



## Unit 2 – The Preschool Child

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

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#### Focus Statement

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.

#### Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project's (CAP) lower division eight courses, CAP expansion 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, Family and Community
- Introduction to Curriculum
- Principles and Practices of Teaching Young Children
- Practicum-Field Experience
- Administration II: Personnel and Leadership in Early Childhood Education

#### Instructional Methodologies

- Class discussion
- Class presentation
- Jigsaw reading
- Notetaking outline or tool
- Pairs or small groups
- Reflective discussion



- Short paper or report

### **California Early Childhood Educator Competency Areas to Consider**

These competency areas are from the California Department of Education, Early Education and Support Division’s *California Early Childhood Educator Competencies* (CDE 2011). 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.

- Culture, Diversity, and Equity
- Relationships, Interactions, and Guidance
- Family and Community Engagement
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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#### Before You Start

This key topic will guide students through the section titled “The Five Essential Domains of School Readiness” in Chapter 2 of the *California Preschool Program Guidelines*. Students will review the descriptions of the nine domains of California's preschool learning foundations as these domains address the five essential domains of school readiness developed by the National Education Goals Panel (NEGP) in 1995.

If limited class time is available for this key topic, it is suggested that the “Getting it started” and “Keeping it going” sections be done. These provide a way to familiarize students with the alignment of the preschool learning foundations with the NEGP domains, whether or not the rest of the active learning is done.

In the “Taking it further” section, students have an opportunity to expand the alignment as presented in the table on page 23 to include strands of the domains in the foundations. This will provide students with a larger view of the relationship of the foundations to the NEGP's five essential domains of school readiness. Handout 1, “Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations,” included with this Key Topic, is provided for this work.

In the “Deeper Understanding” segment, students can further explore the foundations by working with the volumes of the foundations themselves. This is done by using guided reviews of the introduction to each of the nine domains in the three volumes of the *California Preschool Learning Foundations*. This segment can be used with or without the “Taking it further” segment.

Depending on how familiar students are with the foundations, faculty might want to spend some time working with the strands and substrands for each of the nine domains in a more intensive way. In instructional guides developed by the Faculty Initiative Project for each of the three volumes of the *California Preschool Learning Foundations*, there are learning experiences called “Piecing Together the Domain Content Puzzle.” This learning experience is provided individually for each of the nine domains and is a straightforward way to introduce students to the content of each domain. Additionally, each instructional guide for each volume of the foundations contains other learning experiences to support students in deepening their knowledge and understanding of each domain.



To further support students and faculty, the Faculty Initiative Project has included in the foundations instructional guides a summary of each domain with its strands, substrands, and foundations at 48 and 60 months. These summaries are in Appendix B of each of the following instructional guides:

- *Instructional Guide for the California Preschool Learning Foundations, Volume 1*  
Social–Emotional Development  
Language and Literacy  
English–Language Development  
Mathematics
- *Instructional Guide for the California Preschool Learning Foundations, Volume 2*  
Visual and Performing Arts  
Physical Development  
Health
- *Instructional Guide for the California Preschool Learning Foundations, Volume 3*  
History–Social Science  
Science

All three instructional guides are available online at the Faculty Initiative Project Web site, <http://facultyinitiative.wested.org/index.html> (accessed January 20, 2016).

An electronic version of Handout 1 for this key topic will be available when this instructional guide is online at <http://facultyinitiative.wested.org/> (accessed January 20, 2016). If students do not have copies of the *California Preschool Program Guidelines*, the Portable Document Format (PDF) version can be downloaded from the California Department of Education Web site at <http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf> (accessed January 20, 2016).

### Information Delivery



Slide 2

Students will be asked to review several pages in the *California Preschool Program Guidelines* that describe the nine domains of the preschool learning foundations as they relate to the five essential school readiness domains identified by the National Education Goals Panel in 1995. Table 2.1 on page 23 illustrates how the domains of the preschool learning foundations align with the school readiness domains. Descriptions of the preschool learning foundations domains are provided under their corresponding school readiness domains in the *California Preschool Program Guidelines*:

- Social–Emotional Development (p. 24)  
~ *Social–Emotional Foundations*



- Language and Literacy (pp. 24–26)
  - ~ *Language and Literacy Foundations*
  - ~ *English-Language Development Foundations*
- Cognition and General Knowledge (pp. 26–29)
  - ~ *Mathematics Foundations*
  - ~ *Science Foundations*
  - ~ *History–Social Science Foundations*
  - ~ *Visual and Performing Arts Foundations*
- Physical Well-Being and Motor Development (pp. 29–31)
  - ~ *Physical Development Foundations*
  - ~ *Health Foundations*

Information about the domains of the preschool learning foundations that is referenced in the “Before You Start,” “Putting it together,” and “Deeper Understanding” sections can be found in Volumes 1, 2, and 3 of the *California Preschool Learning Foundations* and the instructional guides for those volumes.

### Getting it started

Ask students to read the text on pages 22–24 and the top of page 25. They can do this before they come to class, or, if done in class, give students a few minutes to briefly read through these pages.

Then organize students into pairs and give them a few minutes in their pairs to respond to the following questions regarding the National Education Goals Panel’s five essential domains and the California preschool learning foundations:

- What do these two sets of domains do? What do they provide?
- How are they different?
- Why is it important to know about them?

### Keeping it going

Reconvene the class as a whole and ask for each pair’s responses to the questions. They might all have the same responses, since these are easily found in the text.

### Online Options

If there is online-discussion capability, the instructor could facilitate an online discussion of the relationship between the preschool learning foundations and the school readiness domains.



Slide 3



Direct students to the table on page 23 of Chapter 2. Point out these two key points:



Slide 4

- Chapter 2 discusses California's preschool learning foundations as they address the National Education Goals Panel's five essential school readiness domains.
- It is important to recognize that California's preschool foundations are consistent with national efforts in supporting the development and learning of preschool children.

### Taking it further

Direct the students' attention to Handout 1, "Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations," that accompanies this key topic. Let students know that they will be expanding the table on page 23 to include the strands of the domains listed there. Completing this handout will help them further explore the alignment of the National Education Goals Panel's five essential domains and the domains of the California preschool learning foundations in more detail.



Slide 5

Ask students to turn to the descriptions of the foundations on pages 24–30 of the *California Preschool Program Guidelines*. As they continue to work in their pairs, they are to read through the descriptions of each of the domains and the strands in that domain. As they do this, ask them to fill in the strands in their Handout 1 as they are suggested in the alignment in Table 2.1 (page 23). They will not have detailed content of the domains of the National Education Goals Panel, so some of the alignments might not be as clear as others. Nonetheless, remind them that at this time, the point of the crosswalk is not to get a perfect alignment but to see how the foundations fit with the five essential domains as a way of understanding that California's foundations are consistent with national initiatives.

### Online Options

Students could complete Handout 1 out of class and then post it online for review by the instructor and their classmates. The instructor could then facilitate an in-class or online discussion of the questions in the "Putting it together" section.

### Putting it together

As students complete this work, ask them to report any questions or comments that came up as they worked. The following questions are examples:



Slide 6



- Were there some strands of some domains that might fit into more than one of the five essential domains? Which ones?
- What does this tell them about the integrated nature of preschool learning and development?

If, after doing these active learning segments, students need a more comprehensive look at the foundations, direct them to Appendix B of the three volumes of the *Instructional Guide for the California Preschool Learning Foundations*, as mentioned in the “Before You Start” section. There is also an opportunity for students to do an in-depth examination of the foundations in the “Deeper Understanding” segment of this key topic.

## Reflection

This key topic can be concluded by asking students to respond to the following questions for reflection:



Slide 7

- What was new information?
- Where did you stop and wonder about what you were reading?
- What would you like to know more about?
- How can you continue to deepen your exploration of the foundations and their relation to national initiatives?

This second set of more general reflective questions can be used in this and other key topics for additional class discussion or to guide individual student journaling.



Slides 8-10

- Which ideas or part of this class session stood out most for you?
- What seemed familiar or reinforced what you already know or have experienced? What gave you a new perspective or insight that causes 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? What does this tell you about how you learn?
- How will you decide what to apply from this class session in your work with preschool children and families? What will you do to ensure you will implement what you have decided to use?



## Deeper Understanding

For a more intensive look at the content and background for each of the domains, direct students to each of the volumes of the preschool learning foundations. Information for ordering or downloading all volumes can be found online at the Faculty Initiative Web site at <http://facultyinitiative.wested.org> (accessed January 20, 2016).

It is suggested that one domain is assigned to a pair or group of students, and letting students choose a domain might be helpful. Each domain is preceded by an introduction to the domain. Ask students, individually or in pairs, to read the introduction for one domain and be prepared to report back to the whole class. This work will probably be more effective if this is done out of class, with the reporting done in class.

Ask each student to look for and record answers to the following questions:

- What are three key points about this domain that you think would be especially important for your colleagues to know?
- What are three questions that you would want your colleagues to find responses to as they read the introduction to this domain?

Faculty can decide how to do the reporting based on what will fit with coursework. Or faculty may choose to let the students select their own group's approach or decide as a class on one method.

Some possibilities include oral reports, online postings, or poster presentations.



### Online Options

All students could post online their reports for their assigned domains. Faculty may also choose to extend this segment by asking each student to choose a domain other than the one they reported on. The student is to be prepared to discuss online or submit brief responses to the three questions included in the original report.



**Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations**

Look through the names of the domains and strands for the California preschool learning foundations. They are listed in the left-hand column; domains are underlined and strands are listed under each domain. Enter each strand into the column of the school readiness domains column(s) that looks like it would most closely correspond to that strand. Keep in mind that the point of this exercise is not to match detailed content of these two documents but to get a sense of how they relate to one another.



<b>National Education Goals Panel: Five Essential Domains of School Readiness</b>					
	Social-Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<b>California Preschool Learning Foundations: Domains And Strands</b> 					
<b>Social-Emotional Development</b> 1. Self 2. Social Interaction 3. Relationships 					
<b>Language and Literacy</b> 1. Listening and Speaking 2. Reading 3. Writing					

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**Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)**



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	Social–Emotional Development
	Language and Literacy Development
	Cognition and General Knowledge
	Physical Well-Being and Motor Development
	Approaches Toward Learning
<p><b>California Preschool Learning Foundations: Domains And Strands</b></p>	
<p style="text-align: center;"></p> <p><b><u>English-Language Development</u></b></p> <ol style="list-style-type: none"> <li>1. Listening</li> <li>2. Speaking</li> <li>3. Reading</li> <li>4. Writing</li> </ol> <p style="text-align: center;"></p>	
<p><b><u>Mathematics</u></b></p> <ol style="list-style-type: none"> <li>1. Number Sense</li> <li>2. Algebra and Functions (Classification and Patterning)</li> </ol>	



**R Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)**



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	Social– Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<b>California Preschool Learning Foundations: Domains And Strands</b>					
 <b>Mathematics</b> 3. Measurement 4. Geometry 5. Mathematical Reasoning					
 <b>Visual and Performing Arts</b> 1. Visual Art 2. Music 3. Drama 4. Dance					



**Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)**


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<b>National Education Goals Panel: Five Essential Domains of School Readiness</b>					
	Social-Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<b>California Preschool Learning Foundations: Domains And Strands</b>  					
<b>Physical Development</b> 1. Fundamental Movement Skills 2. Perceptual Motor Skills and Movement Concepts 3. Active Physical Play  					
<b>Health</b> 1. Health Habits 2. Safety 3. Nutrition					



**Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)**


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Social-Emotional Development	Language and Literacy Development	Cognition and General Knowledge	Physical Well-Being and Motor Development	Approaches Toward Learning
<p><b>California Preschool Learning Foundations: Domains And Strands</b></p> <div style="text-align: center; margin: 10px 0;">  </div> <p><b><u>History-Social Science</u></b></p> <ol style="list-style-type: none"> <li>1. Self and Society</li> <li>2. Becoming a Preschool Community Member (Civics)</li> <li>3. Sense of Time (History)</li> <li>4. Sense of Place (Geography and Ecology)</li> <li>5. Marketplace (Economics)</li> </ol>				



**Alignment of the Five Essential Domains of School Readiness with the Nine Domains of the California Preschool Learning Foundations (Continued)**

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<b>California Preschool Learning Foundations: Domains And Strands</b>  	<u>Physical Development</u> 1. Scientific Inquiry 2. Physical Sciences 3. Life Sciences 4. Earth Sciences					