



## **Health Domain**

### **Health – Learning Experience 1: Connecting to Our Own Health Habits**

#### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Objectives:

- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- Examine and evaluate the role of teachers and other professionals in facilitating children's.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- The role and influence of family and caregivers and social structures.

#### **Course: Child, Family and Community**

Student Learning Outcomes:

- Synthesize and analyze research regarding 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:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Teachers' and caregivers' influences on children and families.

#### **Course: Introduction to Curriculum**



Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

**Course: Introduction to Curriculum – Continued**

Objectives:

- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Unique roles and responsibilities of a teacher in an early childhood setting.
- Role of the teacher in fostering social attitudes, values and skills
- Teacher reflection and self evaluation as essential to curriculum development
- State standards, desired results, foundations, frameworks

**Course: Principles and Practices of Teaching Young Children**

Student Learning Outcomes:

- 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 an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.

Content and Topics:

- Unique roles of a teacher in an early childhood setting.

**Course: Observation and Assessment**

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

Content and Topics:

- How social context, health, well being, and the environment effect 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.
- Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.

Objectives:



- Identify environmental health and safety risks for children ages 0-5.

### **Course: Health, Safety and Nutrition – Continued**

#### Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- Responsibilities of teacher as role model of best health, safety and nutrition practices

### **Course: Teaching in a Diverse Society**

#### Student Learning Outcomes:

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

#### Objectives:

- Review professional ethics and responsibilities and legal implications of bias, prejudice and/or exclusion.

#### 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, families and colleagues

### **Course: Practicum-Field Experience**

#### Student Learning Outcomes:

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

#### Objectives:

- Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.

#### Content and Topics:

- Positive interactions with children and adults in primary language(s)
- Professional and ethical conduct
- Use State Learning Standards and Tools

## **Health – Learning Experience 2: Mind Mapping the Health Domain to Discover Out Connections to the Health Foundations**

### **Course: Child Growth and Development**

#### Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.



### **Course: Child Growth and Development – Continued**

Objectives:

- Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- Identify and describe risk factors that impact families and child at each major developmental stage.

Content and Topics:

- The role and influence of family and caregivers

### **Course: Child, Family and Community**

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.
- Critically assess community support services and agencies that are available to community and families.

Objectives:

- Explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty.
- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
- Socioeconomic factors that impact children and families: work, childcare, single parent families, poverty, incarceration, health, etc.

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- State standards, desired results, foundations, frameworks

### **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:

- Demonstrate awareness of developmental ages and stages.

#### Content and Topics:

- Addressing the needs of the whole child

### **Course: Health, Safety and Nutrition**

#### Student Learning Outcomes:

- 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.

#### Objectives:

- Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.

#### Content and Topics:

- Conditions affecting children’s health
- Common health issues (i.e. obesity, asthma, autism, allergies)

### **Course: Teaching in a Diverse Society**

#### Student Learning Outcomes:

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

#### Objectives:

- Identify teacher’s roles and responsibilities in creating a more just world for every child.
- Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.

#### 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, families and colleagues

### **Course: Practicum-Field Experience**

#### Student Learning Outcomes:

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

#### Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

#### Content and Topics:



- Use State Learning Standards and Tools

## **Health – Learning Experience 3: Piecing Together the Health Domain Content Puzzle**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Objectives:

- Demonstrate knowledge of current research findings as they apply to child 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

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

### **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:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

### **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.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
- Recognize a caregiver’s role and responsibility to model good health, safety and nutrition habits

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

### **Course: Practicum-Field Experience**

Student Learning Outcomes:

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

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Use State Learning Standards and Tools

## **Health – Learning Experience 4: Exploring the Content of the Health Domain Foundations**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.



### **Course: Child Growth and Development – Continued**

Objectives:

- Demonstrate knowledge of current research findings as they apply to child 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

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

### **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:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

### **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.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

### **Course: Health, Safety and Nutrition – Continued**

#### Objectives:

- Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits.

#### Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

### **Course: Practicum-Field Experience**

#### Student Learning Outcomes:

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

#### Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

#### Content and Topics:

- Use State Learning Standards and Tools

## **Health – Learning Experience 5: Conversations about Key Content in the Health Domain**

### **Course: Child Growth and Development**

#### Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

#### Objectives:

- Demonstrate knowledge of current research findings as they apply to child 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

### **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.

### **Course: Child, Family and Community – Continued**

Objectives:

- Identify early childhood practices that support all children and families.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- Teachers' and caregivers' influences on children and families

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Nutrition and cooking
- State standards, desired results, foundations, frameworks

### **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:

- Demonstrate awareness of developmental ages and stages.

Content and Topics:

- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care

### **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.



- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

### **Course: Health, Safety and Nutrition – Continued**

#### Objectives:

- Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
- Recognize a caregiver’s role and responsibility to model good health, safety and nutrition habits.

#### Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

### **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:

- Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families.

#### Content and Topics:

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

#### Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

#### Content and Topics:

- Use State Learning Standards and Tools

## **Health – Learning Experience 6: Linking the Research and Rationale for the Health Domain to Children’s Health Issues**

### **Course: Child Growth and Development**

#### Student Learning Outcomes:



- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

### **Course: Child Growth and Development – Continued**

#### Objectives:

- Examine and explain how bias can influence the research process.
- Examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment.
- Examine and evaluate the role of family in facilitating children’s development.
- Examine and evaluate the role of teachers and other professionals in facilitating children’s development.

#### Content and Topics:

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

### **Course: Child, Family and Community**

#### Student Learning Outcomes:

- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities.

#### Objectives:

- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Identify early childhood practices that support all children and families.

#### Content and Topics:

- Contemporary issues and their effect on children and families.

### **Course: Introduction to Curriculum**

#### Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children’s development and acquisition of knowledge and skills.

#### Objectives:

- Explain verbally and in writing, the sequence of play as central to development and learning for young children.

#### Content and Topics:

- Role of teacher as informed, caring, thoughtful decision maker

### **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 and compare effective policies, practices, and environments in early childhood settings.
- Compare and contrast theoretical perspectives.

**Course: Principles and Practices of Teaching Young Children – Continued**

Content and Topics:

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

**Course: Observation and Assessment**

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.

Objectives:

- Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.

Content and Topics:

- National and State standards for learning and assessment

**Course: Health, Safety and Nutrition**

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Research current health issues related to children and families.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- 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:

- Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings.

Content and Topics:

- Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors



### **Course: Practicum-Field Experience**

Student Learning Outcomes:

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

Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:

- Use State Learning Standards and Tools

## **Health – Learning Experience 7: Linking the Preschool Learning Foundations and Kindergarten Content Standards Related to Health**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Compare and contrast various theoretical frameworks that relate to the study of human development.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- Introduction to developmental perspective

### **Course: Child, Family and Community**

Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.



- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

### **Course: Child, Family and Community – Continued**

#### Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

### **Course: Introduction to Curriculum**

#### Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

#### Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

#### Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

### **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 and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

#### Content and Topics:

- Unique roles of a teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care



### **Course: Observation and Assessment**

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

### **Course: Observation and Assessment – Continued**

Objectives:

- Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- Planning for children’s health, safety, and nutrition education
- Physical fitness

### **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:

- Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.

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, families and colleagues

### **Course: Practicum-Field Experience**

Student Learning Outcomes:





- Integrate understandings of children's development and needs to develop 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.

### **Course: Practicum-Field Experience – Continued**

#### Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

#### Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

## **Health – Learning Experience 8: Reviewing the Research and Rationale for the Health Domain**

### **Course: Child Growth and Development**

#### Student Learning Outcomes:

- Compare and contrast various theoretical frameworks that relate to the study of human development.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

#### Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

#### Content and Topics:

- Introduction to developmental perspective

### **Course: Child, Family and Community**

#### Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.

#### Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.



- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

### **Course: Child, Family and Community – Continued**

#### Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

### **Course: Introduction to Curriculum**

#### Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

#### Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.

#### Content and Topics:

- Collaboration: all levels of staff; teaching staff and families; across classrooms
- State standards, desired results, foundations, frameworks

### **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 and examine the importance of collaboration.
- Explain child development as a profession, including ethics and professional organizations.

#### Content and Topics:

- Unique roles of a teacher in an early childhood setting



- Collaboration and partnerships with families, colleagues, and health care professionals—5 principles of family centered care

### **Course: Observation and Assessment**

Student Learning Outcomes:

- Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

### **Course: Observation and Assessment – Continued**

Objectives:

- Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.

Content and Topics:

- Identify differences in development and skills among children

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- Planning for children's health, safety, and nutrition education
- Physical fitness

### **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:

- Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.

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, families and colleagues



### **Course: Practicum-Field Experience**

#### Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop 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.

### **Course: Practicum-Field Experience – Continued**

#### Objectives:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

#### Content and Topics:

- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

## **Health – Learning Experience 9: Exploring the Impact of Families and Culture on Children’s Development of Health Practices**

### **Course: Child Growth and Development**

#### Student Learning Outcomes:

- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

#### Objectives:

- Examine and evaluate the role of family in facilitating children’s development.
- Examine and evaluate the role of teachers and other professionals in facilitating children’s development.
- Identify and describe risk factors that impact families and child at each major developmental stage.

#### Content and Topics:

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

### **Course: Child, Family and Community**

#### Student Learning Outcomes:

- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families.



Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.

### **Course: Child, Family and Community – Continued**

Content and Topics:

- Challenges and benefits of early childhood practices that support children and families: creating partnerships, sharing knowledge and expertise, two-way communication, sharing power and decision making, acknowledging and respecting diversity, and creating networks of support

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

Content and Topics:

- Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole
- Role of teacher as informed, caring, thoughtful decision maker

### **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:

- Define developmentally, culturally and linguistically appropriate practice.
- Identify and compare effective policies, practices, and environments in early childhood settings.
- Identify practices promoting positive classroom management, guidance, communication and problem solving skills.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- Addressing the needs of the whole child
- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice



- The role of shared reflective practice

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

### **Course: Health, Safety and Nutrition – Continued**

Objectives:

- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.
- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- Planning for children’s health, safety, and nutrition education
- Physical fitness

### **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:

- Explore and define issues of cultural identity including factors such as language, ethnicity, religion, immigration, and economic class - in relationship to children, families, and early childhood settings.

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, families and colleagues

### **Course: Practicum-Field Experience**

Student Learning Outcomes:

- Integrate understandings of children’s development and needs to develop 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:

- Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- Demonstrate professional behavior and preparation for the field of early childhood education.
- Demonstrate a professional level of competence in written and verbal expression.

Content and Topics:



- Professional and ethical conduct
- Use State Learning Standards and Tools
- Career Ladder

## **Health – Learning Experience 10: Identifying Family and Cultural Beliefs and Practices about Health**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children’s development.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Objectives:

- Investigate and explain sources of developmental change and reasons for disturbances in the developmental process.
- Demonstrate knowledge of current research findings as they apply to child development.

Content and Topics:

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

### **Course: Child, Family and Community**

Student Learning Outcomes:

- Critically assess community support services and agencies that are available to community and families.

Objectives:

- Demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization.
- Demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources.

Content and Topics:

- Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:



- Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

### **Course: Introduction to Curriculum – Continued**

#### Content and Topics:

- Teacher reflection and self evaluation as essential to curriculum development
- Current research
- State standards, desired results, foundations, frameworks

### **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 adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.

#### Content and Topics:

- Collaboration and partnerships with families, colleagues, and health care professionals– 5 principles of family centered care

### **Course: Health, Safety and Nutrition**

#### Student Learning Outcomes:

- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.

#### Objectives:

- Identify and discuss common health and safety issues in early childhood settings.
- Research current health issues related to children and families.

#### Content and Topics:

- Conditions affecting children's health

### **Course: Practicum-Field Experience**

#### Student Learning Outcomes:

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

#### Objectives:

- Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for *all* young children.





Content and Topics:

- Use State Learning Standards and Tools

## **Health – Learning Experience 11: Exploring Examples of the Health Foundations During Preschool Routines**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

- Observations applying theory and developmental norms to various ages

### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support *all* children.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children’s learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.
- Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children’s learning in a variety of curriculum content areas.

Content and Topics:

- Play as the central modality of young children’s learning
- Individual learning styles and modalities
- Observation and documentation as related to curriculum development
- Selecting activities, materials and equipment, meeting goals



- State standards, desired results, foundations, frameworks

### **Course: Principles and Practices of Teaching Young Children**

Student Learning Outcomes:

- Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

### **Course: Principles and Practices of Teaching Young Children – Continued**

Objectives:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- Play as a vehicle for development and learning
- The interrelationship of planning, observation, and assessment

### **Course: Observation and Assessment**

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children’s learning and development.

Objectives:

- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- Demonstrate knowledge of the role that observation and assessment play in intervention.

Content and Topics:

- National and State standards for learning and assessment
- Observation and assessment as a tool to create appropriate environments
- Portfolio collection (e.g., photos, art, writing), which makes visible children’s development and learning

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:

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

Objectives:

- Demonstrate effective strategies for evaluating health and safety policies and procedures.



- Write appropriate early childhood curriculum on the topics of health, safety, and nutrition appropriate for families and all children.

Content and Topics:

- N/A

### **Course: Practicum-Field Experience**

Student Learning Outcomes:

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

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Authentic assessment and documentation for all children
- Use State Learning Standards and Tools

## **Health – Learning Experience 12: Exploring *Scripts* for the Health Domain in the Early Care and Education Setting**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.

Objectives:

- Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds and their caregivers.
- Examine and evaluate the role of teachers and other professionals in facilitating children's development.

Content and Topics:

- The role and influence of family and caregivers
- 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

### **Course: Introduction to Curriculum**

Student Learning Outcomes:



- Evaluate the teachers' role in providing best and promising practices in early childhood programs.

Objectives:

- Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
- Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.

### **Course: Introduction to Curriculum – Continued**

Content and Topics:

- Role of the teacher in fostering social attitudes, values and skills
- State standards, desired results, foundations, frameworks

### **Course: Principles and Practices of Teaching Young Children**

Student Learning Outcomes:

- 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:

- Compare and contrast principles of positive guidance and identify strategies for different ages.
- Identify practices promoting positive classroom management, guidance, communication and problem solving skills.

Content and Topics:

- Importance of relationships and interactions

### **Course: Observation and Assessment**

Student Learning Outcomes:

- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development.

Objectives:

- Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and Stages).
- Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.

Content and Topics:

- Appropriate procedures of child observation
- Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:



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

Objectives:

- Recognize a caregiver's role and responsibility to model good health, safety and nutrition habits

**Course: Health, Safety and Nutrition – Continued**

Content and Topics:

- Responsibilities of teacher as role model of best health, safety and nutrition practices

**Course: Practicum-Field Experience**

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, 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:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)

**Health – Learning Experience 13:  
Exploring the Relationships of the Foundations in the Health Domain  
to Foundations in Other Domains**

**Course: Child Growth and Development**

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development at various stages.

Objectives:

- Examine ways in which developmental domains are continuous, sequential and interrelated.
- Examine and evaluate the role of play and its relationship to development at various stages.

Content and Topics:

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



### **Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.

### **Course: Introduction to Curriculum – Continued**

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

Content and Topics:

- Emergent curriculum, webbed curriculum, themes, project approach
- State standards, desired results, foundations, frameworks

### **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:

- Demonstrate awareness of developmental ages and stages.
- Describe the relationship of observation, planning, implementation, and assessment in effective programming.

Content and Topics:

- The interrelationship of planning, observation, and assessment

### **Course: Observation and Assessment**

Student Learning Outcomes:

- Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children.

Objectives:

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

Content and Topics:

- Appropriate procedures of child observation

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:



- 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.
- Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for children ages 0-5.

### **Course: Health, Safety and Nutrition – Continued**

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways
- 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 develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

Objectives:

- Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.

Content and Topics:

- Integration across curriculum and in collaboration w/team
- Use State Learning Standards and Tools

## **Health – Learning Experience 14: Exploring English-language Development in the Health Foundations: Critical Vocabulary**

### **Course: Child Growth and Development**

Student Learning Outcomes:

- Analyze how cultural, economic, political, historical contexts affect children’s development.

Objectives:

- Investigate and explain the process of bilingual development in children at various stages.

Content and Topics:

- Bilingual development and theories of language learning and bilingualism

### **Course: Child, Family and Community**

Student Learning Outcomes:

- Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.



Objectives:

- Identify early childhood practices that support all children and families.
- Demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.

Content and Topics:

- The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics

**Course: Child, Family and Community – Continued**

Content and Topics – Continued:

- The teacher’s role in researching the needs and family contexts of dual language learners, in particular

**Course: Introduction to Curriculum**

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.

Objectives:

- Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
- Design curriculum plans and activities to include support of home language as well as development of English as a second language.

Content and Topics:

- Impacts of language and culture on children’s play and learning
- Assessing all curriculum for access and appropriate inclusion approaches
- Innovative approaches

**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:

- Define developmentally, culturally and linguistically appropriate practice.
- Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
- Develop strategies to maintain communication and access with English language learning families and children.

Content and Topics:

- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice

**Course: Observation and Assessment**

Student Learning Outcomes:





- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics.

Objectives:

- Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.

### **Course: Observation and Assessment – Continued**

Content and Topics:

- National and State standards for learning and assessment

### **Course: Health, Safety and Nutrition**

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in programs for all young children 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 children ages 0-5.
- Identify and discuss common health and safety issues in early childhood settings.

Content and Topics:

- Promote good health with families, teachers and children involved in culturally linguistically and developmentally appropriate ways

### **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:

- Plan classroom environments, materials and approaches to effectively promote pride in one's own identity and delight and respect for social diversity.
- Evaluate inclusive classroom environments, materials and approaches that are developmentally, culturally and linguistically appropriate to specific groups of children.

Content and Topics:

- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

### **Course: Practicum-Field Experience**

Student Learning Outcomes:

- Evaluate the effectiveness of early childhood curriculum, classroom, 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:

- Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.

Content and Topics:

- Application of developmentally, culturally, linguistically appropriate practices
- Positive interactions with children and adults in primary language(s)