CDE/ECE Faculty Initiative Project Instructional Guide


Exploring the Overview of the Alignment of the California Preschool Learning Foundations with Key Early Education Resources Learning Experience
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Instructional Guide for the California Preschool Learning Foundations, Volume 3 (PLF, V3)

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Introduction to The Faculty Initiative Project:
Supporting Faculty

Responding to early childhood priorities in California, the Early Education and Support Division (formerly Child Development Division) of the California Department of Education has developed initiatives and published materials to support practitioners, young children, and families involved in early childhood education programs. The Faculty Initiative Project has been charged with supporting faculty in institutions of higher education across the state as they infuse these initiatives into their course work.

The purpose of the Faculty Initiative Project is to align and integrate essential content and competencies of key California Department of Education/Early Education and Support Division materials and initiatives with core early childhood education curriculum of the California Community College and the California State University systems. Faculty will have information and resources to integrate content of the California Department of Education initiatives and publications into unit-bearing course work required for the attainment of college certificates, permits granted by the Commission for Teacher Credentialing, and campus graduation requirements.

About the Instructional Guides:
Learning Experiences and Resources for Higher Education Faculty

To support faculty as they prepare the early care and education workforce in California to successfully meet the challenges and requirements of implementing recent California Department of Education/Early Education and Support Division (formerly CDD) initiatives and publications, the Faculty Initiative Project has been developing instructional guides to accompany several of these initiatives and publications. These instructional guides are intended to connect professional development in systems of higher education with the content of the California Department of Education/Early Education and Support Division initiatives and the following publications:


- *California Preschool Learning Foundations, Volume 1*

- *California Preschool Learning Foundations, Volume 2*

- *California Preschool Learning Foundations, Volume 3*
DRAFT July 1, 2014

- California Preschool Curriculum Framework, Volume 1
- California Preschool Curriculum Framework, Volume 2
- California Preschool Curriculum Framework, Volume 3

Instructional guides have been developed for these publications:

- California Preschool Learning Foundations, Volume 1
- California Preschool Learning Foundations, Volume 2
- California Preschool Curriculum Framework, Volume 1
- California Preschool Curriculum Framework, Volume 2

These instructional guides are available on the Faculty Initiative Project Web site, http://www.wested.org/facultyinitiative. The instructional guide for the California Preschool Learning Foundations, Volume 3 will be available on the Faculty Initiative Project Web site by the fall of 2014.

The instructional guides are developed to

- support the greatest possible utility across the complexity of California’s systems of higher education;
- maintain fidelity to the content of the Early Education and Support Division’s initiatives (formerly CDD);
- adhere to commonly accepted principles of adult learning;
- provide maximum flexibility for faculty;
- support faculty as decision makers; and
- allow faculty to select curricular content that suits their particular students, courses, and program needs.

The instructional guides are intended to help faculty acquaint college students who are preparing for work in preschool settings with California Department of Education/Early Education and Support Division publications. In the instructional guides, the word “students” refers to college students and not children in the preschool setting.
Purpose of the *Instructional Guide for the California Preschool Learning Foundations, Volume 3: Deepening Students’ Understanding of the Content of the Foundations*

The purpose of the Faculty Initiative Project’s *Instructional Guide for the California Preschool Learning Foundations, Volume 3* is to support faculty in deepening their students’ understanding of the foundations contained in the *California Preschool Learning Foundations, Volume 3*. This instructional guide provides suggested learning experiences and resources for use by faculty in community college and university courses in California. The learning experiences in the instructional guide are intended to promote college students’ development of knowledge and skills as well as to support the development of habits and skills for reflection.

“The foundations describe competencies—knowledge and skills—that most children can be expected to exhibit in a high-quality program as they complete their first or second year of preschool (California Preschool Learning Foundations, Volume 3, p. xi).” They provide research-based identification of the skills and knowledge children need to be successful in school and in life. The foundations themselves are neither curriculum nor assessment but can serve as guides to help teachers develop curriculum and assessment practices.


The *California Preschool Learning Foundations, Volume 3* addresses two domains of development and learning: history–social science and science. Each domain has a specific organizational format, but domains are generally organized as strands, substrands, foundations, and examples. The instructional guide also addresses each of the two domains. A map of each specific domain’s organizational format is provided with each domain in this instructional guide.

**Flexibility for Faculty:** *Choose, Adapt, Tailor*

The material in the instructional guide is intended to provide great flexibility to faculty. The following options are examples of ways faculty can use the instructional guide:
• Select relevant content and/or learning experiences based on course content and/or student learning outcomes

• Reorganize the active learning segments or select sections of the materials to fit their students and priorities

• Expand or minimize content

• Tailor content to their local needs (e.g., prevalent home language varies from region to region in California)

Learning experiences, active learning, and strategies are described broadly enough so that faculty can choose, adapt, tailor, and shape these to their own preferred teaching styles, their students, and/or their program needs. This flexibility is offered in the hope of providing maximum utility of the initiatives and publications that the California Department of Education/Early Education and Support Division is preparing for the early care and education community in California.

Because Volume 3 of the foundations completes the publication of California’s early learning and development foundations, there are a number of learning experiences that refer back to domains of learning and development that are found in previous volumes. Wherever possible, relevant page numbers as well as possible connections to the domains in California Preschool Learning Foundations, Volume 1 and California Preschool Learning Foundations, Volume 2 are provided.

When the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition) and the first volumes of the California Preschool Learning Foundations and the California Preschool Curriculum Framework were published, the terms “preschool English learners” and “English-language development” were used. Please note that this instructional guide is using the term “young dual language learners” instead of “preschool English learners” or “young English language learners” in order to be consistent with the current policy of the California Department of Education/Early Education and Support Division. However, the domain in the foundations and curriculum frameworks is still referred to as the “English-language development” domain.

**Features of the Instructional Guide for the California Preschool Learning Foundations, Volume 3**

**Student Learning Outcomes**

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/cdtc/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. At the beginning of each learning experience, the Preview of the Learning Experience 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* can be found in Appendix A of this instructional guide. Refer to Appendix A of this instructional guide for detailed and specific student learning outcomes, objectives, and examples of course content and topics. 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 eight early childhood courses. This is not an exhaustive list, and faculty might find ways to use the learning experiences to address SLOs in ways 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 and 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.

Refer to the Student Learning Outcomes Index for an overview of this instructional guide mapping listed by domain. Refer to Appendix A of this instructional guide for more detailed and specific student learning outcomes, objectives, and examples of course content and topics.

**Instructional Methodologies**

Each learning experience is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the foundations. It also provides another variable for faculty to use in deciding which learning experiences will best suit the needs of their students and programs. In this
instructional guide, these methodologies are identified for each learning experience and
are indexed so that faculty can get an overview of which methodologies are used across
all the learning experiences. The location of the Instructional Methodologies Index is
listed in the Table of Contents for this instructional guide. This index in this instructional
guide also includes, for the first time, working definitions of each of the instructional
methodologies used across the learning experiences.

**California Early Childhood Educator Competency Areas**
The Faculty Initiative Project will undertake a comprehensive process in the future to
map the content of the instructional guides to the California Early Childhood Educator
Competencies. In this instructional guide, competency areas are listed for each learning
experience that could be addressed in the learning experience. This list can be found at
the beginning of each learning experience on the page(s) labeled Preview of Learning
Experience 1 and so forth. These are preliminary connections and are not meant to be
exhaustive. Faculty will find more connections in their courses to both competency
areas and competency contexts as they become more familiar with them. They are
listed in this instructional guide as an initial exploration of how particular competency
areas might be addressed through these learning experiences. There is no index for
them in this instructional guide due to the preliminary nature of the mapping.

**Learning Experiences and Instructional Themes**
The instructional guide is composed of 25 learning experiences that can be used to
support students in learning about the foundations in the *California Preschool Learning
Foundations, Volume 3*. They are presented by domain, and each learning experience
is designed to address one of six instructional themes:

- Helping students connect to their own experiences with the domain
- Learning the content of the domain foundations
- Understanding the rationale and research base of the domain
- Connecting the domain to children’s families and cultural communities
- Exploring the foundations in the early care and education setting
- Connecting the foundations across domains

These themes are not explicitly identified within each learning experience. Because of
the holistic nature of development for children and for students, many of the learning
experiences cross themes. Nevertheless, to support faculty decision-making, the
dominant theme for each learning experience is identified in the Organizational Chart for
the Instructional Guide for the *California Preschool Learning Foundations, Volume 3*.
The location of this Organizational Chart can be found in the Table of Contents of this
instructional guide.
Structure of the Learning Experiences in the *Instructional Guide for the California Preschool Learning Foundations, Volume 3*

**Preview Page(s): Overview**
Each learning experience is introduced with a preview page(s) containing information that will help faculty get an overview of that learning experience. Each of these Preview of Learning Experience page(s) contains

- a focus statement that describes what students will experience in the learning experience,
- a list of the Curriculum Alignment Project (CAP) courses for which CAP student learning outcomes have been mapped onto the learning experience,
- a list of the instructional methodologies used in the learning experience, and
- a list of possible California Early Childhood Educator Competency Areas to consider that could be addressed in this learning experience.

**Before You Start: Information For Preparation**
Following the Preview of Learning Experience page(s), each learning experience begins with a section titled *Before You Start.* This section can be found on the first page of every learning experience following the preview page(s) and provides an overview to help faculty decide if this learning experience fits into their purpose and goals for a class session. In this section there might also be prior readings, background information, connections to other Early Education and Support Division (formerly CDD) publications, or logistical details to consider before engaging with students.

**Instructional Components**

**Information Delivery**
This component is designed to introduce specific content to students in the class setting. The delivery of information may be brief or long and may be composed of a single topic or several related topics. *Information Delivery* might include these elements:

- Lecture content
- Readings or video
- Direct engagement with content in an active way

**Active Learning**
This component describes learning sessions that can be conducted within the time frame of a single class or over several class sessions by individuals, pairs, small groups, or the whole class. These learning sessions are intended to be active,
thoughtful, challenging, and relevant to the content. Active learning is further divided into these segments:

- *Getting it started*
- *Keeping it going*
- *Taking it further*
- *Another approach/way*

Not every learning experience contains all of these segments of active learning. They are included when they are relevant and enhance learning or instructional possibilities.

**Reflection**
Questions for reflection are offered that will challenge students to reflect on their experiences with the content and process of the learning experience. These questions usually ask students to reflect on their experiences and then come to some action or make a decision based on those reflections. This is intended to establish habits of reflection in students that can be carried over to their work with colleagues and young children and families.

**Deeper Understanding**
Topics for additional study or research by students are included at the end of some learning experiences. Again, these are included as they are relevant and will enhance or extend learning. They are intended to take students into deeper engagement with the concepts, issues, and/or research base that are related to the content of the domain.

**Online Options**
Suggestions are made for ways to implement or adapt active learning to student work that is done online. This might be in online courses or as online assignments for face-to-face courses. These are not meant to be exhaustive but to indicate the kinds of adaptations that can be made to support faculty and students who work online.

**PowerPoint Presentations**
Throughout the instructional guide, you will sometimes see this symbol in the left margin of the instructional components. This symbol indicates that there are PowerPoint slides that correspond to a particular part of the learning experience.
Working Across the Nine Domains

Because Volume 3 of the California preschool learning foundations completes the publication of foundations for all nine domains of learning in the California early learning and development system, it presents some opportunities to work across all of the nine domains contained in Volumes 1, 2, and 3 of the California preschool learning foundations. There are many ways to do this, but this instructional guide, combined with previous instructional guides, provides some explicit ways to address all nine domains.

First, in every domain across the guides, there are several consistent learning experiences (called activities in the instructional guide for California Preschool Learning Foundations, Volume 1). The following three learning experiences (activities) can be found for each of the nine domains:

- Supporting students in learning the content of the domain by completing a puzzle of the domain components
- Supporting students in understanding that examples are not criteria and that children might demonstrate the foundations in a number of ways by asking students to develop example banks
- Supporting students in understanding how the foundations help prepare children for success in later schooling by linking the foundations to California kindergarten content standards

Because these learning experiences are available in each domain, they can be used in combination across selected multiple domains or all nine domains.

Additionally, there are specific learning experiences in each domain in this instructional guide that can be used, individually or in combination, to support students in exploring some ways in which the domains are connected. This is intended to support an understanding that learning in young children is integrated and multifaceted. Rather than attempting to connect each domain to every other domain, learning experiences were developed to highlight selected connections.

The following table illustrates what those learning experiences are and which domains in other volumes are specifically explored in connection with the two domains in Volume 3.
### Cross-Domain Coverage in the Instructional Guide for the California Preschool Learning Foundations, Volume 3

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<th>Learning Experience in the History–Social Science Domain</th>
<th>Learning Experience in the Science Domain</th>
<th>Domains from Volume 1 or Volume 2 That Are Explored in This Learning Experience</th>
<th>Methodology Used to Explore Across These Domains</th>
</tr>
</thead>
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<td>History–Social Science Learning Experience 11</td>
<td></td>
<td>• Social-Emotional Development • English-language Development</td>
<td>Students are asked to chart conceptual or behavioral relationships.</td>
</tr>
<tr>
<td>History–Social Science Learning Experience 12</td>
<td></td>
<td>• Visual and Performing Arts</td>
<td>Students are asked to demonstrate relationships by using the four strands of the visual and performing arts domain.</td>
</tr>
<tr>
<td>Science Learning Experience 11</td>
<td>Part 1 of this learning experience focuses on the three strands—Physical Sciences, Life Sciences, and Earth Sciences</td>
<td>• Mathematics</td>
<td>Students are asked to search for common vocabulary.</td>
</tr>
<tr>
<td>Science Learning Experience 11</td>
<td>Part 2 of this learning experience focuses on the strand of Scientific Inquiry</td>
<td>• Language and Literacy</td>
<td>Students are asked to search for common and mutually supportive skills and behaviors.</td>
</tr>
<tr>
<td>Science Learning Experience 12</td>
<td></td>
<td>• Physical Development • Health</td>
<td>Students develop a visual representation of connections of selected strands.</td>
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**Additional Thoughts**

The learning experiences in this guide are written to be adapted and, therefore, are not intended to be used as scripts. Each learning experience provides a framework within which faculty will need to plan and reflect on what will work best with their particular students.

The California Department of Education has published a resource guide titled *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*. This guide provides foundational information regarding language and literacy development in all children, with special attention to English-language development in children for whom English is not their home language. Many faculty have found this publication to be helpful in supporting their own students who are learning about the foundations and the language of early care and education. The Faculty Initiative Project has produced an instructional guide for this publication, the *Instructional Guide for the Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide (Second Edition)*, which is available online at [www.wested.org/facultyinitiative/pelguide.html](http://www.wested.org/facultyinitiative/pelguide.html).
### Instructional Themes and Relevant California Early Childhood Educator Competency Areas

#### Instructional Theme: Connect to Self and Experience

- **California ECE competency areas to consider:**
  - Child Development and Learning
  - Cultural, Diversity, and Equity
  - Family and Community Engagement
  - Observation, Screening, Assessment, and Documentation
  - Learning Environments and Curriculum
  - Professionalism

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<th>Science</th>
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<td>- ECE Competency Areas</td>
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<td>- Information delivery</td>
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<td>- Active learning</td>
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<td>- Reflection</td>
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<td>- Deeper understanding</td>
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#### Instructional Theme: Domain Content

- **California ECE competency areas to consider:**
  - Child Development and Learning
  - Cultural, Diversity, and Equity
  - Relationships, Interactions, and Guidance
  - Family and Community Engagement
  - Dual-Language Development
  - Special Needs and Inclusion
  - Learning Environments and Curriculum
  - Professionalism

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<td>- Deeper understanding</td>
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#### Instructional Theme: Research Base/Rationale

- **California ECE competency areas to consider:**
  - Child Development and Learning
  - Cultural, Diversity, and Equity
  - Relationships, Interactions, and Guidance
  - Family and Community Engagement
  - Observation, Screening, Assessment, and Documentation
  - Learning Environments and Curriculum
  - Health, Safety, and Nutrition
  - Leadership in Early Childhood Education
  - Professionalism
  - Administration and Supervision

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### Instructional Themes and Relevant California Early Childhood Educator Competency Areas

#### Instructional Theme: Family and Cultural Context

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#### Instructional Theme: Domain in ECE Settings

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#### Instructional Theme: Relating Across Domains

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<td>Reflection</td>
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<td>Deeper understanding</td>
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California Preschool Learning Foundations
Volume 3, Appendix B:
Exploring the Overview of the Alignment of the California Preschool Learning Foundations with Key Early Education Resources

Focus Statement

Students are provided opportunities to become acquainted with and/or explore more deeply the alignment of the California Preschool Learning Foundations with the California Infant/Toddler Learning and Development Foundations, California Kindergarten Content Standards, Common Core State Standards, and Head Start Child Development and Early Learning Framework.

Curriculum Alignment Project (CAP) Student Learning Outcomes

The Curriculum Alignment Project’s (CAP) lower division eight courses and student learning outcomes are mapped onto each instructional guide learning experience. See Appendix A for the specific student learning outcomes, objectives, and examples of course content and topics for the courses listed below.

- Introduction to Curriculum
- Principle and Practices of Teaching Young Children
- Practicum-Field Experience

Instructional Methodologies

- Class discussion
- Class presentation
- Creation of visual representation
- Lecture
- Pairs or small groups
- Panel/guest speaker
- Reflective discussion
California Early Childhood Educator Competency Areas to Consider

The Faculty Initiative Project will undertake a comprehensive process in the future to map the content of the instructional guides to the California Department of Education, Early Education and Support Division’s *California Early Childhood Educator Competencies*. The Competency Areas to Consider” below are listed in this instructional guide as a preliminary exploration of how particular competency areas might be addressed through these learning experiences.

- Child Development and Learning
- Dual-Language Development
- Special Needs and Inclusion
- Learning Environments and Curriculum
- Health, Safety, and Nutrition
- Leadership in Early Childhood Education
- Professionalism
- Administration and Supervision
Before You Start

The California Preschool Learning Foundations, Volume 3, contains an appendix that addresses the alignment of the foundations with key early education resources (Appendix B, pp. 113–166). The appendix contains an overview of alignment work that the California Department of Education completed to respond to the following question: “How do the preschool learning foundations align with the infant/toddler learning and development foundations, the kindergarten content standards, the CCSS [Common Core State Standards], and the Head Start Learning Framework (California Preschool Learning Foundations, Volume 3, p. 114)?”

It is important to recognize that the appendix is an overview. The full alignment document can be found at http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf. The full 218-page document can be viewed online or downloaded as a PDF document.

The overview of the alignment document in Volume 3 of the California Preschool Learning Foundations does not address any alignment at a level below the level of domains and strands. A description of the alignment at the level of the individual foundations is available in the full document.

The overview in Volume 3 first reviews the alignment of each domain of the preschool foundations to the other three related initiatives in California: Infant/Toddler Learning and Development Foundations, Common Core State Standards, and California Content Standards for Kindergarten. This alignment is presented on pages 117–160.

Keep in mind that alignment to the Common Core State Standards is available for only two domains of the preschool foundations: mathematics and language and literacy. Other domains are aligned with California Content Standards for Kindergarten. This alignment is presented in the tables in Appendix B of the California Preschool Learning Foundations, Volume 3, especially in Table 1 on page 115.

Then, a separate alignment between California preschool foundations and the Head Start Child Development and Early Learning Framework is covered on pages 161–165.

This learning experience is designed to support students in exploring what is in the overview of the alignment document in the California Preschool Learning Foundations.
Volume 3, Appendix B and to help them understand the relation of the foundations to other key early education resources. It is not designed as an in-depth exploration of the full-length alignment document.

It is recommended that faculty be familiar with, and have available, copies of the documents to which the preschool learning foundations are aligned. These resources would include the California Infant/Toddler Learning and Development Foundations, the Common Core State Standards, California Content Standards for Kindergarten and the Head Start Child Development and Early Learning Framework. All of these documents are available for viewing online or for download:

- **California Infant/Toddler Learning and Development Foundations**

- **Common Core State Standards**
  [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

- **California Content Standards for Kindergarten**
  [http://www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

- **Head Start Child Development and Early Learning Framework** (2010 revised versions in English and Spanish used in the alignment document)

In addition, a version of the alignment with the Head Start frameworks as the base can be accessed at

This learning experience is divided into three parts. These three parts can be addressed singly, as a sequence, or in any combination that fits the students and their knowledge base, experience, and needs.

If instructors choose to provide their students with a brief introduction to the alignment overview, it can be done with Part I. If this is the only segment of this learning experience that will be used with students, it could also be a written assignment or done online.

Part II will support students in going deeper into specific domains of the foundations and exploring how they are aligned with other key resources and engaging students in some critical thinking regarding these alignments.

Part III will give students an opportunity to explore how the preschool foundations specifically relate to the Head Start framework.

The reflection questions that bring the learning experience to a close can be used after any or all parts.
Three handouts are provided with this learning experience. Handout 1 shows the cover or cover page of the California early education resources—the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations Volumes 1 – 3, the California Common Core State Standards, and the California Kindergarten Content Standards. Handout 2 is a graphic of the Head Start Learning and Development Framework. Handout 3 is Table 1 from Appendix B of the California Preschool Learning Foundations, Volume 3, found on page 115. Electronic versions of these handouts will be available when this instructional guide is online at www.wested.org/facultyinitiative.

Active Learning

Part I: Becoming acquainted with the alignment document

Direct students to pages 113–117 of the California Preschool Learning Foundations, Volume 3. Introduce them to the alignment document and to the other resources addressed in it. Instructors may wish to show students Handout 1 and Handout 2, included with this learning experience, which provide a visual orientation to the resources.

Much of the information in the first paragraphs of the “Before You Start” section of this learning experience can be used for this purpose, especially the following three paragraphs:

The overview of the alignment document in Volume 3 of the California Preschool Learning Foundations first reviews the alignment of each domain of the preschool foundations to the other three initiatives in California: Infant Learning and Development Foundations, Common Core State Standards, and California Content Standards for Kindergarten. This alignment is done on pages 117 through 160.

Keep in mind that alignment to the Common Core State Standards is available for only two domains of the preschool foundations: mathematics and language and literacy. Other domains are aligned with California Content Standards for Kindergarten. This alignment is presented in a clear way in the tables in the Appendix B of the California Preschool Learning Foundations, Volume 3, especially in Table 1 on page 115.

Then, a separate alignment between California preschool foundations and the Head Start Child Development and Early Learning Framework is covered on pages 161–165.

Emphasize that the alignment lets us know how California’s research-based preschool foundations are consistent with other...
systems of learning and development in the early years and support *California’s Kindergarten Content Standards*.

The alignment provides opportunities to see that California’s foundations

- are related to other initiatives across the nation,
- share the perspective of other systems about early learning and development, and
- link us to broader contexts in the nation’s efforts relating to early learning and development.

Ask students to read through pages 113 up to the last paragraph on 117 of Appendix B of the *California Preschool Learning Foundations, Volume 3*, and think of at least one question that they have about what they have read.

Also ask them to look at Handout 3 or Table 1 on page 115 and think of at least one thing they learn by looking at the table.

Give them some time to do this, and then ask them to report their questions and statements to the whole group. Individuals could make oral statements to the whole group, or each individual could report to one other individual and they could report orally as a pair. If the decision is made to further engage students in exploring the overview of the alignment document, proceed to Part II.

**Part II: Deeper engagement with the alignment document**

Ask students to look at Handout 3 or Table 1 on page 115 of Appendix B of the *California Preschool Learning Foundations, Volume 3*. This table summarizes the alignment of each of the nine domains of the preschool learning foundations with three other key California resources.

Organize students into pairs. Assign at least one domain to each pair. Depending on the number of student pairs, instructors might have to assign more than one domain to each pair or assign each domain to more than one pair. Ask each pair to work on the following questions:

- Where do you see strong similarities or differences across the resources?
- Why do you suppose this is the case for your assigned domain(s)? For example, are there some reasons why one resource might emphasize particular skills and understandings and another one not do so?
• What are some advantages to the field of early care and education in California of having the preschool learning foundations aligned with the other three resource documents for this domain?

• What might be some cautions in looking across the resource documents?

• How does this continuum help us understand children’s development from birth to five in this domain?

• How does this alignment support children’s optimal development in preparation for successful experiences in kindergarten and beyond?

These questions can be addressed in a number of ways depending on the knowledge and experience of students, time available, and the focus of the particular course in which this is being presented.

• Pairs can work on the questions and report orally to the whole group.

• Responses to the questions could be organized on a whiteboard, large chart paper, or other highly visible media, and responses could then be compared across domains and/or across pairs’ interpretations.

• Students could develop poster presentations that would highlight their findings and include responses to the questions.

• The questions could also be used for a panel discussion or as an assignment for individual interviews, with local administrators and/or center directors as a panel of interviewees. Additional questions could be developed in class.

• Each pair can team up with another pair and discuss similarities and differences in the alignments relating to their domains.

After students present their findings to the whole class, in whatever format has been chosen, move to Part III or to the questions for reflection that follow Part III.

Part III: Alignment of the preschool learning foundations with the Head Start framework

The last two columns in Handout 3 or Table 1 on page 115 of Appendix B of the *California Preschool Learning Foundations, Volume 3* indicate how the *Head Start Child Development and Early Learning Framework* aligns with California’s preschool learning foundations. Direct students’ attention to those columns and emphasize that Head Start is included in the alignment
because it is an important national program for young children. It is important to recognize the consistency between the two programs.

As stated in bold on page 162 in the *California Preschool Learning Foundations, Volume 3*, the “alignment shows the ways in which these two sources correspond in content and share similar goals for children in all areas of learning and development.”

Remind students that Head Start’s framework is aligned with the California preschool foundations that describe what children will achieve with optimal support at **48 months**, which is the midpoint of the age range represented in the Head Start framework.

Also direct students to Table 14, page 164 of the *California Preschool Learning Foundations, Volume 3*, to see how the organization of the two resources is similar but with some differences. Table 13, on page 163, shows how similar the domains are in the two documents and also where there are additional domains in the Head Start framework. Within those additional domains, there is content that corresponds to content in California’s preschool foundations but might be placed differently in the organization of the Head Start framework. The main point to emphasize is that there is great similarity and, even when something might have a slightly different emphasis or location in the documents, the overall correspondence is very strong.

Let students know that they will be looking closer at this alignment. They will use the tables in Appendix B of the *California Preschool Learning Foundations, Volume 3*, on pages 119–160 to explore the alignment of the preschool foundations with the Head Start framework. There is a table for each domain, and the preschool foundations are in the middle column of each table.

Here are the page numbers for the relevant tables:

- Social-Emotional Development: pages 119–120
- Language and Literacy: pages 123–124
- English Language Development: pages 130–131
- Mathematics: pages 134–136
- Visual and Performing Arts: pages 142–144
- Physical Development: pages 147–148
- Health: pages 151–152
- History–Social Science: pages 155–156
- Science: pages 159–160
Note that there are additional tables for language and literacy and mathematics because they are also aligned with common core standards, which none of the other domains are.

Assign students to one domain of the foundations. This exercise will work better in pairs or small groups, because students will have to make decisions that will be helped by discussion with their peers. Have students find the table for their assigned domain. Handout 2 provided with this learning experience presents a graphic of the Head Start framework. For their assigned domain in the preschool foundations, ask students to find the domain elements in the framework that correspond to strands and substrands in the foundations. If they do not immediately find the correspondence in the domains with the same name, ask them to look in other domains of the framework. Handout 3 or Table 1, on page 115 in Appendix B of the California Preschool Learning Foundations, Volume 3 should help them find as many matches as they can.

Ask students to note where there are direct correspondences between the two documents and where strands, substrands, or domain elements might be located in different domains. As they do this, ask them to consider these two questions:

- Why might there be these differences?
- What might be some advantages to the field of early care and education in California of having the preschool learning foundations aligned with the Head Start framework?

When they have had some time to work on their domains, reconvene the whole group and ask for their responses to the two questions.

Reflection

Questions for Reflection
Following any of the three parts of this learning experience, these questions can be used for reflection:

- What stands out to you about these alignments?
- What does this alignment document suggest about the field of early care and education?
- How will this exploration of the alignment document affect your work in the field of early care and education?
- What more would you like to know about the resources other than the preschool foundations?
- How can you find out more about them?
California Early Education Resources Visual
The Alignment of
the California Preschool Learning Foundations
with Key Early Education Resources

California Infant/Toddler Learning and Development Foundations
California Content Standards
Common Core State Standards
Head Start Child Development and Early Learning Framework
The Head Start Child Development and Early Learning Framework Graphic
# Table 1

## Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

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<td>Social–Emotional Development</td>
<td>Social–Emotional Development</td>
<td>Health Education</td>
<td>Social &amp; Emotional Development</td>
<td>Approaches to Learning</td>
<td>Logic &amp; Reasoning</td>
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<td>Physical Development &amp; Health</td>
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California Preschool Learning Foundations

Alignment Document Resources

California Infant/Toddler Learning and Development Foundations

Common Core State Standards
http://www.cde.ca.gov/be/st/ss/
California Preschool Learning Foundations

Alignment Document Resources

California Content Standards for Kindergarten
http://www.cde.ca.gov/be/st/ss/

Head Start Child Development and Early Learning Framework (2010, revised)

The alignment shows how California’s research-based preschool foundations:

• Are consistent with other systems of learning and development in the early years.
• Support California’s Kindergarten Content Standards.
• Are related to other initiatives across the nation.
### Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

<table>
<thead>
<tr>
<th>Domains</th>
<th>California Infant/Toddler Learning and Development Foundations</th>
<th>California Kindergarten Content Standards</th>
<th>California Core State Standards</th>
<th>Head Start Child Development and Early Learning Framework</th>
<th>Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content</th>
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<tr>
<td>Social–Emotional Development</td>
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<td>Approaches to Learning, Logic &amp; Reasoning</td>
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<td>Logic &amp; Reasoning</td>
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</table>

### California Preschool Learning Foundations

**Overview of the Alignment:**

- Read page 113 to the last paragraph on page 117 of Appendix B.
- Think of at least one question about what you have read.
- Look at Table 1 on page 115.
- Identify one thing you learned.
California Preschool Learning Foundations

- Where do you see strong similarities or differences across the resources?
- Why do you suppose this is the case for your assigned domain(s)?
- Are there some reasons why one resource might emphasize particular skills and understandings and another one not do so?

California Preschool Learning Foundations

- What are some advantages to the field of early care and education in California of having the preschool learning foundations aligned with the other resource documents for this domain?
- What might be some cautions in looking across the resource documents?
California Preschool Learning Foundations

- How does this continuum help us understand children’s development from birth to five in this domain?
- How does this alignment support children’s optimal development in preparation for successful experiences in kindergarten and beyond?

Alignment with the Head Start Framework

- Social-Emotional Development: pp. 119–120
- Language and Literacy: pp. 123–124
- English Language Development: pp. 130–131
- Visual and Performing Arts: pp. 142–144
California Preschool Learning Foundations

Alignment with the Head Start Framework

- Physical Development: pp. 147–148
- Health: pp. 151–152
- History–Social Science: pp. 155–156
- Science: pp. 159–160

Where are there direct correspondences between the two documents?

Are there areas where strands, substrands, or domain elements are located in different domains?
California Preschool Learning Foundations

- What stands out about the alignments?
- What does this alignment document suggest about the field of early care and education?

How will this exploration affect your work in early care and education?
- What more would you like to know about the resources?
- How can you find out more about them?
Instructional Methodologies Definitions

Instructional Methodologies Definitions for the *Instructional Guide for the California Preschool Learning Foundations, Volume 3*

In this instructional guide, a variety of instructional methodologies have been suggested across all learning experiences. The intention is to provide instructors with access to diverse instructional methodologies that will enrich the experiences of their students and also support meeting program or college requirements for engaging students in a variety of methodologies. In the preview page(s) for each learning experience, the instructional methodologies that are used during that learning experience are listed. These methodologies are indexed in the Instructional Methodologies Index, so that instructors can make decisions based on which methodologies they prefer to use with their students. The following list provides working definitions for each of the methodologies referred to in the instructional guide. These working definitions provide instructors with an understanding of what is meant in this instructional guide by each term. They are not intended as definitive or exhaustive and refer only to the way in which they are used in this instructional guide.

**Book review**
Students are asked to indicate, in writing, how well they understood the contents of a book, how they think about it, and possibly how it connects to their work and/or experience.

**Brainstorming**
Students generate thoughts or ideas within a group without judgment as to the merits of what is generated.

**Categorizing**
Students put objects, thoughts, ideas, or concepts into groups based on overarching themes, theories, frameworks, likenesses, or differences.

**Class discussion**
All students participate in sharing of ideas/points of view, asking questions, and responding to others. This is often guided by an initial instructional question or prompt.

**Class presentation**
An individual student or small or larger group of students shares, performs, or presents material or a project that is related to an assigned or chosen topic.

**Conversation grid**
Students use a grid as a basis to facilitate discussion and learning. The conversation grid can be used to record notes, record answers, and/or raise additional questions.
Creation of a visual representation
Students develop a way to visually show a specific idea or concept. This can be a chart, table, graphic, poster, PowerPoint presentation, sculpture, collage, video, diorama, or any other medium that visually represents a concept, theory, practice, or idea.

Development of a resource tool
Students create a collection of relevant resources and/or information relating to a specific topic to be shared and used as a resource for other teachers or students.

Game
Students participate in interactive playful activities—focused on specific content or learning outcomes—that facilitate students’ exploration of a topic and/or skill.

Interview
Students conduct a question-and-answer session with a content expert, such as an early care and education professional or parent.

Jigsaw reading
Pairs or small groups of students are given sections of an article or text chapter to read and then find a creative and meaningful way to share the content with their peers.

Lecture
Instructors present an organized verbal presentation of ideas and/or information related to a specific topic. A PowerPoint presentation or other forms of visual support may accompany this.

Literature review
Students explore what a variety of authors have to say about a topic or question that is either selected by the student or assigned by the faculty.

Notetaking outline or guide
Students are provided with a form that supports their focus on the key points covered. This may be a form with the key points listed along with spaces for students to add information gained from the lecture, readings, or discussion or a form on which students list key points and add the information.

Observations
Students are asked to actively look at, listen to, and think about something, such as a classroom, child/ren, or teacher-child interactions. As observers, they do not participate in the setting or interfere with those around them. Observations may be conducted via video or in actual settings.

Pairs or small groups
Students are organized into pairs or groups of three to five for the purpose of completing a task such as having a discussion, solving a problem, preparing and implementing a presentation, and/or creating a resource or visual display.
Panel/guest speaker
Content experts come to class to share their knowledge and experiences on topics related to course content.

Peer review and feedback
Other individuals with similar characteristics—such as class members, co-teachers, or parents—review and share thoughts, identify strengths, and suggest areas of improvement with the peer member about his/her work, project, or presentation.

Personal reflection
An individual student or group of students engages in remembering details and thinking about an occurrence or experience. This requires one to consider one’s own role, behaviors, thoughts, and/or feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future.

Photo observation
Students explore a photograph, usually used to illustrate a concept or idea or to document an exercise or activity.

Problem solving
Students work on a solution to one or a series of tasks, questions, or problems. Problem solving may be done individually or as a group or class.

Reflective discussion
Following a learning experience, students engage in a discussion or talk about details and think about an event or experience that has occurred. The process requires students to consider their own role, behaviors, thoughts, and feelings in a particular situation or experience, as well as how one might apply the knowledge and understanding from the reflection to a new situation in the future. A reflective discussion might be facilitated by questions or prompts to guide and encourage participants to actively participate in reflection.

Role playing
Students take on a role in an activity and act it out.

Short paper or report
Students write a short paper that focuses on a specific topic or question.

Video observation
Students observe video for the purposes of documentation, understanding, and discussion.
Instructional Methodologies Index

Instructional Methodologies Indexed with the *Instructional Guide for the California Preschool Learning Foundations, Volume 3*

Each learning experience is written to include a variety of instructional methodologies. This is intended to provide varied learning experiences for students as they encounter the preschool learning foundations. It also provides another variable for faculty to use in deciding which learning experiences will best suit the needs of their students and programs.

In this instructional guide, these methodologies are identified for each learning experience on its preview page(s). The instructional methodologies and are also indexed so that faculty can get an overview of which methodologies are used across all domains and learning experiences.

To locate page numbers for each learning experience listed in the following index, refer to the instructional guide Table of Contents.
# Instructional Methodologies Indexed with the Instructional Guide for the California Preschool Learning Foundations, Volume 3

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<td>• Exploring the Overview of the Alignment Learning Experience</td>
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<td>Class Presentation</td>
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Student Learning Outcomes Index

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 deciding 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) for the eight core lower division early childhood courses have been mapped onto the learning experiences for each domain in this instructional guide. Each Learning Experience Preview Page provides course suggestions for instructor consideration.

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

Appendix A is a listing of the suggested CAP lower division eight courses for all learning experiences in this instructional guide with the addition of the student learning outcomes, objectives, and examples of course content and topics. 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 locate page numbers for each learning experience listed in the following index, refer to the Instructional Guide Table of Contents.

*California State University and University of California*

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

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<td><strong>Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.</strong></td>
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<tr>
<td><strong>Course: Introduction to Curriculum</strong></td>
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<tr>
<td>Recognize developmentally appropriate teaching strategies and apply them in supervised settings for young children.</td>
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<tr>
<td>Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.</td>
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<tr>
<td>Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.</td>
<td>• Overview of the Alignment Document Learning Experience</td>
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<tr>
<td>Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.</td>
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<tr>
<td>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</td>
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Note to faculty: See Appendix A for a detailed list of the CAP Student Learning Outcomes, Objectives, and Course Content/Topics indicated for this instructional guide’s learning experiences.
### Course: Principles and Practices of Teaching Young Children

#### Curriculum Alignment Project’s (CAP) Lower Division Eight Courses and Student Learning Outcomes (Revised February 2012)

Student learning outcomes are matched to specific learning experiences in the instructional guide that will support attainment of that outcome.

<table>
<thead>
<tr>
<th>Course: Principles and Practices of Teaching Young Children</th>
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<tr>
<td>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.</td>
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<tr>
<td>Develop one’s teaching philosophy and professional goals.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.</td>
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<tr>
<td>Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.</td>
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<tr>
<td>Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.</td>
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<tr>
<td>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</td>
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#### Overview of the Alignment Document Learning Experience and CAP Student Learning Outcomes

- Overview of the Alignment Document Learning Experience
### Course: Practicum-Field Experience

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<tr>
<td><strong>Integrate understanding of children’s development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.</strong></td>
<td>• Overview of the Alignment Document Learning Experience</td>
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<tr>
<td><strong>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.</strong></td>
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<tr>
<td><strong>Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.</strong></td>
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<tr>
<td><strong>Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.</strong></td>
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<tr>
<td><strong>Critically assess one’s own teaching experiences to guide and inform practice.</strong></td>
<td>• Overview of the Alignment Document Learning Experience</td>
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<tr>
<td><strong>Additional Specific CAP Objectives and Course Content/Topics – See Appendix A</strong></td>
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Student learning outcomes are matched to specific units, domains, and key topics in the instructional guide that will support attainment of that outcome.
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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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/cdtc/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:
  o 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:
  o 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:
  o Observation
  o 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:
  o 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:
  o 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):
  o 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:
  o 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).
  o 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:
  o 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:
  o 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:
  o 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:
  o 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:
  o Interviews
  o Surveys
  o Observation
  o Documentation
  o Analysis
  o Presentation of findings
  o 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);
  o 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:
  o 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
## History–Social Science

### Self and Society

#### 1.0 Culture and Diversity

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.</td>
<td>1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.</td>
</tr>
</tbody>
</table>

#### 2.0 Relationships

| 2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers. | 2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive. |

#### 3.0 Social Roles and Occupations

| 3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles. | 3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income. |

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### Becoming a Preschool Community Member (Civics)

#### 1.0 Skills for Democratic Participation

<table>
<thead>
<tr>
<th>at around 48 months of age</th>
<th>at around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.</td>
<td>1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.</td>
</tr>
</tbody>
</table>

#### 2.0 Responsible Conduct

| 2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset. | 2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others’ behavior to ensure that others also fit in with group expectations. |

#### 3.0 Fairness and Respect for Other People

| 3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order. | 3.1 Pay attention to others’ feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others. |

#### 4.0 Conflict Resolution

| 4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs. | 4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result. |
### Sense of Time
(History)

#### 1.0 Understanding Past Events

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.</td>
<td>1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.</td>
</tr>
</tbody>
</table>

#### 2.0 Anticipating and Planning Future Events

| 2.1 Anticipate events in familiar situations in the near future, with adult assistance. | 2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs. |

#### 3.0 Personal History

| 3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences. | 3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences. |

#### 4.0 Historical Changes in People and the World

| 4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline. | 4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other. |

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# Sense of Place
(Geography and Ecology)

## 1.0 Navigating Familiar Locations

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).</td>
<td><strong>1.1</strong> Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.</td>
</tr>
</tbody>
</table>

## 2.0 Caring for the Natural World

| **2.1** Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals. | **2.1** Show an interest in a wider range of natural phenomena, including those not directly experienced (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans). |

## 3.0 Understanding the Physical World Through Drawings and Maps

| **3.1** Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols. | **3.1** Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance. |

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## Marketplace (Economics)

### 1.0 Exchange

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.</td>
<td>1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).</td>
</tr>
</tbody>
</table>

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## Science

### Scientific Inquiry

<table>
<thead>
<tr>
<th>1.0 Observation and Investigation</th>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> Demonstrate curiosity and raise simple questions about objects and events in their environment.</td>
<td>1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.</td>
<td></td>
</tr>
<tr>
<td><strong>1.2</strong> Observe objects and events in the environment and describe them.</td>
<td>1.2 Observe objects and events in the environment and describe them in greater detail.</td>
<td></td>
</tr>
<tr>
<td><strong>1.3</strong> Begin to identify and use, with adult support, some observation and measurement tools.</td>
<td>1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.</td>
<td></td>
</tr>
<tr>
<td><strong>1.4</strong> Compare and contrast objects and events and begin to describe similarities and differences.</td>
<td>1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.</td>
<td></td>
</tr>
<tr>
<td><strong>1.5</strong> Make predictions and check them, with adult support, through concrete experiences.</td>
<td>1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).</td>
<td></td>
</tr>
<tr>
<td><strong>1.6</strong> Make inferences and form generalizations based on evidence.</td>
<td>1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.</td>
<td></td>
</tr>
</tbody>
</table>

1. Other related scientific processes, such as classifying, ordering, and measuring, are addressed in the foundations for mathematics.

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## 2.0 Documentation and Communication

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.</td>
<td>2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.</td>
</tr>
<tr>
<td>2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.</td>
<td>2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.</td>
</tr>
</tbody>
</table>

## Physical Sciences

### 1.0 Properties and Characteristics of Nonliving Objects and Materials

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</td>
<td>1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</td>
</tr>
</tbody>
</table>

### 2.0 Changes in Nonliving Objects and Materials

| 2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature). | 2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature). |
### 2.0 Changes in Nonliving Objects and Materials (continued)

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing, pulling, rolling, dropping) on making objects move.</td>
<td>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</td>
</tr>
</tbody>
</table>

### Life Sciences

#### 1.0 Properties and Characteristics of Living Things

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.</td>
<td>1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.</td>
</tr>
<tr>
<td>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
<td>1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</td>
</tr>
<tr>
<td>1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.</td>
<td>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</td>
</tr>
<tr>
<td>1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.</td>
<td>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.</td>
</tr>
</tbody>
</table>

---

2. The knowledge of body parts is also addressed in the California Preschool Foundations (Volume 2) for health. In science, it also includes the knowledge of body processes. Knowledge of body parts is extended to those of humans and other animals.

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### 2.0 Changes in Living Things

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</td>
<td><strong>2.1</strong> Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations related to the life cycle (for example, from a caterpillar to butterfly).</td>
</tr>
<tr>
<td><strong>2.2</strong> Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</td>
<td><strong>2.2</strong> Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</td>
</tr>
</tbody>
</table>
## Earth Sciences

### 1.0 Properties and Characteristics of Earth Materials and Objects

<table>
<thead>
<tr>
<th>At around 48 months of age</th>
<th>At around 60 months of age</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</td>
<td>1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.</td>
</tr>
</tbody>
</table>

### 2.0 Changes in the Earth

<table>
<thead>
<tr>
<th>2.1</th>
<th>2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</td>
<td>Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</td>
</tr>
<tr>
<td>Notice and describe changes in weather.</td>
<td>Demonstrate an increased ability to observe, describe, and discuss changes in weather.</td>
</tr>
<tr>
<td>Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</td>
<td>Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</td>
</tr>
<tr>
<td>Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</td>
<td>Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</td>
</tr>
</tbody>
</table>

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Appendix C

Related Links and Resources

CDE/ECE Faculty Initiative Project
http://www.wested.org/facultyinitiative

WestEd
http://www.wested.org

Instructional Guides from the Faculty Initiative Project

http://www.wested.org/facultyinitiative/pelguide.html

*Instructional Guide for the California Preschool Learning Foundations, Volume 1*

*Instructional Guide for the California Preschool Curriculum Framework, Volume 1*
http://www.wested.org/facultyinitiative/PCF/index.html

*Instructional Guide for the California Preschool Learning Foundations, Volume 2*
http://www.wested.org/facultyinitiative/PLFv2/index.html

*Instructional Guide for the California Preschool Curriculum Framework, Volume 2*

*Instructional Guide for the California Preschool Learning Foundations, Volume 3*
Will be made available on the Faculty Initiative Project Web site in Summer 2014

Publications


http://www.cde.ca.gov/sp/cd/re/documents/psframeworkvol2.pdf

Publications – Continued


http://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf


http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf

Resources for the CA Preschool Curriculum Framework, Volume 1 (PCF, V1)

California Preschool Curriculum Framework, Volume 1 Order Information

Corrected Page 303 of the California Early Learning and Development System

Resources for the CA Preschool Curriculum Framework, Volume 2 (PCF, V2)

California Preschool Curriculum Framework, Volume 2 Order Information

Resources for the CA Preschool Curriculum Framework, Volume 3 (PCF, V3)

California Preschool Curriculum Framework, Volume 3 Order Information

Resources for the CA Preschool Learning Foundations, Volume 1 (PLF, V1)

California Preschool Learning Foundations, Volume 1 Order Form
http://www.cccoe.k12.ca.us/edsvcs/PDFs/cpin/2011/PLFV1OrderForm.pdf

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

Resources for the CA Preschool Learning Foundations, Volume 2 (PLF, V2)

California Preschool Learning Foundations, Volume 2 Order Information

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp
Resources for the CA Preschool Learning Foundations, Volume 3 (PLF, V3)

California Preschool Learning Foundations, Volume 3 Order Information

California Preschool Learning Foundations FAQ
http://www.cde.ca.gov/sp/cd/re/psfoundationsfaq.asp

Appendix B: The Foundations – An Overview of the Alignment of the California Preschool Learning Foundations with Key Early Education Resources
http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf#appendixb

Resources for the Preschool English Learners (PEL) Resource Guide

A World Full of Language: Supporting Preschool English Learners (DVD)


Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, Spanish Edition Ordering Information

Resources for Desired Results Development Profiles

Desired Results access Project
http://www.draccess.org

Desired Results System
http://www.cde.ca.gov/sp/cd/ci/desiredresults.asp

Desired Results Training and Technical Assistance Project
http://www.desiredresults.us/trainings.htm

DRDPtech CLOUD
http://desiredresults.us/form_drdp_tech.htm

Desired Results Developmental Profile – School Readiness (DRDP-SR)
http://drdpsr.org

Desired Results Developmental Profile – School Readiness Online
http://www.drdpsronline.org
Resources for the Desired Results Development Profiles – Continued

Getting to Know You Through Observation
http://www.wested.org/resources/getting-to-know-you-through-observation/

Watching My Child Grow
http://www.desiredresults.us/for_families.htm

Early Childhood Education Resources

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources

Best Practices for Dual-Language Learners

California Association for the Education of Young Children (CAEYC)
http://www.caeyc.org

California Community College Early Childhood Educators (CCCECE)
https://sites.google.com/site/ccceceleducators/

California Collaborative on the Social & Emotional Foundations for Early Learning (CA CSEFEL)
http://cainclusion.org/camap/cacsefel.html

California Comprehensive Early Learning Plan

California Department of Education (CDE)
http://www.cde.ca.gov

California Early Childhood Mentor Program
http://www.ecementor.org

California MAP to Inclusion & Belonging: Making Access Possible
http://www.cainclusivechildcare.org/camap

California Preschool Instructional Network (CPIN)
http://www.cpin.us

California State Advisory Council on Early Learning and Care
http://www.cde.ca.gov/sp/cd/ce/
Early Childhood Education Resources – Continued

*CDE Transitional Kindergarten Implementation Guide*

Center for the Study of Child Care Employment
http://www.irle.berkeley.edu/cscce

Center on the Social and Emotional Foundations for Early Learning
http://www.vanderbilt.edu/csefel

Child Development Training Consortium (CDTC)
http://www.childdevelopment.org/cs/cdtc/print/htdocs/home.htm

Commission on Teacher Credentialing (CTC)
http://www.ctc.ca.gov

CPIN Dual Language Learners Web site
http://www.cpin.us/dll/

Curriculum Alignment Project's (CAP) Lower Division 8
http://www.childdevelopment.org/cs/cdtc/print/htdocs/services_cap.htm

*Early Childhood Curriculum, Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8* Position Statement with Expanded Resources by the National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/positionstatements

Early Education and Support Division (formerly Child Development Division)
http://www.cde.ca.gov/re/di/or/cdd.asp

First 5 California
http://www.ccfc.ca.gov

NAEYC Resources for Early Childhood Educators as Learners

National Center for Research on Early Childhood Education
http://www.ncrece.org

*Pathways to Cultural Competence Project Program Guide*
California Early Childhood Educator Competencies Resources

California Early Childhood Educator Competencies

California Early Childhood Educator Competencies Mapping Tool
http://www.childdevelopment.org/cs/cip/print/htdocs/mt/home.htm

CompSAT – The Portfolio Protocol
http://www.ececompsat.org/portfolio-protocol.html

Local Quality Improvement Efforts and Outcomes Descriptive Study

Race to the Top Early Learning Challenge
http://www.cde.ca.gov/sp/cd/rt/rttelcapproach.asp

Infant/Toddler Resources

Infant/Toddler Curriculum Framework
http://www.cde.ca.gov/sp/cd/re/itframework.asp

Infant/Toddler Learning & Development Foundations
http://www.education.ca.gov/sp/cd/re/itfoundations.asp

Infant/Toddler Learning & Development Program Guidelines

Program for Infant/Toddler Care (PITC)
http://www.pitc.org

ZERO TO THREE
http://www.zerotothree.org