

## Using Curriculum Frameworks to Plan



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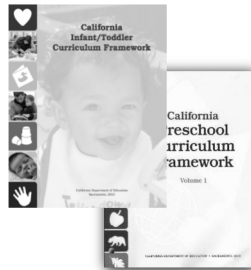
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## An Important Resource

*The California Infant/Toddler and Preschool Curriculum Framework, Volumes 1-3, provide teachers guidance to support children's learning across the domains.*



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## The Curriculum Framework Strategies Are:

- Developmentally appropriate
- Reflective of thoughtful observation and intentional planning
- Individually and culturally meaningful
- Inclusive of children with disabilities and other special needs



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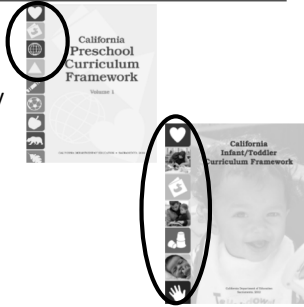
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## What's in Volume 1?

- Social-Emotional Development
- Language and Literacy
- English-Language Development
- Mathematics



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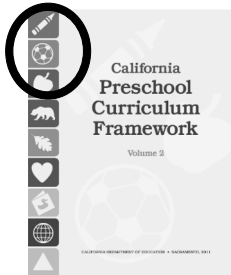
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## What's in Volume 2?

- Visual and Performing Arts
- Physical Development
- Health



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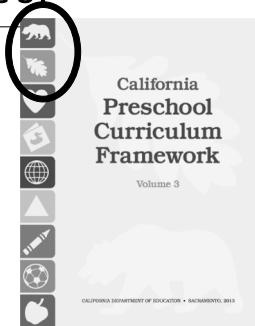
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## What's in Volume 3?

History – Social Science  
Science



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## High-Quality Programs

High-quality programs include:

- Environments and experiences that encourage active, playful exploration and experimentation
- Purposeful teaching to help children gain knowledge and skills
- Specific support for children learning English
- Specific accommodations and adaptations for children with special needs



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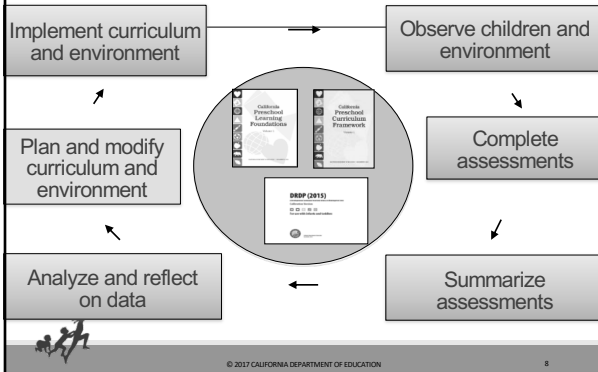
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## The Curriculum Assessment Cycle



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California Department of Education  
Early Education and Support Division  
March 2016

EESD 3900

### Desired Results Developmental Profile Summary of Findings Classroom and Family Child Care Home (EESD 3900)

Contractor Legal Name	
Contract Type and/or FCCHEN	Age Group (Infant/Toddler, Preschool, School-Age)
Planning Date	Lead Planner Name and Position
Follow-up Date(s)	Lead Planner Name and Position

This form can be expanded and is not limited to a single page.

Key Findings from Developmental Profile	Action Steps (Including planned learning opportunities, interactions and teaching strategies, environment and materials, family engagement)	Expected Completion Date and/or Ongoing Implementation and Persons Responsible	Follow-Up and Reflection (Changes made, date completed, time extended)
Ask: Developmentally, what do we know about the children currently enrolled in our classroom?	Ask: What goals can we set to meet the needs of the children currently enrolled in our classroom?	Ask: How do we accomplish our classroom goals??	Ask: By when?

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## Action Steps Should...

- Identify new approaches
- Reflect the teachers sphere of influence
- Be specific and child centered



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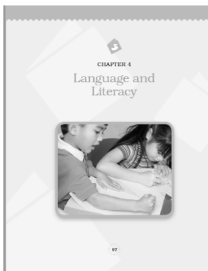
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## Let's Practice Language and Literacy



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## Introduction to the Framework

1. **Guiding Principles** guide teachers' classroom practices.
2. **Environments and Materials** support teachers' plans for creating a rich learning environment.
3. **Summary of the Strands and Substrands** provide a quick list of each strand and substrand for that domain.



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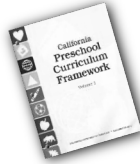
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## Introduction to the Framework

1. **Guiding Principles** guide teachers' classroom practices.
  1. Language and Literacy Work Together
  2. Children Learn Everywhere
  3. Connect School and Home



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## Introduction to Framework

2. **Environments and Materials** support teachers' plans for creating a rich learning environment.
  1. Small group spaces
  2. A space to display family related items
  3. Extend the classroom beyond its walls



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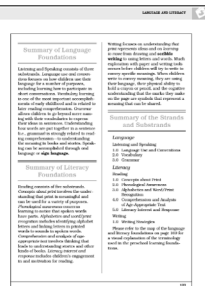
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## Introduction to the Framework

3. **Summary of the Strands and Substrands** provide a quick list of each strand and substrand for that domain.



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# Introduction to the Framework

Find the sections:

1. Vignette and Teachable Moments
2. Interactions and Strategies
3. Bringing It All Together and Engaging Families
4. Questions for Reflection



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# Interactions and Strategies

Reading: Concepts about Print

- Use print to support classroom routines
- Read environmental print

Reading: Alphabetic and Word Print

- Use children's printed names and letters in transition activities
- Use activities and games to interest children in letter matching and naming



Type one specific idea into the chat box for the first strategy.

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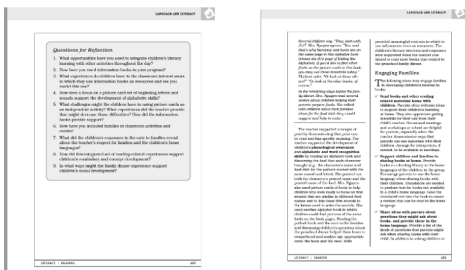
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# Questions for Reflection



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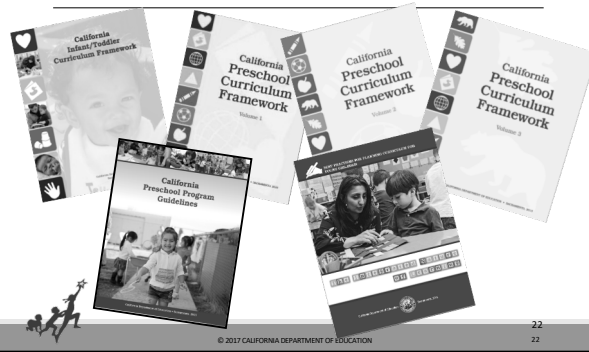
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## Program Resources



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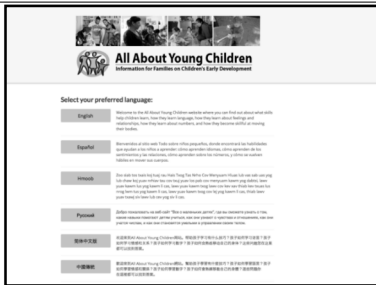
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## All About Young Children



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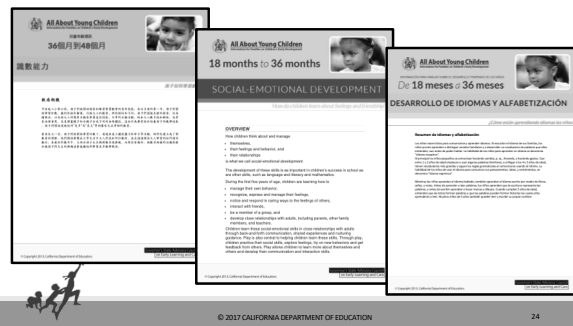
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## All About Young Children



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