

Unit 2

Chapter 2: History–Social Science Domain

Getting Ready for the Unit and Connecting to Experience

Course: Child Growth and Development

Student Learning Outcomes:

- Identify cultural, economic, political, historical contexts that affect children’s development.

Objectives:

- 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:

- Contemporary social issues that impact children’s development
- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe social issues, changes, and transitions that affect children, families, schools, and communities.
- 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:

- Describe contemporary social issues and their effects on families and children.
- Explore one’s own family history and examine how it affects one’s relationships with children and 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.
- Contemporary social issues and their effect 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.

Objectives:

- Identify and evaluate 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.

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
- 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:

- 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.
- 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:

- Current and historic models, influences, and approaches in the field of early childhood
- Play as a vehicle for development and learning
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Course: Teaching in a Diverse Society – Continued

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
- Environments and curriculum that challenge children’s biases and support the acquisition of authentic information about human differences

Course: Practicum-Field Experience

Student Learning Outcomes:

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

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
- Content Areas:
 - Science
 - Social Studies
- Integration of content areas across curriculum
- California State Learning Standards and tools

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Chapter 2: History–Social Science Domain

**Key Topic 1 – Organization and Rationale of the
History–Social Science 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 current research as it applies to child development.
- Examine and evaluate the importance of the early years.

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Play-Years Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).

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.
- Develop appropriate strategies to assist families experiencing stress.

Content and Topics:

- Major current and historical theoretical frameworks of socialization
- Interrelatedness of family, school and community as agents of socialization
- Role of family in children’s developmental outcomes.
- Teachers’ and caregivers’ influences on children and families
- Appropriate and effective communication strategies

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.
- Identify ways in which the environment functions as an essential component of curriculum.

Content and Topics:

- Developmental theory as it applies to curriculum development.
- Innovative and best practices in teaching
- Use of current research
- Components of effective learning environments
- 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 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:

- Current and historic models, influences, and approaches in the field of early childhood
- The importance of developmentally, culturally, linguistically appropriate practice.
- Characteristics and roles of an effective teacher in an early childhood setting

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:

- 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

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.
- 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
- Environment as a teaching and learning tool
- California State Learning Standards and tools
- Family involvement in early childhood programs

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Chapter 2: History–Social Science Domain

**Key Topic 2 – Getting to Know Environments and Materials That Support
History–Social Science**

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages.
- Examine and evaluate the importance of the early years.

Content and Topics:

- The role and influence of family and caregivers

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:

- 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.

Content and Topics:

- Innovative and best practices in teaching
- Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
- Effective use of learning centers and integrated curriculum
- Components of effective learning environments
- The effect of environment on behavior

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

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- 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:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

- 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.

Course: Practicum-Field Experience – Continued

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:

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

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Chapter 2: History–Social Science Domain

Key Topic 3 – Getting to Know Interactions and Strategies That Support History–Social Science

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.
- Identify cultural, economic, political, historical contexts that affect children’s development.

Objectives:

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

Content and Topics:

- Contemporary social issues that impact children’s development
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Describe social issues, changes, and transitions that affect children, families, schools, and communities.
- Identify and evaluate community support services and agencies available to families and children.

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.
- Identify appropriate community resources that support children and families including at risk populations.
- Explore one’s own family history and examine how it affects one’s relationships with children and families.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- The role of group childcare and early schooling on socialization

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:

- 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:

- 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
- 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.
- 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 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:

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

Objectives:

- Describe the effect of social context, child's state of health and well-being, primary language, ability, and environment on assessment processes.
- Demonstrate and apply knowledge of developmental domains to interpret observations.

Content and Topics:

- Utilization of observation and assessment data to create appropriate curricula and environments
- The value of collaboration with families and professionals
- Observation as part of the on-going process of curriculum and planning that support all children.

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:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- Nutrition guidelines, diet analysis and mealtime policies, food safety and menu planning considering culture, traditions and family choices

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.
- 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:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children’s identity development and learning.
- Differentiate between various sources of diversity.
- 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:

- How children think: pre-prejudice, impacts of silence, overt and covert social messages
- 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

Course: Practicum-Field Experience

Student Learning Outcomes:

- 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:

- 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
- Content Areas:
 - Social Studies

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Chapter 2: History–Social Science 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:

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

Content and Topics:

- The role and influence of family and caregivers
- The role and influence of cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

- Describe contemporary social issues and their effects on families and children.
- Develop appropriate strategies to assist families experiencing stress.

Content and Topics:

- Role of family in children’s developmental outcomes.
- 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.
- Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.

Course: Introduction to Curriculum – Continued

Objectives:

- Identify and evaluate teaching behaviors for research-based best practices.
- Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs.

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
- Planning for diverse learning styles, motivations, interests, and abilities
- Innovative and best practices in teaching
- 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:

- 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.
- Applying developmentally-appropriate practices to normative and atypical development

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
- Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.

Course: Health, Safety and Nutrition – Continued

Content and Topics:

- Respecting the cultural, linguistic, and developmental differences of families, teachers and children
- 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:

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

- Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments 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 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
- California State Learning Standards and tools
- Family involvement in early childhood programs

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Chapter 2: History–Social Science Domain

**Key Topic 5 – Exploring the Research Highlights of the
History–Social Science Domain**

Course: Child Growth and Development

Student Learning Outcomes:

- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- 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:

- Contemporary social issues that impact children’s development
- The role and influence of cultural and societal impacts

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.

Content and Topics:

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

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:

- Current and historic models, influences, and approaches in the field of early childhood
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critique the multiple societal impacts on young children’s social identity.

Objectives:

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

Content and Topics:

- Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
- 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 understanding 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:

- Self reflection and self-assessment through team collaboration and portfolio documentation
- Professional development skills
- California State Learning Standards and tool