# Official Course Worksheet: CA Preschool Foundations & Frameworks: Math

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| **CAP TK Information** | **Your Campus Course Information** |
| ***CAP Course Title:*** | ***Course Title:*** |
| CA Preschool Foundations & Frameworks: Math |  |
| ***CAP Suggested Short Title:***  CA FOUN/FRAM MATH | ***Short Title:*** |
| ***CAP TK Course Description:*** | ***Course Description:*** |
| Introduction to the mathematics domain of the California Preschool Learning Foundations and Frameworks including the strands of number sense, algebra and functions, measurement, geometry, and mathematical reasoning. Provides strategies for implementing the curriculum frameworks developed for this domain. Applicable to required or professional development units for Child Development Permit holders, pre-school, transitional kindergarten, and early-primary teachers. |  |
| ***CAP TK Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** | ***Student Learning Outcomes (SLOs):***  ***Students who complete this course will be able to:*** |
| 1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten). |  |
| 1. Plan environments and experiences to support mathematical learning, based on the observation of children in classroom settings. |  |
| 1. Articulate the teacher’s role in collaborating with families to support children’s mathematical learning. |  |
| ***CAP TK Objectives:***  ***In this course students will:*** | ***Your Objectives:***  ***In this course students will:*** |
| 1. Define the roles of the CA Foundations and Frameworks: Math and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten). |  |
| 1. Select and evaluate various materials for mathematics learning. |  |
| 1. Suggest multiple ways to provide a mathematically rich environment. |  |
| 1. Describe how the five math domains can be implemented into daily routine, classroom experiences, and in multiple places in the environment. |  |
| 1. Demonstrate how to use the CA Foundations and Frameworks to plan curriculum experiences for various interests and abilities of children. |  |
| 1. Describe strategies to support English language learners in developing mathematical knowledge as they concurrently acquire English. |  |
| 1. Explain the role of partnership with parents and other caregivers in supporting children’s learning of mathematics. |  |
| ***CAP TK Course Content:*** | ***Your Course Content:*** |
| 1. **Introduction to the California Preschool Learning Foundations: Mathematics**    1. Purpose and use |  |
| 1. Relationship to the California Common Core State Standards for kindergarten and Content Standards for California Public Schools (kindergarten) |  |
| 1. Relationship to Desired Results Developmental Profile (DRDP) |  |
| 1. **Math strands** |  |
| 1. **Implementation of the Foundations and Frameworks**    1. Recognizing and building on preschool children’s natural interest in mathematics       1. Teachable moments |  |
| * + 1. Language of math |  |
| * 1. Intentionally planned experiences      1. Planning based on observation of children’s interests, skills and abilities |  |
| * + 1. Use of inquiry and exploration to foster problem solving and mathematical reasoning |  |
| * + 1. Use of daily experiences and routines as a vehicle to promote children’s mathematical knowledge |  |
| * + 1. Hands-on opportunities t explore math concepts |  |
| 1. Mathematically rich environments    1. Objects and materials to promote mathematical thinking |  |
| * 1. Objects and materials that are relevant and meaningful to the children in your group |  |
| * 1. Integration of math-related materials into all areas of the classroom |  |
| 1. **Supporting English language learners in developing mathematical knowledge as they concurrently acquire English** |  |
| 1. **Partnering with parents and other caregivers in supporting children’s’ learning of mathematics** |  |