



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

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

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Focus Statement

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.

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
- Administration I: Programs in Early Childhood Education
- Curriculum and Strategies for Children with Special Needs

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of a visual representation
- Pairs or small groups
- Peer review and feedback
- Reflective discussion
- Video observation



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
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision



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Before You Start

This key topic will support students in reviewing the information contained in pages 67–70 of Chapter 5 of the *California Preschool Program Guidelines*. These pages provide a summary of the underpinnings and structure of the nine domains of the *California Preschool Curriculum Framework*. This summary emphasizes the integrated nature of curriculum in early childhood programs, the overarching principles that support the framework, and the importance of intentionally addressing the needs of young dual language learners in integrated curriculum. Following this, an opportunity is presented for students to further explore integrated curriculum in the framework itself by looking at the section on integrated curriculum in the *California Preschool Curriculum Framework, Volume 3*. Students will also have an opportunity to view a video segment on integrated curriculum in the *California Preschool Program Guidelines DVD Set*.

This key topic is designed to be used independently or to be combined with Key Topics 2, 3, and/or 4. All four key topics in this unit have the same structure and can be delivered separately or as one overarching key topic. To deliver as one overarching key topic, faculty could begin by combining and integrating the “Information Delivery” segments or, alternatively, using them in sequence. Then each of the “Getting it started” segments can be assigned to different small groups for work on the different content of the four key topics in the unit. Each “Keeping it going” section focuses on a brief segment of Disc 1 of the DVD set prepared by the California Department of Education to accompany the *California Preschool Program Guidelines*. These different DVD segments could also be viewed in sequence by the whole class. Each DVD segment could be followed by a brief discussion using the questions in each key topic for each DVD segment. Finally, each “Taking it further” segment could be assigned to the group or groups that had worked on that topic in the “Getting it started” segment. The questions for reflection could be used as a concluding discussion.

It will be helpful if students read Chapter 5 before coming to class and beginning the work in this key topic. The “Getting it started” segment could be done in class or as an out-of-class assignment, with students then bringing their work to a class session for presentation.



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).

The two DVDs, titled the *California Preschool Program Guidelines DVD Set*, can be ordered through CDE at www.cde.ca.gov/re/pn/rc or contact the CDE Press sales office at (800) 995-4099.

The *California Preschool Curriculum Framework, Volume 3* can be downloaded from the CDE Web site at <http://www.cde.ca.gov/sp/cd/re/psframework.asp#psframevol3> (accessed January 20, 2016).

Information Delivery

Direct students to pages 67, 68, 69, and the first half of page 70 in the *California Preschool Program Guidelines*. Let them know that these pages are a brief overview of some important content in the *California Preschool Curriculum Framework* and they will be exploring the content of these pages further, as they work in small groups to prepare a presentation on this content.

Active Learning



Slide 2

Getting it started

If students have not been assigned to read pages 67–70 prior to class, begin this key topic by asking them to read those pages in class. Then organize students into small groups of three or four. In their small groups, ask students to prepare a 10- or 15-minute in-service presentation for colleagues on the content in these pages. Each group can choose their own means of presenting this to the whole group—electronic slides, poster presentation using text or graphics, set of handouts, or whatever method they can effectively develop.

Each group is to be sure to include the following information:

Online Options

Instead of creating their presentations in class, students could develop these outside class and post them online. Students could then review their classmates' presentations and write a brief response to the three discussion questions about the presentations, which could be submitted to the instructor. Or if there is online-discussion capability, the instructor could facilitate an online discussion of the three questions.



Slides 3-4

- What does the framework emphasize?
- What does the framework provide?
- How is each domain in the framework organized?
- How does the framework support integrated learning?
- What are key concepts in understanding and supporting young children who are dual language learners in an integrated curriculum?

For some of these questions, there are fairly straightforward responses to be found in the text. For others, rather than looking for what they might think of as a correct response, suggest that they discuss within their group how to summarize what they find and/or decide how to succinctly describe the most important concepts.

After all the groups have presented, ask the class to briefly discuss the presentations:



Slide 5

- What were some of the similarities and differences in the content highlighted in the presentations?
- Which presentation method seemed particularly effective for you?
- What might you do differently if you were to do this type of presentation again?

Keeping it going

To further illustrate the key concepts, it will be helpful to view the chapter called “Promoting An Integrated Approach to the Learning Environment and Experiences” in Disc 1 in the set of two DVDs developed to accompany the *California Preschool Program Guidelines*. Particularly relevant to the content that the students have just reviewed is a segment called “Contexts for Integrated Curriculum,” which starts approximately eight minutes into the chapter. To view this segment, open Disc 1 to the main menu, click on “Select Chapters,” and then click on the last chapter, “Promoting an Integrated Approach to the Learning Environment and Experiences.” Move the sliding cursor to the eight-minute mark. This segment lasts about six minutes and specifically addresses environments, routines, and interactions, which are some of the features of the curriculum framework.



Disc 1



Slide 6

It might be effective to first view this DVD segment together without interruptions and then watch it a second time with the following questions in mind:

- What was new or unfamiliar?
- What was particularly helpful?
- What examples of environments, routines, and/or interactions did you see that specifically demonstrated the integrated nature of curriculum in the preschool setting?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?



Slide 7

Taking it further

For an expanded look at the concept of integrated curriculum ask students to look in the *California Preschool Curriculum Framework, Volume 3*, at the section on “*Integrated curriculum*” on pages 15–17. Ask students to individually read these three pages and compile a list of some key ideas in this section. Let them know that this is an exploration and not a search for a certain number of ideas or specific ones. When students have had time to develop their lists, ask them to rejoin their small groups and compare their lists, noting where there were similarities or differences. Ask each group to arrive at a consensus on the most important three to five key ideas.

Putting it together

Then, when reassembled as a whole class, ask the following discussion questions:

- What additional ideas were in this reading that were not in the reading in Chapter 5 of the *California Preschool Program Guidelines*?
- What was familiar?
- Did this bring to mind other readings or other sources about integrated curriculum?

Online Options

Students could individually develop their lists and then post them online for their classmates to review. If there is document-sharing and online-discussion capability in the course, the instructor could then facilitate a class discussion in which students compare the lists and agree on the main three to five key ideas or concepts. They could also discuss the questions in the “Putting it together” section.



Slides 8-9



- If you were to list the three most important key ideas from both readings, what would they be?

Reflection

The following questions can be addressed in a whole group discussion, in a journal, or in individual written reflections.



Slides 10-11

- What caught your attention as you went through these readings?
- Where would you have liked more examples or explanation?
- If you were to look for more descriptions or explanations of integrated curriculum, where would you start?
- How can you bring this to the work you do with children and families, now and in the future?