



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

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

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Focus Statement

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*.

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
- Teaching in a Diverse Society
- Practicum-Field Experience
- Administration I: Programs in Early Childhood Education
- Curriculum 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 addresses an essential feature of the *California Preschool Curriculum Framework*. Working with young dual language learners is an area of focus that requires intentional teaching strategies and attention to interactions beyond those that are optimal for all children. The approach of the curriculum framework to this component of integrated curriculum for all children is summarized in Chapter 5 of the *California Preschool Program Guidelines* and is further explored in this key topic.

Key Topic 2 is designed to be used independently or to be combined with Key Topics 1, 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.

Information Delivery

Direct students to the section in Chapter 5 of the *California Preschool Program Guidelines* on pages 69 and 70 titled “Integrated Curriculum for Young Dual Language Learners.” Let them know that these pages present a brief overview of some essential features of the content in the curriculum framework that require intentional teaching and alert responsiveness to children. This topic is addressed separately in the introductions to each volume of the framework and is embedded and integrated into the content throughout each domain of the framework. As highlighted in Chapter 5, knowledge, skills and dispositions in these areas are essential to using the framework as professionals. Let students know that 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

Organize students into small groups of three or four. To maximize learning for all students, ask each group to work with pages 69–70. Students then work in their small groups to prepare a 10-minute in-service presentation for colleagues on the content. 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 choose to develop.

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

- What specific need does the curriculum framework address?
- What do teachers of young dual language learners need to know about each child who is learning English?
- What are some key considerations in



Slides 3-4

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.



developing integrated curriculum for young children who are dual language learners?

- What additional information is important for teachers to have as they support young dual language learners?



Slides 5

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

- 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?



Disc 1

Keeping it going

To further illustrate the key concepts, it is helpful to turn to 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 explored is the chapter titled “Addressing Culture, Diversity, and Equity.”

To expand students' understanding of working with young children who are dual language learners in an integrated curriculum, the second segment of this chapter will be especially helpful. It is titled “Culturally and Linguistically Responsive Communication.” To view this segment, open Disc 1 to the main menu, click on “Select Chapters,” and then click on the second chapter, “Addressing Culture, Diversity, and Equity.” This segment of the DVD begins approximately 1 min 55 seconds into the chapter and lasts approximately seven minutes.

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

- What was new or unfamiliar?
- What have you seen or heard before?
- What was particularly helpful?



Slides 6-7



- What are some ways that staff can be responsive to cultural and linguistic diversity in the children and families they serve?
- What does cultural and linguistic responsiveness provide for young children who are dual language learners and their families?
- What did you see that parallels the concepts or key ideas in the presentations that you developed?

Taking it further

For an expanded look at the approach of the *California Preschool Curriculum Framework* in working with young dual language learners as an essential feature of integrated curriculum, ask students to go to the section on “English-Language Development and Learning in All Domains” on pages 10–13 in the *California Preschool Curriculum Framework, Volume 1*. Ask students to read these three pages individually 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 similarities and differences. Ask each group to come to a consensus on three to five important key concepts or 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 working with young children who are dual language learners?

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 class 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 working with all children in an 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?