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## **Introduction to the California Preschool Program Guidelines**



### **Key Topic: A Closer Look at the Introduction to the California Preschool Program Guidelines**

*Students become familiar with the purpose, content, and organization of the California Preschool Program Guidelines and explore the components of the California Early Learning and Development System.*

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## Unit 1 Current Issues in Early Childhood Education



### Getting Ready for the Unit and Connecting to Experience

*Students identify issues related to early childhood education that surface through everyday interactions and news and social media. They then reflect on how these issues influence them as current or future preschool teachers.*

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### **Key Topic 5: A Closer Look at the California Context**

*Students acquire an increased awareness of some of the demographics related to young children and their families in their counties. Students then consider how they can apply this information to ensure elements of their preschool programs address the children and families enrolled in their programs.*

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## **Unit 2 The Preschool Child**



### **Getting Ready for the Unit and Connecting to Experience**

*Students reflect on how the concepts of (1) integrated learning across developmental domains and (2) individual differences that impact learning are evident in their everyday activities as adults.*

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### **Key Topic 1: Some Factors That Influence Learning and Development in the Preschool Years**

*Students explore the importance of understanding child development and some factors of child development that impact preschool-age children’s progress across developmental domains. Students also consider how teachers’ understanding of child development and these factors relate to an integrated curriculum.*

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## **Key Topic 2: The Nine Domains of California’s Preschool Learning Foundations and the Five Essential Domains of School Readiness**

*Students explore the relationship between the nine domains of the California preschool learning foundations and the National Education Goals Panel’s five essential domains of school readiness. Students also have an opportunity to become more familiar with the nine domains of the California preschool learning foundations.*

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### **Getting Ready for the Unit and Connecting to Experience**

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### **The Role of the Administrator**



## **Getting Ready for the Unit and Connecting to Experience**

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### **Key Topic 1: Overview and Rationale of the Chapter**

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## **Unit 5**

### **Use of the California Preschool Curriculum Framework**



### **Getting Ready for the Unit and Connecting to Experience**

*Students become familiar with some of the key concepts in Chapter 5 of the California Preschool Program Guidelines by reflecting on their understanding of key terms or concepts from the chapter.*

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## **Key Topic 1: Using the California Preschool Curriculum Framework to Develop Integrated Curriculum**

*Students become familiar with how the three volumes of the California Preschool Curriculum Framework can be used to support children’s learning and development through curriculum planning and the context of integrated learning.*

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## **Key Topic 2: Working with Young Children Who Are Dual Language Learners in Integrated Curriculum**

*Students become familiar with the additional supports that need to be provided for young dual language learners in an integrated approach to curriculum. Students review material in the California Preschool Program Guidelines and a DVD segment in the California Preschool Program Guidelines DVD Set.*

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## **Key Topic 4: Exploring the Curriculum-Planning Process of the California Preschool Curriculum Framework**

*Students become familiar with the process and importance of the curriculum-planning process, including partnering with families in the process, as described in the preschool curriculum framework. Students review material in the California Preschool Program Guidelines and two DVD segments from the California Preschool Program Guidelines DVD Set.*

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## Unit 6 Support for Young Dual Language Learners



### Getting Ready for the Unit and Connecting to Experience

*Students explore some key terms and phrases related to young dual language learners as a way to reflect on their own understanding and knowledge base. Students also reflect on their own experiences where they did not know a language used by others and to consider the impacts it had on them at the time and how these experiences can inform their work with young children and their families.*

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### Key Topic 1: Overview and Rationale of the Chapter

*Students become familiar with the 10 “Guiding Principles for Supporting Young Dual Language Learners.” They also acquire an overview of the chapter’s content and become familiar with some of the rationale for supporting young dual language learners.*

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## **Unit 7**

### **Using Technology and Interactive Media with Preschool-Age Children**



### **Getting Ready for the Unit and Connecting to Experience**

*Students have an opportunity to consider their own use of technology and electronic media and reflect on what they can bring from their own experiences to their work with preschool children.*

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### **Key Topic 1: Overview and Rationale of the Chapter**

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### **Key Topic 2: A Closer Look at Children and Electronic Media**

*Students deepen their understanding of the impacts, values, and questions around digital technology and young children by developing some form of presentation to share with families about the way technology and interactive media are used in a preschool classroom.*

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### **Key Topic 3: A Closer Look at Integrating Technology and Interactive Media into Preschool Programs**









*Students increase their understanding of how to use digital technology and interactive media in the classroom by conducting classroom observations and teacher interviews, viewing and discussing video clips of preschool teachers and children using technology, or hearing from a panel of teachers about ways they integrate technology into their classrooms.*

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