

Appendix A

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

To support faculty in decisions regarding how and where they can best use the *California Preschool Curriculum Framework, Volume 2* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each key topic in this instructional guide for consideration. Each Key Topic Preview Page will provide the list of courses that have been mapped onto the specific key topic.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Curriculum Framework, Volume 2* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by unit and domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

These SLOs are organized by the CAP core lower division early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs by means other than what has been indexed. Working through these selected key topic learning experiences does not guarantee the achievement of any student learning outcome or objective; it is understood that students achieve student outcomes through repeated engagement with information and experiences that build competence.

To assist faculty in using these SLOs as supports for decision making, the instructional guide key topics are indexed first by *California Preschool Curriculum Framework, Volume 2* units and domains then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific key topics in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

California State University and University of California

The Curriculum Alignment Project (CAP) course and student learning outcomes (SLO) mapping with this instructional guide is done with the understanding that not all institutions will use these particular SLOs or objectives. This is particularly true for faculty at the California State University (CSU) and University of California (UC) campuses. The SLOs do provide learning outcomes that can be used selectively or with adaptations for courses at the CSU and UC campuses and indicate what can be accomplished by students through using the key topics in this instructional guide.

Unit 1

Chapter 1: Introduction to the Framework

Getting Ready for the Unit and Connecting to Experience

Course: Child, Family, and Community

Student Learning Outcomes:

- Assess the impact of educational, political, and socioeconomic factors on children and families.

Objectives:

- Identify appropriate community resources that support children and families including at risk populations.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research

Course: Introduction to Curriculum – Continued

Content and Topics - Continued:

- Strategies for family involvement
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Course: Health, Safety and Nutrition -- Continued

Student Learning Outcomes -- Continued:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
- The teacher as model: self- knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Course: Practicum-Field Experience - Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 1 - Chapter 1: Introduction to the Framework
Key Topic 1 – Getting to Know the Organization of the *California*
Preschool Curriculum Framework, Volume 2

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

Course: Introduction to Curriculum – Continued

Objectives – Continued:

- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Course: Observation and Assessment -- Continued

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Teaching in a Diverse Society -- Continued

Content and Topics -- Continued:

- The teacher as model: self- knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 1 - Chapter 1: Introduction to the Framework
Key Topic 2 – Getting to Know the Eight Overarching Principles

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Course: Child, Growth, and Development -- Continued

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.

Content and Topics:

- Investigative research methods:
 - interviews
 - surveys
 - observation
 - documentation
 - analysis
 - presentation of findings
 - ethics, bias, and validity of research

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- Teachers' and caregivers' influences on children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice
- Play as a vehicle for development and learning
- Characteristics and roles of an effective teacher in an early childhood setting
- Importance of positive teacher-child relationships and interactions
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC’s position statement on assessment)
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver’s role and responsibility in modeling good health, safety and nutrition habits.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Planning for children’s health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment, human relationships
- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment

Course: Teaching in a Diverse Society – Continued

Content and Topics -- Continued:

- Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live
- Environments and curriculum that challenge children’s biases and support the acquisition of authentic information about human differences
- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children’s books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
- The teacher as model: self-knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Positive interactions with children and adults
- Written curriculum planning
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation

Course: Practicum-Field Experience -- Continued

Content and Topics -- Continued:

- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 1 - Chapter 1: Introduction to the Framework

Key Topic 3 – Getting to Know the Curriculum-Planning Cycle

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Demonstrate ability to document curriculum-planning process with written curriculum plans.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Demonstrate basic observational skills.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives -- Continued:

- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- Essentials of program planning and the interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments
- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Course: Teaching in a Diverse Society – Continued

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural and linguistic appropriateness.

Content and Topics:

- The teacher as model: self-knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.
- Utilize an appropriate recordkeeping system to document, assess and track children's progress.

Content and Topics:

- Authentic assessment and documentation
- Self reflection and self-assessment through team collaboration and portfolio documentation
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- California State Learning Standards and tools

Unit 2

Chapter 2: Visual and Performing Arts Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Course: Principles and Practices of Teaching Young Children -- Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children’s books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices.
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain

Key Topic 1 – Organization and Rationale of the Visual and Performing Arts Domain

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the “whole child” (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)

Course: Principles and Practices of Teaching Young Children – Continued

Content and Topics - Continued:

- The importance of developmentally, culturally, linguistically appropriate practice
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Organization of physical environment, routine/schedule, and materials
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain Key Topic 2 – Getting to Know Environments and Materials That Support the Visual and Performing Arts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Course: Introduction to Curriculum -- Continued

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the "whole child" (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Play as a vehicle for development and learning
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.

Course: Observation and Assessment – Continued

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.
- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Observation as part of the on-going process of curriculum and planning that support all children

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Adaptations for children with diverse abilities, learning styles, and temperaments
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 3 – Getting to Know Interactions and Strategies That Support the Visual and Performing Arts

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Innovative and best practices in teaching
- Content areas (math, science, literacy, social studies, creative arts)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- Importance of positive teacher-child relationships and interactions

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Course: Child, Growth, and Development -- Continued

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Identify and evaluate community support services and agencies available to families and children.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families.

Content and Topics:

- Community agencies, referral systems, procedures and availability of specialized services and support for families and children including at-risk populations

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Course: Principles and Practices of Teaching Young Children -- Continued

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Applying developmentally-appropriate practices to normative and atypical development

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Role of assessment in intervention

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, family groupings, culture, language, and all “isms”

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Present and evaluate a variety of developmentally, culturally, and linguistically appropriate play-based learning experiences.

Course: Practicum-Field Experience -- Continued

Content and Topics:

- Adaptations for children with diverse abilities, learning styles, and temperaments
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 2 - Chapter 2: Visual and Performing Arts Domain
Key Topic 5 – Exploring the Research Highlights of the Visual and Performing Arts Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Identify and compare major theoretical frameworks related to the study of human development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Investigative research methods:
 - interviews
 - surveys
 - observation
 - documentation
 - analysis
 - presentation of findings
 - ethics, bias, and validity of research
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
 - Infant and toddler development.
 - Play-years development.
 - Middle childhood development.
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Physical fitness

Course: Practicum-Field Experience

Student Learning Outcomes:

- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- California State Learning Standards and tools

Unit 3

Chapter 3: Physical Development Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Examine and evaluate the importance of the early years.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.

Content and Topics:

- Teachers' and caregivers' influences on children and families
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Develop one's teaching philosophy and professional goals.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Addressing the needs of the "whole child" in (physical, cognitive, social, and emotional)
- Developing philosophy of Early Childhood

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Physical fitness

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Examine and propose strategies to challenge prevailing misconceptions.

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences, and that expose children to the larger communities in which they live

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies, and how teachers involve families in their children's development and learning to improve teaching practices for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- California State Learning Standards and tools

Unit 3 - Chapter 3: Physical Development Domain

Key Topic 1 – Organization and Rationale of the Physical Development Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive, and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify ways in which the environment functions as an essential component of curriculum.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)
- The development of the “whole child” (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate, and supports the development of all young children.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives - Continued:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across Curriculum
- Environment as a teaching and learning tool

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 2 – Getting to Know Environmental Factors That Support Physical Development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.

Course: Introduction to Curriculum -- Continued

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.

Content and Topics:

- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.
- Demonstrate knowledge of the role of observation and assessment in intervention.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.

Objectives:

- Integrate content areas and opportunities for development across the curriculum.

Course: Practicum-Field Experience -- Continued

Content and Topics:

- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 3 – Getting to Know Interactions and Strategies That Support Physical Development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.

Content and Topics:

- Importance of positive teacher-child relationships and interactions

Course: Practicum-Field Experience

Student Learning Outcomes:

- Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 3 - Chapter 3: Physical Development Domain
Key Topic 4 – Universal Design, Individualizing, and Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.

Content and Topics:

- Introduction to the developmental process
- The role and influence of family and caregivers

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families,
- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.

Content and Topics:

- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally, and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Special considerations for infants and toddlers, children with special needs, medical needs and interventions
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Course: Teaching in a Diverse Society -- Continued

Objectives:

- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments

Unit 3 - Chapter 3: Physical Development Domain

Key Topic 5 – Exploring the Research Highlights of the Physical Development Domain

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Investigative research methods:
 - interviews
 - surveys
 - observation
 - documentation
 - analysis
 - presentation of findings
 - ethics, bias, and validity of research

Course: Child, Growth, and Development -- Continued

Content and Topics - Continued:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development.
 - Play-years development.
 - Middle childhood development.
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Differentiation between subjective and objective data collection and recording
- Linkage between child development theory and research to observation and assessment

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Course: Practicum-Field Experience -- Continued

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

Unit 4

Chapter 4: Health Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Course: Principles and Practices of Teaching Young Children -- Continued

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- Effects of dominant culture holiday curriculums, examination of culturally and class embedded traditions of diverse groups
- Children’s books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across Curriculum
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain**Key Topic 1 – Organization and Rationale of the Health Domain****Course: Child, Growth, and Development**

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Course: Child, Growth, and Development -- Continued

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children's development.

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling, and the community.

Content and Topics:

- Interrelatedness of family, school, and community as agents of socialization
- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Innovative and best practices in teaching
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards.

Course: Principles and Practices of Teaching Young Children -- Continued

Objectives:

- Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Describe a caregiver’s role and responsibility in modeling good health, safety, and nutrition habits.
- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Creating safe environments, safety management, and injury prevention and care
- Planning for children’s health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 4 - Chapter 4: Health Domain
Key Topic 2 – Getting to Know Environments and Materials
That Support Health

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- The development of the “whole child” (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.

Objectives:

- Describe a caregiver's role and responsibility in modeling good health, safety, and nutrition habits.

Course: Health, Safety and Nutrition -- Continued

Objectives - Continued:

- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Creating safe environments, safety management, and injury prevention and care
- Planning for children's health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Critically assess one's own teaching experiences to guide and inform practice.

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain
Key Topic 3 – Getting to Know Interactions and Strategies
That Support Health

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Standards from legislation and accrediting groups
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching

Course: Introduction to Curriculum -- Continued

Content and Topics - Continued:

- Content areas (math, science, literacy, social studies, creative arts)
- The development of the “whole child” (physical, cognitive, and social/emotional development, including socialization, self-regulation, self-help skills for all children)
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies, and ethical standards.
- Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting
- Essentials of program planning and the interrelationship of planning, observation, and assessment
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic, and developmentally sound practice.
- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures including various health assessment tools and policies.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
- Describe a caregiver’s role and responsibility in modeling good health, safety, and nutrition habits.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices
- Planning for children’s health, safety, and nutrition education

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to create and maintain healthy, safe, respectful, supportive, and challenging learning environments for all children.
- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.
- Apply a variety of effective approaches, strategies, and techniques supporting positive relationships with children and adults.
- Critically assess one’s own teaching experiences to guide and inform practice.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Organization of physical environment, routine/schedule, and materials
- Written curriculum planning
- Content Areas
 - a. Language
 - b. Literacy
 - c. Math
 - d. Science
 - e. Social Studies
 - f. Visual and performing arts
- Integration of content areas across curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Unit 4 - Chapter 4: Health Domain
Key Topic 4 – Universal Design, Individualizing, and
Family Partnerships

Course: Child, Growth, and Development

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Objectives:

- Examine and evaluate the importance of the early years.
- Examine and evaluate the role of family in facilitating children’s development.

Course: Child, Growth, and Development -- Continued

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development
 - Play-years development
 - Middle childhood development
 - Adolescent development
- The role and influence of family and caregivers

Course: Child, Family, and Community

Student Learning Outcomes:

- Describe effective strategies that empower families and encourage family involvement in children's development.

Objectives:

- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status, and institutions on children and families,
- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.

Content and Topics:

- Role of family in children's developmental outcomes
- The influence of teachers' and caregivers' personal experience and family history on relationships with children and families

Course: Introduction to Curriculum

Student Learning Outcomes:

- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Strategies for family involvement
- Planning for children with special needs
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally, and linguistically appropriate and supports the development of all young children.

Course: Principles and Practices of Teaching Young Children – Continued

Objectives - Continued:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Discuss the value of collaboration with families and the community.

Objectives:

- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Special considerations for infants and toddlers, children with special needs, medical needs and interventions
- Collaboration with families and health care professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- Environments and curriculums that respectively reflect children’s cultures and experiences and that expose children to the larger communities in which they live
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children.

Objectives:

- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Course: Practicum-Field Experience -- Continued

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments

Unit 4 - Chapter 4: Health Domain**Key Topic 5 – Exploring the Research Highlights of the Health Domain****Course: Child, Growth, and Development**

Student Learning Outcomes:

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains.

Content and Topics:

- Investigative research methods:
 - interviews
 - surveys
 - observation
 - documentation
 - analysis
 - presentation of findings
 - ethics, bias, and validity of research
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Infant and toddler development.
 - Play-years development.
 - Middle childhood development.
 - Adolescent development

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.

Objectives:

- Identify and evaluate the teaching behaviors for research-based best practices.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Objectives:

- Identify the historical roots, learning theories, and professional pathways in early childhood education including ethical and professional standards.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Differentiation between subjective and objective data collection and recording
- Linkage between child development theory and research to observation and assessment

Course: Health, Safety and Nutrition

Student Learning Outcomes:

- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promoting good health including responsibilities of teacher as role model of best health, safety, and nutrition practices

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.

Content and Topics:

- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

Unit 5: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 1: Three Lenses for Viewing Curriculum

Course: Introduction to Curriculum

Student Learning Outcomes:

- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Identify the influence of daily schedules and routines on curriculum and activities.
- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Demonstrate ability to select safe and appropriate materials and equipment.
- Demonstrate ability to document curriculum planning with written curriculum plans.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Consideration of cultural, linguistic, ethnic, economic, ability, and gender diversity including the acquisition of English as a second language in planning for young children
- Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
- Strategies for family involvement
- Effective use of learning centers and integrated curriculum

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing, and regulation structures in early childhood settings.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- Essentials of program planning and The interrelationship of planning, observation, and assessment
- Developing philosophy of Early Childhood

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments
- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual language learners, children at risk for failure, and children with special needs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Written curriculum planning
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- Integration of content areas across curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

Unit 5: California Preschool Curriculum Framework as a Resource for Planning and Integrating Curriculum

Key Topic 2: Integrated Planning Using California’s Early Learning and Development System

Course: Introduction to Curriculum

Student Learning Outcomes:

- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation.
- Effective use of learning centers and integrated curriculum
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Analyze the relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development.

Objectives:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Applying developmentally-appropriate practices to normative and atypical development
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Observation and Assessment

Student Learning Outcomes:

- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

Objectives:

- Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups.

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Utilization of observation and assessment data to create appropriate curricula and environments

Course: Observation and Assessment -- Continued

Content and Topics - Continued:

- Linkage between child development theory and research to observation and assessment
- Observation and assessment strategies for dual language learners, children at risk for failure, and children with special needs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Written curriculum planning
- Ongoing Curriculum Development Cycle
 - a. Observation
 - b. Planning
 - c. Implementation
 - d. Evaluation
 - e. Documentation
- Integration of content areas across curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

**Unit 5: California Preschool Curriculum Framework as a Resource for
Planning and Integrating Curriculum
Key Topic 3: Integrating English-Language Development
Across the Domains**

Course: Introduction to Curriculum

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.

Objectives:

- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum -- Continued

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Strategies for family involvement
- The role of the ECE teacher

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Objectives:

- Identify components of a play-based curriculum, which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social/emotional)
- The importance of developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment

Student Learning Outcomes:

- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

Objectives:

- Identify and evaluate logistical challenges, biases and preconceptions about assessing children.

Content and Topics:

- Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Course: Teaching in a Diverse Society -- Continued

Content and Topics:

- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs

Course: Practicum-Field Experience

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies, and how teachers involve families in their children's development and learning to improve teaching practices for all children.

Objectives:

- Present and evaluate a variety of developmentally, culturally, and linguistically appropriate play-based learning experiences.
- Analyze student teaching experiences to inform and guide future teaching and collaborative practices.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Adaptations for children with diverse abilities, learning styles, and temperaments