



## **Unit 5 – Use of the *California Preschool Curriculum Framework***

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

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#### **Focus Statement**

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.

#### **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.

- Introduction to Curriculum
- Principles and Practices of Teaching Young Children

#### **Instructional Methodologies**

- Brainstorming
- Class discussion
- Reflective discussion

#### **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
- Learning Environments and Curriculum



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### Getting Ready for the Unit

The *California Preschool Curriculum Framework* has been developed by the California Department of Education to provide support to programs and practitioners in their quest to provide optimal support to children as they progress toward the achievement of California's preschool learning foundations. Chapter 5 of the *California Preschool Program Guidelines* provides an overview of the important features and organization of the curriculum framework. In doing this, there is an emphasis on integrated curriculum across all nine learning and development domains of the foundations. It is well understood that because children's learning is integrated, curriculum development will best support that learning by also being integrated across domains.

Previous instructional guides developed by the Faculty Initiative Project for the three volumes of the *California Preschool Curriculum Framework* have supported this important concept by addressing the integration of curriculum across domains. This has been done in each instructional guide for the domains within each volume. Each instructional guide contains specific units, key topics, and active learning designed to support students in working across domains as they plan and implement curriculum.

The *Instructional Guide for the California Preschool Curriculum Framework, Volume 3* provides opportunities for an in-depth encounter with integrated curriculum across all nine domains of early learning and development in California's preschool learning foundations and curriculum framework. Specifically, Key Topic 4 of Unit 4 in that instructional guide provides materials and resources for students to work across all nine domains and to discover ways in which the interactions, strategies, environments, and materials that support learning in one domain will also support learning in other domains.

Unit 5 of this instructional guide for the *California Preschool Program Guidelines* is intended to provide active learning and reflection that will support students in exploring important concepts presented in Chapter 5 of the *California Preschool Program Guidelines* related to using the curriculum framework to support integrated curriculum in early care and education programs. These concepts and key ideas include integrated curriculum, integrated curriculum for young dual language learners, universal design, the curriculum-planning process, and engaging families. Because Chapter 5 introduces and summarizes these concepts, a deeper look at them in this unit will take students, as well as faculty, back to their origins and descriptions in the three volumes of the *California Preschool Curriculum Framework*. Each of these topics is important for students to know,



as each is included in Part Three of the *California Preschool Program Guidelines* as individual guideline topics.

Keep in mind that the intention of Unit 5 is to familiarize students with how these topics are addressed in Parts One and Two of the *California Preschool Program Guidelines*. The unit is not intended to be an in-depth exploration of these concepts. Deeper exploration of each of these concepts can be found in the foundations and curriculum frameworks themselves and can be approached through the Faculty Initiative Project's instructional guides for each of these publications. These can all be accessed on the FIP Web site at <http://facultyinitiative.wested.org/> (accessed January 20, 2016).

This unit, which parallels Chapter 5 of the *California Preschool Program Guidelines*, consists of four key topics:

- Key Topic 1 supports students in learning about and understanding the context of integrated curriculum by exploring the preschool curriculum framework and identifying what the framework is, what it provides, its overarching principles, its structure, and how these components support integrated curriculum.
- Key Topic 2 explores integrated learning for young dual language learners as an essential feature of the curriculum framework.
- Key Topic 3 focuses on universal design, which provides integrated curriculum for all young learners—including children with disabilities or other special needs.
- Key Topic 4 reviews the curriculum-planning process as presented in the curriculum framework, with an opportunity to also look at how families can be engaged in that process.

This unit provides opportunities to broaden and deepen students' familiarity and understanding of the curriculum framework. To provide guidance and support to students as they work through this, it will be important for faculty to be familiar with all three volumes of the *California Preschool Curriculum Framework*.

This unit is also constructed so that faculty can use key topics individually or combine them to use as a single active learning experience. The four key topics are parallel in approach and instructional methodologies. Each key topic begins with a description of some key information to students about the particular focus of that key topic. Next, each key topic moves into an active learning segment. These are constructed similarly in each key topic, so that they could be used individually or could be done in a combined manner, with the active learning experience for each key topic distributed among small groups of students. For example, faculty could combine the “Information Delivery” segments from all four topics and then distribute the “Getting it started” segments from each key topic among small groups of students. This would mean that small groups would be working simultaneously on active learning segments from each of the key topics. Instructional



methodologies are consistent in each of the four key topics, so that they can be addressed coherently when small groups reconvene for a whole class discussion. Each key topic also includes viewing a brief segment from one of the DVDs that were developed to accompany the *California Preschool Program Guidelines*. These segments could be viewed in a series, with the set of questions used for class discussion following each segment.

This combined approach does not preclude focusing on one key topic or doing the four key topics as separate active learning experiences but provides faculty with a way to tailor this unit to the scheduling of their courses and the experience level of their students.

The California Department of Education has produced the *California Preschool Program Guidelines DVD Set*, a set of 2 DVDs to accompany the guidelines. Opportunities to view selected segments from Disc One of the set are included in each key topic. It is strongly recommended that faculty take the opportunity to view these segments with students, as they provide examples and descriptions which can help students develop a deeper understanding of the concepts and ideas that are summarized in Chapter 5 of the *California Preschool Program Guidelines*.

### Motivator and Connection to Experience

#### Before You Start

Before beginning this learning experience, put each of the following terms on a separate piece of large paper that can be attached to a wall that will allow students to attach sticky notes to each term. Writing the terms on a whiteboard that is large enough to accommodate the sticky notes could also work. Using the following terms will acquaint students with some of the main concepts of Chapter 5:

- Integrated curriculum
- Universal design
- Dual language
- Curriculum-planning process

#### Information Delivery

Let students know that they will be exploring Chapter 5 of the *California Preschool Program Guidelines*. This chapter summarizes important features of the *California Preschool Curriculum Framework* and provides a way for students to understand the relation of the framework to the guidelines.



To begin this exploration, let students know that they will engage in a brief reflection to connect some of the important concepts in this chapter to their own ideas and knowledge.

## Active Learning



Slide 2

### Getting it started

Begin by pointing out the terms posted on individual sheets of paper in the room:

- Integrated curriculum
- Universal design
- Dual language
- Curriculum-planning process

Next provide students with a supply of 3” by 5” sticky notes. Ask them to think about these terms and to write on their sticky notes what comes to mind when they see each of these terms. It could be a definition, an example, or an image or graphic. Give students about 10 minutes to write their responses.

### Keeping it going

Then ask them to attach their sticky notes to the appropriate sheet of paper under each term. Provide time for the students to review all the sticky notes.

### Online Options

If there is document-sharing capability for the course, the instructor could create a separate document for each term. Students would then post their words or descriptions of their images—if not the images themselves—on each document.

Faculty could then facilitate an in-class or online discussion using the questions in the “Keeping it going” section.

### Putting it together

After they have looked at the responses, ask students the following questions:

- What do you notice about the responses?
- What might account for differences?
- Have you encountered these four terms before? If so, where?



Slide 3



- What was most familiar?
- What was least familiar?
- How do you think each of these terms would relate to guidelines for preschool programs?

As their responses are discussed, remind students that these terms might not all mean the same thing to each of them. Some components of each term or implications of each term might be more important to some students than to others.

Let students know that in exploring Chapter 5, they will have an opportunity to learn what each of these terms means in the context of the *California Preschool Curriculum Framework* and that it will be good to link that context to their own connection to these terms as they go through Chapter 5.