

Student Learning Outcomes Index

Student Learning Outcomes and CAP Lower Division Eight Courses Mapped onto the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

To support faculty in deciding how and where they can best use the *California Preschool Curriculum Framework, Volume 3* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) for the eight core lower division early childhood courses have been mapped onto the key topics for each domain in this instructional guide. Each Key Topic Preview Page provides course suggestions for instructor consideration.

More information about the Curriculum Alignment Project can be found on its website: http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm.

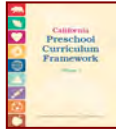
Appendix A is a listing of the suggested CAP lower division eight courses for all key topics in this instructional guide with the addition of the SLOs, objectives, and examples of course content and topics. Appendix A is first organized by instructional guide units and key topics, then by the CAP courses, SLOs, objectives, and examples of course content and topics.

This is not an exhaustive list, and faculty might find ways to use the key topics to address SLOs by means other than what has been indexed. Working through these selected key topics 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 locate page numbers for each key topic listed in the following index, refer to the Instructional Guide Table of Contents.


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.



CAP Lower Division Eight Courses and Student Learning Outcomes Indexed with the *Instructional Guide for the California Preschool Curriculum Framework, Volume 3*

Course: Child Growth and Development


Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Child Growth and Development	 Unit 1 – Introduction to the Framework
Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.	<ul style="list-style-type: none"> Unit 1, Key Topic 1
Identify cultural, economic, political, historical contexts that affect children’s development.	
Identify and compare major theoretical frameworks related to the study of human development.	
Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.	<ul style="list-style-type: none"> Unit 1, Key Topic 2
Differentiate characteristics of typical and atypical development.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> Unit 1, Key Topic 1 Unit 1, Key Topic 2

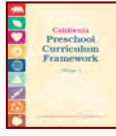
Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s units, domains, and key topics.



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Course: Child, Family and Community

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
<i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	
Course: Child, Family and Community	 Unit 1 – Introduction to the Framework
Analyze theories of socialization that address the interrelationship of child, family and community.	
Assess the impact of educational, political, and socioeconomic factors on children and families.	
Describe social issues, changes, and transitions that affect children, families, schools, and communities.	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit
Describe effective strategies that empower families and encourage family involvement in children’s development.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Identify and evaluate community support services and agencies available to families and children.	
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.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1



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Course: Introduction to Curriculum

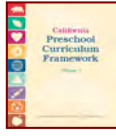
Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Introduction to Curriculum	 Unit 1 – Introduction to the Framework
Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 2
Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.	<ul style="list-style-type: none"> • Unit 1, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3



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Course: Principles and Practices of Teaching Young Children

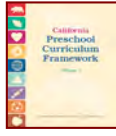
Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Principles and Practices of Teaching Young Children	 Unit 1 – Introduction to the Framework
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.	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 2
Develop one’s teaching philosophy and professional goals.	
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.	<ul style="list-style-type: none"> • Unit 1, Key Topic 2
Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
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.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1 • Unit 1, Key Topic 3
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3



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Course: Observation and Assessment

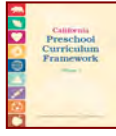
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Course: Observation and Assessment	 Unit 1 – Introduction to the Framework
Compare the purpose, value and use of formal and informal observation and assessment strategies.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Evaluate the characteristics, strengths and limitations of common assessment tools.	
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.	<ul style="list-style-type: none"> • Unit 1, Key Topic 2 • Unit 1, Key Topic 3
Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3



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Course: Health, Safety and Nutrition

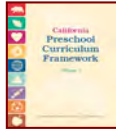
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Course: Health, Safety and Nutrition	 Unit 1 – Introduction to the Framework
Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.	
Identify health, safety, and environmental risks in children’s programs.	
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.	
Discuss the value of collaboration with families and the community.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	



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Course: Teaching in a Diverse Society

Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012) <i>Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.</i>	Instructional Guide Units, Domains, and Key Topics in Which CAP Student Learning Outcomes Are Addressed
Course: Teaching in a Diverse Society	 Unit 1 – Introduction to the Framework
Critique the multiple societal impacts on young children’s social identity.	
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.	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit
Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Evaluate the impact of personal experiences and social identity on teaching effectiveness.	
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1



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Course: Practicum-Field Experience

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Course: Practicum-Field Experience	 Unit 1 – Introduction to the Framework
Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
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.	<ul style="list-style-type: none"> • Unit 1, Key Topic 2
Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.	<ul style="list-style-type: none"> • Unit 1, Key Topic 3
Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.	<ul style="list-style-type: none"> • Unit 1, Key Topic 1
Critically assess one’s own teaching experiences to guide and inform practice.	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit
Additional Specific CAP Objectives and Course Content/Topics – See Appendix A	<ul style="list-style-type: none"> • Unit 1, Getting Ready for the Unit • Unit 1, Key Topic 1 • Unit 1, Key Topic 2 • Unit 1, Key Topic 3