

Appendix A

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

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History–Social Science Domain











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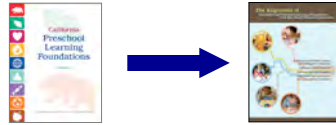
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Appendix A

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

To support faculty in decisions regarding how and where they can best use the *California Preschool Learning Foundations, Volume 3* in their course work or across their program, the Student Learning Outcomes (SLOs) developed by the Curriculum Alignment Project (CAP) (http://www.childdevelopment.org/cs/cdte/print/htdocs/services_cap.htm) for the eight core lower division early childhood courses have been mapped onto each learning experience in this instructional guide for consideration. Each Learning Experience Preview Page will provide the list of courses that have been mapped onto the specific learning experience.

The Curriculum Alignment Project's SLOs, objectives, and examples of course content and topics indicated for this instructional guide for the *California Preschool Learning Foundations, Volume 3* are found in this Appendix A. Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by domain. The location of the SLO Index is listed in the Table of Contents for this instructional guide.

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

To assist faculty in using these SLOs as supports for decision making, the instructional guide learning experiences are indexed first by *California Preschool Learning Foundations, Volume 3* domains then by CAP courses and SLOs so that faculty can select what is most relevant to their particular needs. Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome. Not all student learning outcomes map onto the specific content of the instructional guide.

California State University and University of California

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

History–Social Science Domain

History–Social Science – Learning Experience 1:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- 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 cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- Describe social issues, changes, and transitions that affect children, families, schools, and communities.

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.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- Role of family in children’s developmental outcomes
- Diverse family structures, parenting styles and values
- Teachers’ and caregivers’ influences on children and families

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.

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:

- The highly diverse world in which children now live
- Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

History–Social Science – Learning Experience 2:**Course: Child Growth and Development**

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- 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:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- Describe social issues, changes, and transitions that affect children, families, schools, and communities.

Course: Child, Family and Community - Continued

Student Learning Outcomes - Continued:

- 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.

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.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Describe contemporary social issues and their effects on families and children.
- Identify appropriate community resources that support children and families including at risk populations.

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
- Diverse family structures, parenting styles and values

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Explain the nature and processes of systemic and internalized privilege and oppression.
- Differentiate between various sources of diversity.

Content and Topics:

- The highly diverse world in which children now live
- Clarification of terms: Sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; trans-racial family, gay-lesbian family, extended family, adoptive family, foster family; etc.
- 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

History–Social Science – Learning Experience 3:

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:

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

Content and Topics:

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - 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.

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Identify the influence of daily schedules and routines on curriculum and activities.

Content and Topics:

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

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:

- Identify children’s developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Compare and contrast principles of positive guidance and interactions.

Content and Topics:

- Addressing the needs of the “whole child” (physical, cognitive, social-emotional)
- Positive guidance strategies

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critique the multiple societal impacts on young children’s social identity.
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
- Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using anti-bias approaches in the classroom.

Content and Topics:

- Issues of inequity and access as they relate to young children in a world of diversity
- How children think: pre-prejudice, impacts of silence, overt and covert social messages
- Clarification of terms: Sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; trans-racial family, gay-lesbian family, extended family, adoptive family, foster family; etc.
- Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

- 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.
- Integrate content areas and opportunities for development across the curriculum.
- Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.

Course: Practicum-Field Experience - Continued

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Positive interactions with children and adults
- Adaptations for children with diverse abilities, learning styles, and temperaments
- Content Areas
 - Social Studies
- Integration of content areas across Curriculum
- California State Learning Standards and tools

History–Social Science – Learning Experience 4:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
- Demonstrate knowledge of current research as it applies to child development.
- Examine and evaluate the role of family in facilitating children’s development.

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Investigative research methods:
 - Analysis
 - Presentation of findings
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 - Play-years development
- The role and influence of family and caregivers

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- 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.
- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status and institutions on children and families.
- Explore one’s own family history and examine how it affects one’s relationships with children and families.

Course: Child, Family and Community - Continued

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- Role of family in children's developmental outcomes
- Diverse family structures, parenting styles and values
- 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:

- 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:

- Developmental theory as it applies to curriculum development
- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
- Use of current research
- Strategies for family involvement
- 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:

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
- Compare and contrast principles of positive guidance and interactions.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Collaboration and partnerships with families, colleagues, and health care professionals

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

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

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:

- 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.

Objectives:

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

Content and Topics:

- The highly diverse world in which children now live
- Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

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.
- Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Positive interactions with children and adults
- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools
- Family involvement in early childhood programs

History–Social Science – Learning Experience 5:

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
- Investigative research methods:
 - Analysis

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Standards from legislation and accrediting groups
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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
- Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Professional development skills
- Content Areas:
 - Social Studies
- California State Learning Standards and tools

History–Social Science – Learning Experience 6:

Course: Child Growth and Development

Student Learning Outcomes:

- 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.

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:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- 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:

- Identify how the child as develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status and institutions on children and families.

Course: Child, Family and Community - Continued

Objectives - Continued:

- 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
- 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
- The role of group childcare and early schooling on socialization
- Contemporary social issues and their effect on children and families

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Develop one's teaching philosophy and professional goals.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Objectives:

- Identify the historical roots, learning theories and professional pathways in early childhood education including ethical and professional standards.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- Importance of positive teacher-child relationships and interactions
- Developing philosophy of Early Childhood

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

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:

- 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.

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.
- Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using anti-bias approaches in the classroom.

Content and Topics:

- The highly diverse world in which children now live
- How children think: pre-prejudice, impacts of silence, overt and covert social messages
- Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Integration of content areas across Curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

History–Social Science – Learning Experience 7:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

- 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 cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- 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.
- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status and institutions on children and families.
- Describe contemporary social issues and their effects on families and children.

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- Role of family in children's developmental outcomes
- Diverse family structures, parenting styles and values

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:

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

Content and Topics:

- Characteristics and roles of an effective teacher in an early childhood setting
- Collaboration and partnerships with families, colleagues, and health care professionals

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.

Content and Topics:

- The value of collaboration with families and professionals

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.

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:

- 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.

Objectives:

- Differentiate between various sources of diversity.
- Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using anti-bias approaches in the classroom.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- The highly diverse world in which children now live
- Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
- Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Integration of content areas across Curriculum
- California State Learning Standards and tools
- Family involvement in early childhood programs

History–Social Science – Learning Experience 8:

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

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- Describe effective strategies that empower families and encourage family involvement in children’s development.
- 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.

Objectives:

- Identify how the child as develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
- Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socioeconomic status and institutions on children and families.
- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.
- 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:

- Role of family in children’s developmental outcomes
- Diverse family structures, parenting styles and values

Course: Child, Family and Community - Continued

Content and Topics - Continued:

- Community agencies, referral systems, procedures and availability of specialized services and support for families and children including at-risk populations
- 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
- Stereotypes and assumptions and their effect upon the family, the culture and the professional community

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice

Course: Observation and Assessment

Student Learning Outcomes:

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

Course: Observation and Assessment - Continued

Objectives:

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

Content and Topics:

- The value of collaboration with families and professionals

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- 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.
- Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

- Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
- Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.

Content and Topics:

- The highly diverse world in which children now live
- Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, family groupings, culture, language and all "isms"
- Effects of dominant culture holiday curriculums; Examination of culturally and class embedded traditions of diverse groups
- 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.

Objectives:

- Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.

Content and Topics:

- Adaptations for children with diverse abilities, learning styles, and temperaments
- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

History–Social Science – Learning Experience 9:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Investigative research methods:
 - Observation
 - Analysis

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Innovative and best practices in teaching
- Use of current research
- The continuing cycle of observation, assessment, curriculum planning, documentation

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

Course: Principles and Practices of Teaching Young Children - Continued

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- Essentials of program planning and the interrelationship of planning, observation, and assessment

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.

Objectives:

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

Content and Topics:

- Differentiation between subjective and objective data collection and recording
- Appropriate methods of child observation, documentation, portfolio collection, and record keeping
- Observation as part of the on-going process of curriculum and planning that support all children

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Ongoing Curriculum Development Cycle:
 - Observation
- Integration of content areas across Curriculum
- Environment as a teaching and learning tool
- California State Learning Standards and tools

History–Social Science – Learning Experience 10:

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Interrelatedness of family, school and community as agents of socialization
- The influence of teachers’ and caregivers’ personal experience and family history on relationships with children and families
- The role of group childcare and early schooling on socialization

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Course: Principles and Practices of Teaching Young Children - Continued

Content and Topics:

- Current and historic models, influences, and approaches in the field of early childhood
- Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)

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

Objectives:

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

Content and Topics:

- The highly diverse world in which children now live
- Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, family groupings, culture, language and all “isms”
- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
- Effects of dominant culture holiday curriculums; Examination of culturally and class embedded traditions of diverse groups
- The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
- Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

Course: Practicum-Field Experience

Student Learning Outcomes:

- Integrate 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.
- Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.

Content and Topics:

- Content Areas:
 - Social Studies
- California State Learning Standards and tools

History–Social Science – Learning Experience 11:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Major current and historical theoretical frameworks of child development

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

History–Social Science – Learning Experience 12:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Course: Child Growth and Development - Continued

Content and Topics:

- Major current and historical theoretical frameworks of child development

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Science Domain

Science – Learning Experience 1:

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.

Objectives:

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

Content and Topics:

- 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
- Diverse family structures, parenting styles and values

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Planning for diverse learning styles, motivations, interests, and abilities
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

- Develop one’s teaching philosophy and professional goals.

Objectives:

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

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)

Course: Teaching in a Diverse Society

Student Learning Outcomes:

- Critique the multiple societal impacts on young children’s social identity.
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.

Objectives:

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

Content and Topics:

- The highly diverse world in which children now live
- 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:

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

Objectives:

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

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Content Areas:
 - Science
- California State Learning Standards and tools

Science – Learning Experience 2:

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.

Content and Topics:

- Investigative research methods: Observation
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level):
 - Play-years development

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
- Identify ways in which the environment functions as an essential component of curriculum.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Standards from legislation and accrediting groups
- The effect of environment on behavior

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.

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:

- Play as a vehicle for development and learning
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.

Objectives:

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

Content and Topics:

- Appropriate methods of child observation, documentation, portfolio collection, and record keeping

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience - Continued

Objectives:

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

Content and Topics:

- Content Areas:
 - Science
- California State Learning Standards and tools

Science – Learning Experience 3:

Course: Child Growth and Development

Student Learning Outcomes:

- Differentiate characteristics of typical and atypical development.

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Standards from legislation and accrediting groups
- Use of current research
- Content areas (math, science, literacy, social studies, creative arts)

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Course: Principles and Practices of Teaching Young Children - Continued

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
- 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
- California State Learning Standards and tools

Science – Learning Experience 4:**Course: Introduction to Curriculum**

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Standards from legislation and accrediting groups
- Innovative and best practices in teaching

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

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- Applying developmentally-appropriate practices to normative and atypical development

Course: Teaching in a Diverse Society

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

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.

Content and Topics:

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

Science – Learning Experience 5:**Course: Child Growth and Development**

Student Learning Outcomes:

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

Course: Child Growth and Development - Continued

Objectives:

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

Content and Topics:

- Major current and historical theoretical frameworks of child development
- Investigative research methods:
 - Analysis

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Standards from legislation and accrediting groups
- Use of current research

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

- 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
- Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
- Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Course: Practicum-Field Experience - Continued

Objectives:

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

Content and Topics:

- Content Areas:
 - Social Studies
- California State Learning Standards and tools

Science – Learning Experience 6:**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
- Investigative research methods:
 - Interviews
 - Surveys
 - Observation
 - Documentation
 - Analysis
 - Presentation of findings
 - Ethics, bias, and validity of research
- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level);
 - Play-years development.

Course: Introduction to Curriculum

Student Learning Outcomes:

- 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 development in all domains and learning in all content areas can be integrated across the curriculum.

Course: Introduction to Curriculum - Continued

Content and Topics:

- Developmental theory as it applies to curriculum development
- Innovative and best practices in teaching
- Use of current research

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

Objectives:

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

Content and Topics:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Integration of content areas across Curriculum
- California State Learning Standards and tools

Science – Learning Experience 7:**Course: Child Growth and Development**

Student Learning Outcomes:

- Identify cultural, economic, political, historical contexts affect children’s development.
- Differentiate characteristics of typical and atypical development.

Course: Child Growth and Development - Continued

Objectives:

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

Content and Topics:

- Investigative research methods:
 - Ethics, bias, and validity of research
- The role and influence of family and caregivers
- The role and influence cultural and societal impacts

Course: Child, Family and Community

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community.
- Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

Objectives:

- Identify how the child develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community.
- Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.

Content and Topics:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice

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.

Objectives:

- Differentiate between various sources of diversity.
- Identify and explore the overlapping influences of cultural identity and various “isms” as they relate to children, families, and early childhood settings.
- Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.

Content and Topics:

- The highly diverse world in which children now live
- Issues of inequity and access as they relate to young children in a world of diversity
- Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

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

Science – Learning Experience 8:

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

- Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.
- Identify appropriate community resources that support children and families including at risk populations.

Course: Child, Family and Community - Continued

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Innovative and best practices in teaching
- Use of current research
- Strategies for family involvement

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.

Objectives:

- Identify components of a play-based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
- Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.

Content and Topics:

- Play as a vehicle for development and learning
- Characteristics and roles of an effective teacher in an early childhood setting

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:

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

Content and Topics:

- 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:

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

Objectives:

- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
- Use professional written and verbal communication skills.

Content and Topics:

- California State Learning Standards and tools
- Family involvement in early childhood programs

Science – Learning Experience 9:**Course: Introduction to Curriculum**

Student Learning Outcomes:

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings for 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.
- Demonstrate how curriculum and environment can be designed and adapted for children’s unique and individual ages, stages, and needs.
- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Developmental theory as it applies to curriculum development
- Observation and assessment strategies as they apply to curriculum planning and evaluation
- Effective use of learning centers and integrated curriculum
- 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:

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

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

Content and Topics:

- Play as a vehicle for development and learning
- Characteristics and roles of an effective teacher in an early childhood setting
- Importance of positive teacher-child relationships and interactions
- The influence of environment on behavior and learning (environment as third teacher)

Course: Observation and Assessment

Student Learning Outcomes:

- Compare the purpose, value and use of formal and informal observation and assessment strategies.

Objectives:

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

Content and Topics:

- National and State standards for learning and assessment (e.g., NAEYC's position statement on assessment)
- 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:

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

Objectives:

- Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
- Integrate content areas and opportunities for development across the curriculum.

Content and Topics:

- Content Area:
 - Science
- Environment as a teaching and learning tool
- California State Learning Standards and tools

Science – Learning Experience 10:

Course: Child, Family and Community

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Demonstrate 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:

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

Course: Principles and Practices of Teaching Young Children

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- The importance of developmentally, culturally, linguistically appropriate practice
- The influence of environment on behavior and learning (environment as third teacher)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

- Integrate content areas and opportunities for development across the curriculum.
- Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.

Content and Topics:

- Application of developmentally, culturally, and linguistically appropriate practices
- Typical teaching and non-teaching activities in early childhood settings
- California State Learning Standards and tools

Science – Learning Experience 11:

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

- Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum.

Content and Topics:

- Innovative and best practices in teaching
- Effective use of learning centers and integrated curriculum
- 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:

- 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:

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

Content and Topics:

- Addressing the needs of the “whole child” in the (physical, cognitive, social-emotional)
- Characteristics and roles of an effective teacher in an early childhood setting

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Content Areas:
 - Literacy
 - Math
 - Science
- Integration of content areas across Curriculum
- California State Learning Standards and tools

Science – Learning Experience 12:

Course: Child Growth and Development

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Major current and historical theoretical frameworks of child development

Course: Health, Safety and Nutrition

Student Learning Outcomes:

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

Objectives:

- 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:

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

Course: Practicum-Field Experience

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

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

Overview of the Alignment Document Learning Experience

Course: Introduction to Curriculum

Student Learning Outcomes:

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

Objectives:

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

Content and Topics:

- Standards from legislation and accrediting groups
- 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)
- 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:

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

Content and Topics:

- Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
- Quality indicators of programs (e.g., accreditation, assessment tools)

Course: Practicum-Field Experience

Student Learning Outcomes:

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

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:

- Professional development skills
- Integration of content areas across Curriculum
- Environment as a teaching and learning tool
- State qualifications
- California State Learning Standards and tools