding Principles

-  Build on preschool children's natural interest in mathematics and their intuitive and informal mathematical knowledge
-  Encourage inquiry and exploration to foster problem solving and mathematical reasoning
-  Use everyday activities as natural vehicles for developing preschool children's mathematical knowledge
-  Introduce mathematical concepts through intentionally planned experiences
-  Provide a mathematically rich environment
-  Provide an environment rich in language, and introduce preschool children to the language of mathematics
-  Support English learners in developing mathematical knowledge as they concurrently acquire English
-  Observe preschool children and listen to them
-  Recognize and support the individual
-  Establish a partnership with parents and other caregivers in supporting children's learning of mathematics

Visual and Performing Arts Domain Guiding Principles

-  The arts are inclusive of all children
-  The arts a language that is common to all
-  The arts promote dispositions for learning
-  Children make their own meaning
-  Children are capable of creating original art in all its forms
-  Children learn about human connections, beauty, and appreciation of the arts
-  The child's work is play
-  Children are active learners who thrive when challenged appropriately
-  Arts experiences for preschoolers are more about process than product
-  The arts reinforce the integrated nature of learning
-  Cultural competence is approached through art
-  The arts are motivating and engaging for learners
-  Art can nurture the nurturer
-  The arts provide a unique means for families to interact

Overarching Principles and Domain Guiding Principles All Domains of the *California Preschool Curriculum Framework*

Overarching Principles							
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

Physical Development Domain Guiding Principles

- 🍌 Developmentally appropriate movement programs accommodate a variety of individual differences among children
- 🍌 Children often learn best through maximum participation
- 🍌 The physical safety of children's play environments should be of paramount importance at all times
- 🍌 Family members working as partners with teachers are key to enriching the physical development of children
- 🍌 Inclusion of children with special needs is beneficial to all and promotes greater understanding of and respect for diversity
- 🍌 Children are multisensory learners with unique learning styles
- 🍌 To maximize teaching effectiveness, movement skill learning should first focus on *how* children are moving their bodies
- 🍌 Children generally learn new movement skills more easily when they can focus on one specific aspect of the skill at a time
- 🍌 Children benefit from ample opportunities to practice new physical skills
- 🍌 Children benefit from integrated learning activities across the curriculum
- 🍌 Frequency, intensity, type, and duration are the four key parameters to designing active physical play to enhance children's fitness and health

Physical Development Domain Guiding Principles

- 🍌 Physical skills are more easily learned when clear instructions and appropriate feedback are provided in children's home language using familiar communication methods

Health Domain Guiding Principles

- 🍌 Health knowledge is individualized
- 🍌 Preschool children and their families possess diverse backgrounds and cultural practices
- 🍌 Learning about health practices has a language component
- 🍌 Children's personal health status (i.e., physical, mental, emotional) affects their ability to learn and develop in all domains
- 🍌 The overall theme of health education for preschool is personal health
- 🍌 Children learn through their experiences, including play, routines and scripts, modeling, and developing and sustaining relationships at preschool
- 🍌 Practicing *scripts*, or behavioral rules, can foster development of certain health-promoting behaviors or skills
- 🍌 The preschool program provides both indoor and outdoor environments that are safe and appropriate, challenging, and inviting for all children
- 🍌 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).

Overarching Principles and Domain Guiding Principles All Domains of the *California Preschool Curriculum Framework*

Overarching Principles							
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

History–Social Science Domain Guiding Principles

-  Build a cooperative, inclusive preschool community
-  Create activities that will actively engage children's social skills and understanding
-  Affirm children's home cultures, experiences, and values
-  Encourage children's social curiosity
-  Model social behavior and attitudes with explanations
-  Actively teach and practice the essential skills of democratic participation
-  Encourage children to incorporate their knowledge of adult roles and occupations into their dramatic play
-  Observe and converse with children during play in order to learn about their current understanding of time and history
-  Help children deepen their own sense of place
-  Nurture children's sense of wonder about nature

Science Domain Guiding Principles

-  The preschool environment supports children's curiosity and encourages inquiry and experimentation
-  Content of inquiry is developmentally appropriate and builds on children's prior experiences
-  Scientific inquiry experiences are interesting and engaging for children and teachers
-  Children explore scientific concepts directly through active, hands-on, minds-on playful experiences
-  Children explore scientific concepts in depth through multiple, related learning experiences over time
-  Children construct knowledge through social interactions with peers and adults
-  Children use language and other forms of communication to express their thoughts, describe observations, and document their work
-  Teachers support children who are English learners in understanding and communicating scientific knowledge and skills
-  Science is embedded in children's daily activities and play and provides a natural vehicle for integrating mathematics, literacy, and other content areas
-  Individual differences are recognized, and all children are included and supported
-  The preschool environment, home, and community are connected through science

Appendix F

Related Links and Resources

CDE/ECE Faculty Initiative Project

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

WestEd

<http://www.wested.org>

Instructional Guides from the Faculty Initiative Project

Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, Second Edition

<http://facultyinitiative.wested.org/pelguide.html>

Instructional Guide for the California Preschool Learning Foundations, Volume 1

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

Instructional Guide for the California Preschool Curriculum Framework, Volume 1

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

Instructional Guide for the California Preschool Learning Foundations, Volume 2

<http://facultyinitiative.wested.org/PLFv2/>

Instructional Guide for the California Preschool Curriculum Framework, Volume 2

<http://facultyinitiative.wested.org/PCFv2/>

Instructional Guide for the California Preschool Learning Foundations, Volume 3

<http://facultyinitiative.wested.org/PLFv3/>

Instructional Guide for the California Preschool Curriculum Framework, Volume 3

<http://facultyinitiative.wested.org/PCFv3/>

California Preschool Learning Foundations, Volume 1 and Related Resources

California Preschool Learning Foundations, Volume 1 (2008) Publication Download (PDF)

<http://www.cde.ca.gov/sp/cd/re/documents/preschool1f.pdf>

California Preschool Learning Foundations, Volume 1 Order Form

<http://www.cccoe.k12.ca.us/edsvcs/PDFs/cpin/2011/PLFV1OrderForm.pdf>

California Preschool Learning Foundations FAQ

<http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp>

California Preschool Learning Foundations, Volume 2 and Related Resources

California Preschool Learning Foundations, Volume 2 (2010) Publication Download (PDF)
<http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>

California Preschool Learning Foundations, Volume 2 Order Information
<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001708>

California Preschool Learning Foundations FAQ
<http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp>

California Preschool Learning Foundations, Volume 3 and Related Resources

California Preschool Learning Foundations, Volume 3 (2012) Publication Download (PDF)
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>

California Preschool Learning Foundations, Volume 3 Order Information
<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001727>

California Preschool Learning Foundations FAQ
<http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp>

Appendix B: The Foundations – An Overview of the *Alignment of the California Preschool Learning Foundations with Key Early Education Resources*
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf#appendixb>

California Preschool Curriculum Framework, Volume 1 and Related Resources

California Preschool Curriculum Framework, Volume 1 (2010) Publication Download (PDF)
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>

California Preschool Curriculum Framework, Volume 1 Order Information
<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001682>

Corrected Page 303 of the California Early Learning and Development System
<http://www.cde.ca.gov/sp/cd/re/documents/psfrmwkp303.pdf>

California Preschool Curriculum Framework, Volume 2 and Related Resources

California Preschool Curriculum Framework, Volume 2 (2011) Publication Download (PDF)
<http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf>

California Preschool Curriculum Framework, Volume 2 Order Information
<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001716>

California Preschool Curriculum Framework, Volume 3 and Related Resources

California Preschool Curriculum Framework, Volume 3 (2013) Publication Download (PDF)
<http://www.cde.ca.gov/sp/cd/re/documents/preschoolframeworkvol3.pdf>

California Preschool Curriculum Framework, Volume 3 Order Information
<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001733>

Resources for the Prekindergarten Learning and Development Guidelines

Prekindergarten Learning and Development Guidelines

<http://www.cde.ca.gov/sp/cd/re/prekguide.asp>

Prekindergarten Learning and Development Guidelines: Table of Contents

<http://www.cde.ca.gov/sp/cd/re/prekcontents.asp>

First Class: A Guide for Early Primary Education (PDF)

<http://www.cde.ca.gov/sp/cd/re/documents/firstclass.pdf>

Resources for Young Dual Language Learners

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Second Edition (2009) Publication Download (PDF)

<http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide, (Second Edition) Order Form

<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001703>

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Spanish Edition Ordering Information

<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001680>

California's Best Practices for Young Dual Language Learners Research Overview Pages

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

A World Full of Language: Supporting Preschool English Learners (DVD)

<http://www.cde.ca.gov/re/pn/rc/ap/pubdisplay.aspx?ID=001673>

Resources for Desired Results for Children and Families

Desired Results access Project

<http://www.draccess.org>

Desired Results System

<http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

Desired Results Training and Technical Assistance Project

<http://www.desiredresults.us/>

DRDPtech CLOUD

http://desiredresults.us/form_dr dp_tech.htm

Desired Results Developmental Profile – School Readiness (DRDP-SR)

<http://drdpsr.org>

Resources for Desired Results for Children and Families – Continued

Getting to Know You Through Observation

<http://www.wested.org/resources/getting-to-know-you-through-observation/>

Watching My Child Grow

http://www.desiredresults.us/for_families.htm

California Department of Education Resources

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

<http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>

Best Practices for Dual-Language Learners

<http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf>

California Comprehensive Early Learning Plan

<http://www.cde.ca.gov/sp/cd/ce/documents/compearlylearningplan2013.pdf>

California Department of Education (CDE)

<http://www.cde.ca.gov>

CDE Transitional Kindergarten Implementation Guide

<http://www.cde.ca.gov/ci/gs/em/documents/tkguide.pdf>

Early Education and Support Division (formerly Child Development Division)

<http://www.cde.ca.gov/re/di/or/cdd.asp>

Pathways to Cultural Competence Project Program Guide

http://www.wested.org/facultyinitiative/docs/Pathways_to_Cultural_Competence_Project_Program_Guide.pdf

California Early Childhood Educator Competencies Resources

California Early Childhood Educator Competencies

<http://www.cde.ca.gov/sp/cd/re/documents/ececompetencies2011.pdf>

California Early Childhood Educator Competencies Mapping Tool

<http://www.childdevelopment.org/cs/cip/print/htdocs/mt/home.htm>

CompSAT – The Portfolio Protocol

<http://www.ececompsat.org/portfolio-protocol.html>

Local Quality Improvement Efforts and Outcomes Descriptive Study

<http://www.cde.ca.gov/sp/cd/ce/documents/localqieffortexecsum.pdf>

Race to the Top Early Learning Challenge

<http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp>

Early Childhood Education Resources

All About Young Children

<http://allaboutyoungchildren.org>

Asian & Pacific Islanders California Action Network (APIsCAN)

<http://www.apiscan.org>

Association for Child Education International

<http://acei.org>

California Association for Bilingual Education (CABE)

<http://www.bilingualeducation.org>

California Association for the Education of Young Children (CAEYC)

<http://www.caeyc.org>

California Child Development Administrators Association

<http://www.ccdaa.org>

California Community College Early Childhood Educators

<http://cccece.net>

California Collaborative on the Social & Emotional Foundations for Early Learning (CA CSEFEL)

<http://cainclusion.org/camap/cacsefel.html>

California Department of Education (CDE)

<http://www.cde.ca.gov>

California Early Childhood Mentor Program

<http://www.ecementor.org>

California MAP to Inclusion & Belonging: Making Access Possible

<http://cainclusion.org/camap>

California Preschool Instructional Networks (CPIN)

<http://cpin.us>

California School-Age Consortium

<https://calsac.org>

California State Advisory Council on Early Learning and Care

<http://www.cde.ca.gov/sp/cd/ce/>

Center for Excellence in Child Development

<http://humanservices.ucdavis.edu/childdev>

Center for the Study of Child Care Employment

<http://www.irle.berkeley.edu/cscce>

Early Childhood Education Resources – Continued

Center on the Social and Emotional Foundations for Early Learning
<http://csefel.vanderbilt.edu>

Child Development Division (CDD)
<http://www.cde.ca.gov/sp/cd>

Child Development Training Consortium (CDTC)
<https://www.childdevelopment.org>

Commission for Teacher Credentialing (CTC)
<http://www.ctc.ca.gov>

Curriculum Alignment Project (CAP)
https://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

Early Learning Quality Improvement System (EL QIS) Advisory Committee
<http://www.education.ca.gov/sp/cd/re/sb1629committee.asp>

Environment Rating Scales
<http://ers.fpg.unc.edu>

First 5 California
<http://www.ccfc.ca.gov>

Head Start
<http://www.acf.hhs.gov/programs/ohs>

Mexican American Legal Defense & Educational Fund (MALDEF)
<http://maldef.org/education>

National Association for the Education of Young Children (NAEYC)
<http://www.naeyc.org>

NAEYC Resources for Early Childhood Educators (PDF)
<http://www.naeyc.org/files/yc/file/200707/ClusterResources.pdf>

National Black Child Development Institute (NBCDI)
<http://www.nbcdi.org>

National Board for Professional Teaching Standards (NBPTS)
<http://www.nbpts.org>

National Center for Research on Early Childhood Education
<http://curry.virginia.edu/research/centers/castl/project/ncrece>

Early Childhood Education Resources – Continued

National Council of La Raza: Early Care and Education

http://www.nclr.org/index.php/issues_and_programs/education/ece

National Institute for Early Education Research

<http://nieer.org>

National Task Force on Early Childhood Education for Hispanics (PDF)

<http://policy.rutgers.edu/faculty/curenton/Garcia3-17-11.pdf>

North American Reggio Emilia Alliance

www.reggioalliance.org

Society for Research in Child Development

<http://srcd.org>

Voices for African American Students, Inc (VAAS) (PDF)

<http://www.corelearn.com/backup/calendar/documents/NormaBaker3.pdf>

WestEd: Center for Child and Family Studies

<http://www.wested.org/program/center-for-child-family-studies>

Infant/Toddler Resources

Infant/Toddler Curriculum Framework

<http://www.cde.ca.gov/sp/cd/re/itframework.asp>

Infant/Toddler Learning & Development Foundations

<http://www.education.ca.gov/sp/cd/re/itfoundations.asp>

Infant/Toddler Learning & Development Program Guidelines

<http://www.education.ca.gov/sp/cd/re/documents/itguidelines.pdf>

Program for Infant/Toddler Care (PITC)

<http://www.pitc.org>

ZERO TO THREE

<http://www.zerotothree.org>